

Programme Specification for Postgraduate Programme



Leading to:

Postgraduate Certificate in Education (PGCE) in Primary Education (5-11 years) with recommendation for Qualified Teacher Status

Applicable for all postgraduate students starting on or after 1st September 2022

Version No.	Date	Notes – QA USE ONLY	QA
1	October 2022	Programme specification created for 2022-23	NPB

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Department of Education
4. Contributing college/department/division/associated institution	N/A
5. Programme accredited by	Brunel University London Teaching Regulation Agency (TRA)
6. Final award(s) and FHEQ Level of Award	Postgraduate Certificate in Education (PGCE) Primary Education (5-11 yrs) with recommendation for Qualified Teacher Status (FHEQ level 7)
7. Programme title	Postgraduate Certificate in Education (PGCE) in Primary Education (5-11 years) with recommendation for Qualified Teacher Status
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	One-year full time
10. Maximum period of registration for each mode of study	Two Years
11. Variation(s) to September start	None
12. Modes of study	Full-time
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Certificate in Education (PGCE) in Primary Education Studies [FHEQ level 7] Graduate certificate in Primary Education (5-11 years) with recommendation for Qualified Teacher Status [FHEQ level 6] Graduate Certificate in Primary Education Studies [FHEQ level 6]
15. UCAS Code	N/A
16. HECoS Code	100511
17. Route Code	X130TPRPGC – Primary
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. Most Recent QAA Subject Benchmark Statement: there are currently no relevant subject benchmark statements. Brunel 2030

	Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.
19. Admission Requirements	Details of entry requirements are provided on the University's website and the College website . Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	Students successfully completing this programme are eligible to return to complete a Master's award (subject to normal University regulations) with Recognised Prior Learning (RPL) for 60 credits.
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	<p><u>Requirements for the recommendation for QTS:</u></p> <p>To be recommended for QTS, students must successfully meet the Teachers' Standards for the Award of Qualified Teacher Status evidenced from University-based work and school-based work, (DfE, 2021). The successful attainment of the Teachers' Standards is through a combination of the assessment of school experience placements and continual assessment in the University context.</p> <p>The Board of Examiners, with direct reference to school experience evidence/professional practice evidence* following the completion of ED5625, may:</p> <ul style="list-style-type: none"> A) Recommend that a student is eligible to proceed to the next placement having been judged to be making satisfactory progress in module ED5625 <p>Where expected progress has not been made, prior to the Board of Examiners the Professional Practice Panel will meet to consider all students who have not made expected progress. This panel will make one of the following recommendations to the Board:</p> <ul style="list-style-type: none"> B) Recommend the student is failed in the module ED5625 and does not progress to the next placement. Students will be failed if inadequate progress has been noted in the module, through the Support and Intervention or Professional Suitability processes; C) Recommend that a student be allowed exceptionally a re-assessment of the module on a placement on one occasion only, as a 2nd attempt; D) Recommend that a student be allowed a re-assessment of the module on a placement as a 1st attempt (where there are extenuating circumstances); E) Recommend that a student has failed a placement if they withdraw from a placement; <p>For B to E there is no automatic right to re-assessment, this must be at the discretion of the Board of Examiners.</p> <p>The Board of Examiners, with direct reference to school experience evidence/professional practice evidence* following the completion of ED5626, may:</p> <ul style="list-style-type: none"> A) Recommend the student for the award of QTS if the student has successfully demonstrated meeting all of the Teachers' Standards in the required key stages. (Both ED5625 and ED5626 must be passed for the award of QTS). <p>Where expected progress has not been made, prior to the Board of Examiners the Professional Practice Panel will meet and will make one of the following recommendations to the Board:</p> <ul style="list-style-type: none"> B) Recommend the student is failed in the module ED5626 and therefore will not be recommended for the award of QTS. Students will be failed and ineligible for the award of QTS if inadequate progress has been noted in the module, through the Support and Intervention or Professional Suitability processes C) Recommend that a student be allowed exceptionally a re-assessment of the module on a placement on one occasion only, as a 2nd attempt. In these circumstances a student can normally be granted up to a year's extension to complete the programme;

	<p>D) Recommend that a student be allowed a re-assessment of the module on a placement as a 1st attempt (where there are extenuating circumstances). In these circumstances a student can normally be granted up to a year's extension to complete the programme;</p> <p>E) Recommend that a student has failed a placement if they withdraw from a placement.</p> <p>For B to E there is no automatic right to re-assessment, this must be at the discretion of the Board of Examiners.</p> <p>Attendance Requirements: 100% attendance is expected on all taught elements of the programme and on school experience placements. Attendance records are taken and attendance is monitored. The Board of Examiners may consider cases of unauthorised absence and may require a student to withdraw from the programme based on attendance alone if the absences are not supported by accepted extenuating circumstances. Students who are unable to attend due to extenuating circumstances must follow the Department of Education procedure for submitting extenuating circumstances as outlined in the College handbook. For further details about attendance requirements refer to the Student and Placement Handbook.</p> <p>Professional Suitability: Certain behaviours may indicate that a student is professionally unsuitable. Where the professional suitability of a student is questioned the suitability procedures of Senate Regulations will be followed</p> <p>* School experience/professional practice evidence can include the Interim and end of phase assessments, PebblePad and file evidence, support and intervention documentation, link tutor visits, mentor feedback, meetings with personal tutor/subject leader/programme leader/Director of ITE/Head of Department, Partnership Development Unit feedback, email and other written communication.</p>
<p>22. Further information about the programme is available from the College website.</p>	<p>https://www.brunel.ac.uk/education/postgraduate-programmes/ite-pgce-programmes</p>

23. EDUCATIONAL AIMS OF THE PROGRAMME

Schools and Local Authorities are increasingly seeking to employ teachers with not only high levels of competence and skill in classroom practice, but practitioners who have advanced subject knowledge for teaching and enhanced knowledge of systems and theories relevant to education, schools and young people. The aims of this programme are:

- To enable students to develop a critical understanding of issues and theories that impact upon classroom practice in teaching, learning and assessment in schools;
- To support students in their critical exploration and analysis of a range of general professional and subject specific research literature and policy documents;
- To engage students in critical reflection on their own and others' practice in relation to national policies and current research, relevant to the key stages for the programme making connections to whole school matters;
- To promote student teachers' practical teaching skills and subject knowledge for teaching across the relevant key stages, making links with theory to inform practice.

The programme aims to further develop students existing transferable skills in communication, literacy, numeracy and critical reasoning. It is suitable for those who wish to gain employment as teachers and who aspire to progress to leadership and management roles in schools or in the wider world of education. It will provide a foundation for progression to either higher academic or advanced professional qualifications.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
5	K	Knowledge and understanding of the nature of each of the core and foundation subjects and the statutory documentation relating to their teaching and learning in primary schools.				ED5619 ED5617 ED5618
5	K	Knowledge and understanding of the theory, practice and legislation related to inclusion (i) ability to identify, assess and provide for all pupils including those with SEN, drawing on academic literature, theory and practice (ii) awareness of common principles and practices of inclusive practice in primary schools.				ED5619 ED5617 ED5618
5	K	Knowledge and understanding of the theoretical perspectives underpinning children's learning and development and how these can be applied to their own professional practice in primary schools.				ED5619 ED5617 ED5618
5	K	Knowledge and understanding of the range of research relating to strategies for managing and organising a classroom for effective learning in primary schools, including planning and assessing for a range of abilities, the management of behaviour and managing other adults and theories about effective teaching skills				ED5619 ED5617 ED5618
5	K	Knowledge and understanding of the statutory frameworks relating to teachers' responsibilities				ED5619 ED5617 ED5618
5	C	Able to engage in critical thinking and discussion of issues and concepts relating to the teaching and learning of each of the core and foundation subjects				ED5619 ED5617 ED5618

5	C	Able to engage in critical review and evaluation of different models and theories of assessment, including for pupils with SEND, EAL and those considered able/Gifted & Talented				ED5619 ED5617 ED5618
5	C	Able to engage in critical evaluation of research- based and policy-based literature relating to curriculum development in primary schools.				ED5619 ED5617 ED5618
5	C	Able to engage in evaluation of their own strengths and development needs relevant to teaching, and the setting of challenging targets to further their professional development				ED5619 ED5617 ED5618
5	C	Able to engage in critical analysis, reflection upon and evaluation of chosen issues of policy and practice in education in primary schools.				ED5619 ED5617 ED5618
5	C	Able to engage in application of pedagogical research and theories in relation to classroom practice in primary schools.				ED5619 ED5617 ED5618
5	S	Able to demonstrate subject knowledge in each of the core and foundation subjects				ED5619 ED5617 ED5618
5	S	Able to show the ability to read research and theoretical sources critically, and apply new knowledge and understanding in both practical contexts and written assignments and presenting in appropriate academic form.				ED5619 ED5617 ED5618
5	S	Able to show the development of enquiry-based learning for teaching				ED5619 ED5617 ED5618
5	S	Able to show personal capacity to utilise ICT based resources				ED5619 ED5617 ED5618
5	S	Able to show inter-personal and presentation skills				ED5619 ED5617 ED5618

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The relevant benchmarks for the award of M level credits for a PGCE inform teaching and learning strategies across the partnership. The programme and partnership team aims to offer a structured curriculum that utilises and builds upon the knowledge and expertise the students bring from their previous study and experience in schools before and throughout the programme. The programme and partnership team aim to promote personal initiative, enthusiasm and positive study habits, and to encourage professional formation through reflection on practice and research.

Modules combine weekly large group lectures and smaller seminars. Some provide workshops or a tutorial component. Large class sizes in block lecture sessions require audio-visual teaching aids and electronic delivery of teaching materials.

On-line learning resources via the VLE and University website give access to lecture guides, notes/slides, templates and other resources such as e-communication forum. Thus, students learn quickly how to access on-line materials and how to make the best use of databases and other electronic resources.

Seminars and practical workshop sessions provide smaller group contact and the opportunity to review, discuss and debate topics. They sometimes require students to make presentations to the peer group and the tutor, either individually or as part of a group, using a range of ICT.

Visiting staff, including professionals such as senior teachers from schools, help to balance theory with practice. External visits both to schools and to other off-site venues, such as galleries or museums further stimulate learning.

Individual and small group tasks and presentations build awareness and give opportunities to explore and develop the practical implications of theory.

The assessments include a small-scale research project which involves the cycle of literature search and review, practical work, analysis and final reporting. Students are guided by core-subject tutors who support the research whilst professionals in schools advise on the practical elements. Cognitive and thinking skills are frequently co-developed with subject specific knowledge, and the same learning and teaching strategies apply. The assessments address analytical and critical thinking skills in particular, and the gathering and analysis of data, sometimes in the context of their school placements.

Students are expected to demonstrate an increasing ability to understand, analyse compare, evaluate, synthesise and apply ideas. They are required to show evidence of learning via critical reflection on their own practice and that of others and show that they can apply concepts and theories and not merely re-iterate facts. Group activities and presentations are designed to encourage critical interaction and debate between students and to promote problem solving skills. Such approaches build critical awareness as students explore the robustness of theory and its application in practice.

Significant emphasis is placed on cognitive skills in written work, presentations and analysis of practice. These skills come together in the second and third modules and the completion of the associated assignments.

All the modules cover issues relating to professional practice relevant to education and teaching in relation to the Teachers' Standards for Qualified Teacher Status. Some work is required to be presented using ICT, to ensure relevant computer literacy and skills of presentation appropriate to classrooms.

The assessments and the compilation of the School Experience documentation require students to engage in task-orientated research and various activities, including organising activities in schools and other contexts outside the University.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Forms of assessment are designed to measure individual levels of knowledge and understanding in relation to each module's aims and content. Knowledge assessments include subject knowledge audits, written coursework assignments including individual essays, reports and case studies, group presentations and evidence from learning diaries. Assessments evaluate individual capabilities fairly and consistently. Each piece of work has clear assessment criteria which are made available to the students. Marking tutors use specific marking schemes and University Grade Descriptors, with Departmental feedback sheets to ensure consistency of marking within and between modules, and to provide both summative and formative feedback on individual performance.

Assessments are increasingly designed to extend students' analytical and other cognitive abilities in relation to particular module aims and content. The programme challenges students to think and reason critically and constructively. Coursework such as individual assessments (reports, case studies, group projects, posters and presentations) and various technique-focussed assessments, such as the ICT based presentation, are used to assess these qualities. The assessment focussing on pupils requires students to gather and present relevant material, assess its relevance for their case study, and formulate and sustain a coherent argument.

The programme and partnership team places high importance upon students having effective communication skills in speech and writing. This priority is reflected in the requirements for assignments and how they are marked. Good command of written English is essential in the teaching profession. Students are set assignments and tasks to pre-determined deadlines, and are penalised for lateness, to encourage good time management skills.

Peer feedback, including peer monitoring contributes to the assessment process. One of the assessments has a presentation requirement.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left-hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right-hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 5	
Compulsory assessment block codes, titles and credit N/A	Optional assessment block codes, titles and credits N/A
Compulsory study block codes, titles and credit volume N/A	Optional Study block codes, titles and credit volume N/A
Compulsory modular block codes, titles and credits ED5617 Educations Studies I (0 credits) ED5618 Education Studies II (30 credits) ED5619 Education Studies III (30 credits) ED5625 PGCE Primary Education Teachers' Standards for QTS Phase 1 (0 credits) ED5626 PGCE Primary Education Teachers' Standards for QTS Phase 2 (0 credits)	Optional modular block codes, titles and credits N/A

FHEQ Level 5 Progression and Award Requirements

As per [Senate Regulation 3](#)

For the award of a PGCE with QTS, candidates must:

- A) achieve the required grade profile for PGCE awards AND
- B) pass the assessment for ED5617 – Specialism Pathways
- C) meet in full the Teachers' Standards for QTS by the end of the programme – as published in the Teachers' Standards (DfE, 2012). This will be demonstrated by passing both modules ED5625 and ED5626.

For the award of a PGCE in Primary Education Studies, candidates must achieve the required grade profile for PGCE awards AND pass ED5617.

For the award of a GradCert with QTS, candidates must achieve the above, BUT with a minimum grade profile of D-, D-.

For the award of a GradCert in Primary Education Studies, candidates must achieve the above, BUT with a minimum grade profile of D-, D-.

Exceptionally, if a student does not achieve the grade profile for a PGCE or GradCert OR has not passed ED5617 but successfully meets the standards required for QTS (see below), a recommendation for QTS only may be made at the discretion of the Board of Examiners.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.