Programme Specification

1. Programme title	PGCE Primary Education (QTS)
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	PGCE Primary Education (QTS)
6. Year of validation **Year of amendment**	2019/2020
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

Entry requirements for the PGCE Primary Education (QTS) degree are prescribed by the Department for Education (DfE).

https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice

All applicants must have GCSE English language (or literature), science and mathematics at least at grade 4 to 9, or equivalent.

Applicants must have a degree at lower second or above. Where an applicant's degree does not have at least 50% of its content in a National Curriculum subject, s/he should normally have an 'A' level or the equivalent in a National Curriculum subject at grade C or above. Candidates with an Access to Primary Teaching qualification are accepted as meeting the full requirements described above.

10. Aims of the programme

The programme aims to:

Create teachers who are ethically informed through:

- equipping students with the cultural responsivity and competence to teach and learn with openness, empathy and respect in intercultural, multilingual and multi-faith settings and schools.
- enabling students to develop their knowledge and understanding of the needs of *all* children and their learning.
- enabling students to communicate the responsibilities of the profession; as advocates for children and as citizens with anchored integrity.
- enabling students to engage proactively in promoting and communicating the rights of children, families and colleagues in relation to equality issues and demonstrate respect for themselves and others and a strong ethical sense and balance.

Develop teacher identity by

- enabling students to reflect on and confidently communicate their developing sense of teacher identity, based on both personal and shared teacher values.

- equipping students with empowering pedagogic knowledge, understanding and skills to enable them to develop a creative outlook and an inspirational, adaptable and enquiring approach to teaching children in Reception, Key Stage One and Key Stage Two according to current Teachers' Standards.

Develop deep subject knowledge through

- equipping students with the critical ability to review, consolidate and extend a systematic and coherent body of knowledge of Primary education, utilising specialised skills and exploring boundaries across their areas of study.
- enabling students to develop their knowledge and understanding of the subjects of the Early Years and Primary School curricula and how the subjects inter-relate and extend beyond the classroom.

Develop research mastery informed through

- equipping students with the digital literacy skills to access the communication and information platforms currently generating contemporary thinking in education.
- enabling students to demonstrate critical understanding of current research in the area of primary education
- enabling students to critically evaluate new concepts and evidence from a range of sources and to transfer and apply diagnostic, analytical and creative skills in a range of situations.

Have optimum employment opportunities by

- enabling students to demonstrate expertise in highly specialised professional skills, in a context where they will need to exercise initiative and take personal responsibility for decision-making in complex and unpredictable situations.
- equipping students with the transferable skills that optimise employment opportunities within their chosen career.
- developing students' ability to work collaboratively and interact effectively within a team to achieve personal and group outcomes.

11. Programme outcomes*	
A. Knowledge and understanding	**Teaching/learning methods**
On completion of this programme the successful student will have a systematic understanding and depth of current knowledge of: 1. the professional and ethical responsibilities of the teacher as a citizen and as an advocate for young children.	Students gain knowledge and understanding through: - reading, listening and discussing - practical activities - accessing IT - directed independent activity - collaborative group activity - self-directed scholarly activity

2. all subjects appropriate to meet the requirements as set out in the Teachers' Standards and how the subjects inter-relate.
3. the role of effective planning, teaching and assessment strategies in learning and teaching across the Early Years and Primary age range.
4. the progression of children's learning form Reception to Year 7.
5. the use of IT in the teaching of the core and foundation subjects.
6. strategies that ensure inclusion and equal opportunity for all children including those with special education needs and disabilities.
7. safeguarding, child protection and children's emotional well-being.
8. cultural responsivitiy and a range of creative approaches to teaching in intercultural, multilingual and multi-faith schools and settings.
9. the management of children's learning behaviour and classroom organisation.
10. strategies to support effective learning outside the classroom and beyond the school environment.
11. assessing the impact of assessment data and school improvement priorities on their planning and teaching.

- lectures, seminars, practical workshops, outdoor activities.
- personal and module tutor support
- off -site educational visits, practical workshops and field trips

Assessment methods
Students' knowledge and understanding is assessed by:

- attendance
- engagement in sessions
- peer review of directed tasks
- self-auditing and self-assessment.
- tutor and school mentor scrutiny of online teaching files;
- tutor and school mentor observation of the students' teaching;
- module summative assessment (written assignments, group presentations, portfolio presentations)

B. Skills

1. conceptualise and think critically on a variety of given learning situations, identifying and evaluating the possibility of new approaches that may challenge assumptions within an existing knowledge framework.
2. apply diagnostic, analytical and creative skills when critically reflecting on their teaching and when evaluating children's learning outcomes.
3. use a body of knowledge to confidently and flexibly approach problems, synthesise ideas and generate solutions coherently.

Teaching/learning methods

- regular practice in school
- critical reflection of skill acquisition with mentors and tutors
- scrutiny of school policy and systems
- documentation pro-forma and guidance
- tutor modelling
- video observation and analysis
- visits to art galleries, museums, sites of specific interest and places of worship
- guest lectures from partnership school colleagues and local authority specialist teams

	Assessment methods
4. support conclusions with analysis of the reliability, validity and significance of evidence from primary and secondary sources of information. 5. exercise initiative and make decisions in complex and unpredictable situations. 6. synthesise, analyse, interpret and critically evaluate primary and secondary sources of information including current research and advanced scholarship in teaching, developing reasoned arguments and challenging assumptions. 7. work with autonomy whilst maintaining awareness of personal responsibility, professional codes of conduct and adherence to school policy. 8. produce 'Thinking for Teaching' documentation and resources appropriate for all aspects of learning and teaching in Reception and Key Stages 1 and 2. 9. teach all Early years and Primary aged children competently according to the Teachers' Standards. 10. utilise a range of formative and summative assessment strategies, including those which actively involve children. 11. organise and manage an environment that is conducive for all children to learn in. 12. understand and successfully apply range of pedagogies in order to develop a creative outlook and an inspirational, enquiring, adaptable approach to learning and learning. 13. teach beyond the classroom in a variety of outdoor and/or off-site settings. 14. work effectively, constructively and collaboratively within a community of colleagues, children and parents/carers. 15. promote a love of learning and children's intellectual curiosity, recognising all pupils' strengths and needs. 16. act with minimal supervision or direction within agreed guidelines as a Newly Qualified Teacher. 17. take responsibility for accessing colleague and mentor support in order to develop, negotiate and collaborate within the role as class	• coursework • presentations • collaborative work • scrutiny of online teaching files; • observation of the student's teaching • evaluative discussion with tutors and school-based Mentors and teachers • regular practice in school • use of information from the online Professional Development Portfolio to identify development needs. • tutor modelling

teacher. Accept accountability for personal and group outcomes. 18. communicate confidently both in written and verbal communication. 19. organise and prioritise workload and manage time effectively. 20. make a positive contribution to the school community that they operate within through their awareness of ethical and social responsibility and their cultural competence. 21. show initiative, adaptability, creativity and capability of generating new ideas. 22. demonstrate critical thinking skills through ability to analyse, structure and synthesise information in a variety of verbal and written forms, making reference to research and practice. 23. use Information Technology effectively and ethically and participate responsibly and confidently in social media discussion 24. gather, analyse and present quantitative data clearly, choosing appropriate formats, interpreting findings and explaining significance	

12. Programme structure (levels, modules, credits and progression requirements)
12. 1 Overall structure of the programme
The programme is studied over one year (**full-time**) and complies fully with the current DfE requirements for Initial Teacher Training.
https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice
https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework
Two modules at Level 6 incorporate school-based training
Professional Development 1 (PD1) has a credit value of 30 credits;
Professional Development 2 (PD2)has a credit value of 30 credits.
The remainder of the programme is **Centre Based Training (CBT)** at the university, where students attend lectures, seminars and practical workshops. Study is undertaken at level 7. The programme comprises 2 compulsory academic modules, each with a credit value of 30 credits.
An optional enrichment opportunity in a Special School Setting is available to take up during the final term of the programme.
Details of each module can be found on MISIS and are provided in this handbook after the Program Specification. Module descriptions are also available on UniHub.

12.2 Levels and modules
Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 6 (1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: **Primary Professional Development (PP1) 3 EDP3000** **Primary Professional Development (PP2) 3--- EDP 3001**		Students must pass PD1 module in order to progress on the programme Students must pass both PD1 & 2 modules in order to gain the award of Professional Graduate Certificate Education (ProfGCE) (QTS).

Level 7 (2)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: **Learning and Teaching: a broad and balanced curriculum 4--- EDP4000** **Across the curriculum, beyond the classroom 4--- EDP4001**		Students must pass all Level 6 and 7 modules in order to gain the award of PGCE Primary Education (QTS)
Students must pass PD1 and both academic modules to achieve the award of PGCert		PGCert

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12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
All modules are compulsory and none are compensatable	

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13. Curriculum map
See attached.

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14. Information about assessment regulations

Students must pass all aspects of the programme. Successful completion of the programme entitles students to be awarded the Middlesex University PGCE Primary Education degree with recommendation for QTS.

15. Placement opportunities, requirements and support

Students are supported in their school-based training placements by a school based mentor and a University Link Tutor.

Students have the opportunity to do an optional placement in an alternative school setting e.g. a special school.

16. Future careers (if applicable)

Primary school teaching (5-11)

17. Particular support for learning (if applicable)

All students are able to access support from the university's LET and library services.

18. JACS code (or other relevant coding system)	X120
19. Relevant QAA subject benchmark group(s)	

20. Reference points

- ITT Core Content Framework
  https://www.google.com/search?q=itt+core+content+framework+2020&rlz=1C1GCEV_enGB861GB861&oq=I&aqs=chrome.1.69i57j35i39j69i59l2j46j0j46j0.2319j0j15&sourceid=chrome&ie=UTF-8

  https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice

- Teachers' Standards (2012)
- National Curriculum (2014)
- EYFS (2012)
- SEEC (2016) Credit Level Descriptors for Higher Education

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum Map

21. Other information

Curriculum map for *PGCE Primary Education with QTS:* This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

A. Knowledge and Understanding	
A1	the professional and ethical responsibilities of the teacher as a citizen and as an advocate for young children.
A2	all subjects appropriate to meet the requirements as set out in the Teachers' Standards and how the subjects inter-relate.
A3	the role of effective planning, teaching and assessment strategies in learning and teaching across the Early Years and Primary age range.
A4	the progression of children's learning form Reception to Year 7.
A5	the use of IT in the teaching of the core and foundation subjects.
A6	strategies that ensure inclusion and equal opportunity for all children including those with special education needs and disabilities.
A7	safeguarding, child protection and children's emotional well-being
A8	cultural responsivity and a range of creative approaches to teaching in intercultural, multilingual and multi-faith schools and settings.
A9	the management of children's learning behaviour and classroom organisation.
A10	strategies to support effective learning outside the classroom and beyond the school environment
A11	assess the impact of assessment data and school improvement priorities on their planning and teaching.
B. Skills	
B1	Conceptualise and think critically on a variety of given learning situations, identifying and evaluating the possibility of new approaches that may challenge assumptions within an existing knowledge framework.
B2	Apply diagnostic, analytical and creative skills when critically reflecting on their teaching and when evaluating children's learning outcomes.
B3	Use a body of knowledge to confidently and flexibly approach problems, synthesise ideas and generate solutions coherently.
B4	Support conclusions with analysis of the reliability, validity and significance of evidence from primary and secondary sources of information.
B5	Exercise initiative and make decisions in complex and unpredictable situations.

B6	Synthesise, analyse and critically evaluate primary and secondary sources of information including current research, developing reasoned arguments and challenging assumptions.
B7	work with autonomy whilst maintaining awareness of personal responsibility, professional codes of conduct and adherence to school policy.
B8	produce *Thinking for Teaching* documentation and resources appropriate for all aspects of learning and teaching in Reception and Key Stages 1 and 2.
B9	teach *all* Early years and Primary aged children competently according to the Teachers' Standards.
B10	utilise a range of formative and summative assessment strategies, including those which actively involve children
B11	organise and manage an environment that is conducive for all children to learn in.
B12	Understand and successfully apply range of pedagogies in order to develop a creative outlook and an inspirational, enquiring, adaptable approach to teaching and learning
B13	teach beyond the classroom in a variety of outdoor and/or off-site settings.
B14	work effectively, constructively and collaboratively within a community of colleagues, children and parents/carers.
B15	Promote a love of learning and children's intellectual curiosity, recognising all pupils' strengths and needs
B16	act with minimal supervision or direction within agreed guidelines as a Newly Qualified Teacher.
B17	take responsibility for accessing colleague and mentor support in order to develop, negotiate and collaborate within the role as class teacher. Be able to accept accountability for personal and group outcomes.
B18	communicate confidently both in written and verbal communication
B19	organise and prioritise workload and manage time effectively
B20	make a positive contribution to the school community that they operate within through their awareness of ethical and social responsibility and their cultural competence.
B21	show initiative, adaptability, creativity and capability of generating new ideas
B22	demonstrate critical thinking skills through ability to analyse, structure and synthesise information in a variety of verbal and written forms, making reference to research and practice.
B23	Use Information Technology effectively and ethically and participate responsibly and confidently in social media discussion.
B24	Gather, analyse and present quantitative data clearly, choosing appropriate formats, interpreting findings and explaining the significance.

A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24
7	7	7	7	7	7	6	7	7	7	6	7	7	7	7	6	7	6	7	6	6	7	7	7	7	7	6	6	7	6	7	7	7	7	7

To gain the award of PGCE Primary Education (QTS)

| Module Code | Programme Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Knowledge and Understanding | | | | | | | | | | | Skills | | | | | | | | | | | | | | | | | | | | | | | |
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24
EDP4000 Teaching & Leaning	x	x	x	x	x	x		x	x			x		x	x		x		x			x	x		x	x			x		x	x	x	x	x
EDP3000 Prof Dev1 (PP1)	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x		x	x	x	x	x		x	x
EDP4001 Beyond the classroom	x	x	x	x	x	x		x		x		x	x	x	x		x		x			x	x	x	x	x			x		x	x	x	x	x
EDP3001 Prof Dev 2 (PP2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x

To gain the award of Professional Graduate Certificate (QTS)

| | Programme Outcomes | |
	Knowledge and Understanding	Skills

Module Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24
EDP3000 Prof Dev 1 (PP1)	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x		x	x	x	x	x		x	x
EDP3001 Prof Dev 2 (PP2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x

To gain the award of PGCert:

| Module Code | Programme Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Knowledge and Understanding | | | | | | | | | | | Skills | | | | | | | | | | | | | | | | | | | | | | | |
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	B24
EDP4000 Teaching & Leaning	x	x	x	x	x	x		x	x			x		x	x		x		x			x	x		x	x			x		x	x	x	x	x
EDP3000 Prof Dev 1 (PP1)	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x		x	x	x	x	x		x	x
EDP4001 Beyond the classroom	x	x	x	x	x	x		x		x		x	x	x	x		x		x			x	x	x	x	x			x		x	x	x	x	x