

Nottingham Trent University

Course Specification

Basic Course Information		
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Social Sciences/Clifton
3.	Final Award, Course Title and Modes of Study:	Postgraduate Certificate in Education: Primary Education
4.	Normal Duration:	September-June (Full time)
5.	UCAS Code:	

6. **Overview and general educational aims of the course**

Introduction:

The overall aim of this course is that you will become a teacher who not only has the necessary subject and professional skills and knowledge but you will have also the motivation and imagination to make a real difference for the pupils who you teach and the school in which you are eventually employed. You will be able to make a significant contribution to the shaping of futures.

Distinctive/Innovative Features:

- There will be three modules, two of which will run concurrently throughout the year;
- The modules integrate the study of Child Development, Learning Theory and Pedagogy with Developing Educational Specialism and Primary Professional Practice;
- Professional Practice placements in at least two contrasting schools;
- Professional tutoring to support trainee development;
- Independent and collaborative learning encouraged, specifically through the flipped learning approach;
- The entire primary curriculum is reflected across the course.

Educational Aims:

The course will:

- Develop your professional identity as a reflective teacher;
- Develop your expert professional knowledge and skilful pedagogy and practice;
- Enable you to make a significant contribution to the shaping of learning, teaching and education; and
- Enable you to develop professionally and lead change.

Professional Body Accreditation:

The course leads to recommendation for Qualified Teacher Status from the Department of Education.

7. **Course outcomes**

The course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

1. Postgraduate Certificate in Education (PGCE) 60 credit points at Level 7 and 60 credit points at Level 6

By the end of the programme you should be able to:

Knowledge and Understanding

b. Systematically evaluate and demonstrate a comprehensive knowledge and critical understanding of the statutory and other frameworks within which teachers work (B)

d. Demonstrate comprehensive, expert knowledge and critical understanding of your specialist subject, curriculum and pedagogy in a systematic manner (B)

f. Critically evaluate theories of teaching, learning and assessment in the light of professional experience and synthesise theory and practice in your specialist subject (B)

g. Develop knowledge of learning in your specialist subject and the contexts in which it takes place, to inform the development of your practice. (B)

j. Show critical understanding of the complexity of how learners learn and the factors that enable learning (B)

k. Exercise independent judgement in identifying relevant professional and research based sources and use these appropriately to consolidate and extend your knowledge and understanding and professional effectiveness (B)

Skills, Qualities and Attributes

b. Demonstrate independence, accountability and reflection in planning, teaching, assessing and evaluating in your specialist subject in order to maximise the potential of the learning environment (B)

c. Demonstrate knowledge and critical awareness of your specialist subject, curriculum and pedagogy in a systematic manner (B)

e. Question and critique theories of teaching, learning and assessment in the light of professional experience and practice in your specialist subject (B)

h. Demonstrate expertise in the use of effective transferable skills matched appropriately to context including:

- Verbal and written communication
- Classroom leadership
- Collaboration with a diversity of professional colleagues
- Use of literacy, numeracy and ICT to support your teaching
- Specialised and advanced research skills (B)

i. Undertake structured and balanced investigation of the educational process and issues in your specialist subject, which have significance to your developing role and in which you have developed knowledge (B)

8. Teaching and Learning Methods

The focus of teaching and learning is on your participation: you are expected to engage, actively contribute to your learning and direct its development. The distinctive nature of the course lies with the way you access your learning. You will learn by engaging with a taught programme that is delivered by experienced school based practitioners who model the excellent practice they expect to see in school. NTU based sessions ensure a structure designed to give extended periods for building a community of SCITT trainees and a sense of identity to address issues of collaborative learning.

You will experience teaching and learning in two main contexts: university based training and school based training. You will consider how your ideas about effective practice are influenced by your experiences and equally how experiences influence your thinking about best practice.

NTU Based Training

The NTU based training begins with a comprehensive programme of induction followed by seminars and workshops delivered by tutors and partners in primary education. The NTU training is intended to dovetail with the work carried out during the Professional Practice through directed tasks and practitioner research. You will be able to apply your NTU based training directly to your work in school and this supports your overall development. You will engage in two taught modules.

SCITT Based Training

The SCITT based training begins with a comprehensive programme of induction followed by training delivered by SLE and Learning Coaches. The SCITT training is intended to dovetail with the work carried out during the NTU based modules through directed tasks

and practitioner research. You will be able to apply your NTU based training directly to your work in school and this supports your overall development. You will engage in one year long modules.

E learning

You will find that effective and appropriate use of e learning will be embedded across modules to support you in your individual needs and to challenge you if you wish to study at a higher level. The Nottingham Trent Online Workspace: 'NOW' will also be used to support learning. Module documentation and assessment details will be available on the NOW and every module will conform to the university's minimum online standards.

9. **Assessment Methods**

Assessments will take the form of written assignments and presentations and reflections. There will also be online audits.

Module Reference	Module Title	Level	Year-long / Half-year	Credits Points	Status	Element I	Element II
1.	Child Development, Learning Theory and Pedagogy	7	Half year	30	Core	Assignment 100%	
2.	Developing Educational Specialism	7	Half year	30	Core	Assignment 1000%	
3.	Primary Professional Practice	6	Full year	60	Core	Portfolio of Evidence 100%	

The range of assessment methods allow you to develop skills that are pertinent to teaching, to your career and allow you to develop professionalism through the development of subject knowledge, provision of feedback, planning, critical analysis, reflection and identification of improvements in your own practice.

The assessment strategy of the programme will adhere to the principles underpinning the School's Assessment Policy and complies with the NTU Common Assessment Regulations.

10. **Course structure and curriculum**

The programme is based around three modules which are core to all trainees. Two Modules 1 and 2 are at Level 7 Module 3 - Primary Professional Practice is at Level 6. All are studied full-time. Within these modules, you will have a significant amount of choice in identifying the focus of your study to meet the needs of your professional development and appropriate to the context of your professional practice placements. This focus on the your professional context is both a distinctive feature of the programme design, and supports the teaching and learning strategy in allowing you to scaffold your development of academic knowledge around your work-based experiences.

The course structure is designed to meet the current and developing changes in primary schools in the United Kingdom. The structure allows sufficient flexibility to address governmental curricular changes as well as reflect effective research based practice both nationally and internationally.

The Modular structure is as follows: -

- Module 1: Child Development, Learning Theory and Pedagogy at Level 7 (30 credit points, core, August - December)
- Module 2: Developing Educational Specialism at Level 7 (30 credit points, core, January - April)
- Module 3: Primary Professional Practice at Level 6 (60 credit points, core, year long)

Interim exit awards and awards for those unsuccessful in their primary professional practice are also available.

Module 1 - Child Development, Learning Theory and Pedagogy is designed to support you in developing:

- Your own thinking about learning and teaching through challenging enquiry and debate;
- An understanding of a range of theoretical and alternative perspectives considering learning theory, child development and curriculum change ;
- Your own personal philosophy and skills as a reflective practitioner in order to develop critical and analytical thinking.

Module 2 – Developing Educational Specialism module is designed to support you in:

- Developing mastery and leadership within your own practice in your selected area of specialism;
- Deepening and refining your skills as a reflective practitioner and as a teacher-researcher;
- Broadening your understanding of research skills by providing you with opportunities to conduct in-depth, independent, integrative, empirical research in professional practice.

Module 3 - Primary Professional Practice module is designed to support you in developing you as a teacher who exercises responsibility:

- For your pupils as individuals and as members of groups within and beyond the school community; and
- For productive interaction both with professional colleagues including teaching and support staff in school, staff from external agencies, and with other adults, including parents and carers; and for your own professional development.

This module aims to equip you with theoretical and practical understanding and experience of:

- planning, setting high expectations and appropriate targets;
- monitoring and assessment; and
- teaching and behaviour management.

The Professional practice module is designed by the SCITT and student work is quality assured by NTU. It is designed to support you in meeting the required standards for QTS and will be achieved through a range of school placements.

11. Admission to the course

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

12. Support for Learning

Teaching and Learning taking place at NTU will be scheduled in a variety of well-equipped teaching rooms. Each module team working within the programme has access to an interactive whiteboard to support its teaching, supported by a range of primary and secondary software.

Excellent computing facilities are available to trainees at the Clifton Campus, as well as access to a growing range of support materials on the Virtual Learning Environment (NOW). Trainees have the opportunity to loan a range of resources from Resource Base to support them with learning and teaching in school.

The site has very good library facilities. The LLR provides the trainees with access to an extensive range of high quality materials to support their work. They have access to a placement learning resource room and a study room with an interactive whiteboard. The RLMS also provides materials that can be accessed off site.

Student Support Services and the Students' Union

The courses maintain a culture of support and trainees have access to this in the form of Student Support Services and the Students' Union. Representatives from these two support systems meet the trainees at the start of the training year, providing information about the services that they provide and contact information for further and continuous support.

In critical friends groups, you will meet regularly and are encouraged to share and support each other. Email contact throughout the year is constant with the Course Leader.

Personalised Induction

Postgraduate training begins with a period of personalised induction which begins in August prior to the start of the course in September. During this time, trainees are able to enrol, facilities are made available, the outline of the course is explained and key documents and pre course reading signalled.

A series of introductory taught sessions provides a rapid and comprehensive introduction to a range of teaching and learning strategies, alerting you to key ideas and key ways of working.

Academic Guidance

Module leaders organise the assessment and feedback arrangements for individual modules. There are up to four stages of support and guidance:

- Briefing meetings where you are introduced to the assessment of the module and the outcomes to be assessed
- On-going , formative feedback where tutors comment on work in progress and suggest improvements
- Generic feedback where the module leader collates information from individual feedback
- Summative marking and development feedback where tutors grade work and inform you on what you might need to do next to achieve or sustain high grades

Reasonable adjustments are made for trainees who declare a disability and this is thoroughly discussed on an individual case basis with adjustments being made from extended library loans to additional time for assignments to resources being made available in advance. Other support mechanisms include the loan of specific technologies and equipment to ensure access to all elements of the course. Academic Peer Mentors are available across the university and provide guidance for academic writing and through study cafes.

School based Pastoral Support

The Professional Tutor holds overall responsibility for your pastoral care within ILTT. However, whilst in school, you will have a dedicated Learning Coach, responsible for supporting you in building your experience and understanding of teaching and learning in the classroom. Regular meetings allow you to discuss and consolidate your understanding as well as reflect on your learning and set targets. You will also work with the class teacher and receive support in planning and delivering lessons from them. ILTT encourages a collegiate approach and you will also have the support of your peers.

Regular opportunities to discuss face to face, blog or tweet your thoughts and ideas are provided and encouraged.

The professional tutor will also carry out pastoral checks when they visit you each a half term. If required, additional visits can be scheduled, and, where appropriate, the Professional tutor will direct you to the student support services available from the University.

13. **Graduate destinations / employability**

The employability of primary postgraduate trainees remains high and they are very sought after in the local partnership schools. The PGCE course regularly has around 88% of the trainees having found employment which will enable them to complete their NQT year by the end of the course. at the start of July.

The programme includes recommendation for Qualified Teacher Status alongside the University award and so is designed to enable your employment as a teacher.

In addition the programme structure will support your growing independence as a teacher, as you move from a focus on your own identity, pedagogy and practice to making a contribution to education more widely and to taking responsibility for your continuing development and the leadership of change.

It is anticipated that the Developing Education Specialism module will allow the programme to be personalised to you and support you in beginning to develop a specialist area of expertise that will in turn increase your attractiveness to future employers.

The programme is intended to facilitate your continuing professional development and lay the foundations for further Masters level study which again will enhance your employment opportunities and the likelihood of securing advancement in your career.

14. **Course standards and quality**

The principal methods through which the standards and quality of the programme are maintained are:

- The Collaborative Framework details how the SCITT will work together.
- An annual Self Evaluation Document monitored by Ofsted leading to course action planning
- Ofsted inspections
- A Programme Committee which manages the programme, and which includes student representation;
- A Board of Examiners Meeting which considers student results;
- An External Examiner, who considers whether standards and quality are appropriate, and consistent with that in other higher education institutions and on comparable programmes;
- An annual monitoring report and action plan, considered at the Programme Committee and by the School of Education Standards and Quality Committee; and
- End of module and programme evaluations.

15. **Assessment regulations**

This course is subject to the University's Common Assessment Regulations for PGCE awards which are available on request.

16. **Additional Information**

Collaborative partner(s):	IL SCITT
Course referenced to national QAA Benchmark Statements:	Education Studies
Course recognised by:	Teaching Agency for Qualified Teacher Status.
Date implemented:	March 2018

Any additional information:

N/A