

Programme Specification

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| Awarding body: | University of Surrey | |
| Teaching institution (if different): | University Centre Farnborough | |
| Final award: | Choose an item. | |
| Final award (if different): | Post Graduate Certificate in Education (PGCE) with QTS | |
| Programme/pathway title: | Primary | |
| Subsidiary award(s) and title(s): | Award | Title |
| | PGCE with QTS | Primary (Early Years Specialism, 3-7) |
| | PGCE with QTS | Primary (5-11) |
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| FHEQ Level: | Level 7 | |
| Credits: | 60 | |
| ECTS credits: | 30 | |
| FHEQ Level: | Level 6 | |
| Credits: | 60 | |
| ECTS credits: | 30 | |
| Name of Professional, Statutory or Regulatory Body (PSRB): | Department for Education Teachers Standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf Department for Education ITT Core Content Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf | |
| Mode of study and route code: | Mode of study | Please tick applicable |
| | Full-time | <input checked="" type="checkbox"/> |
| | Full-time with PTY | <input type="checkbox"/> |
| | Part-time | <input type="checkbox"/> |
| | Distance learning | <input type="checkbox"/> |
| | Short course | <input type="checkbox"/> |
| HESCOs Code: | | |
| Start date (date/month/year): | 02/09/2024 | |

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| End date (date/month/year): | 18/07/2025 | | | | | | | | |
| Length of programme in months: | 11 | | | | | | | | |
| QAA Subject benchmark statement (if applicable): | N/A | | | | | | | | |
| Other internal and / or external reference points: | | | | | | | | | |
| Faculty and Department/School: | AAP | | | | | | | | |
| Programme Leader: | Becky Cozens | | | | | | | | |
| Date of production/revision of the specification: | 30/05/2023 | | | | | | | | |
| Educational aims of the programme: | | | | | | | | | |
| <ul style="list-style-type: none"> • Develop the knowledge, skills and understanding necessary for trainees to become a responsible, committed teacher able to respond to the complex realities of teaching. • Develop trainees pedagogical and subject knowledge alongside a critical awareness of current issues and challenges. • Equip trainees with knowledge and understanding of the core areas of education – building relationships, pedagogy, curriculum, assessment, and professional behaviours. • Equip trainees to evaluate, critique and analyse classroom practice, pedagogies, and theory to promote best possible outcomes for the children they teach. • Enable trainees to reflect on their personal and professional development and respond positively to feedback and change. • Introduce trainees to conceptual and analytic methods used in educational research and develop trainees independent research skills by providing opportunities for the development and application of these methods to small-scale educational research. • Provide the experiences necessary to meet the standards for QTS. • Support transition into the Early Career Framework supporting trainees into their professional induction and future teaching careers. | | | | | | | | | |
| Programme learning outcomes: | | | | | | | | | |
| The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: | | | | | | | | | |
| Learning Outcome | K | C | P | T | Optional Ref | Cert HE / PG Cert | Dip HE / PG Dip | BSc / BA (Ord) | BA / BSc (Hons) / MBA / MA / MSc Etc. Postgraduate Certificate in Education (PGCE MA) |
| Knowledge and Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K1 Demonstrate knowledge and understanding of how children learn including theories of learning and child development and how these can be applied to classroom practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| K2 Demonstrate knowledge and understanding of the curriculum including the core and foundation subjects and related statutory documentation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K3 Demonstrate knowledge and understanding of a range of pedagogical approaches, strategies and issues related to effective classroom practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K4 Demonstrate knowledge and understanding of methods of formative and summative assessment, including their application in classroom practice, their strengths and limitations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K5 Demonstrate knowledge and understanding of methods of educational research, selecting appropriate data gathering strategies, making supported analyses of this data, and evaluating and synthesising their own findings within established literature and evidence. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K6 Demonstrate knowledge and understanding of theory, practice and legislation related to inclusion and how to identify, assess and provide for all pupils. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K7 Demonstrate knowledge and understanding of the range of stakeholders involved in the education of children and young people. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K8 Demonstrate knowledge and understanding of the professional and statutory obligations and frameworks relating to teacher' responsibilities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Cognitive Skills | | | | | | | | | |
| C1 Critically evaluate educational theories and policies to engage in critical debate about current issues, drawing on evidence from theory, policy, research, and practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C2 Critically evaluate the relationship between educational theories, research, and practice demonstrating critical awareness of how children learn, the curriculum, and teaching and learning approaches and strategies. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C3 Read, analyse, and produce critical synthesis of relevant research-based and policy-based literature to develop an argument and relate to classroom practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| C4 Critically reflect and evaluate own strengths and areas for development relevant to teaching and setting of targets for further professional development. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C5 Formulate a research focus related to classroom practice, selecting and applying appropriate methods of educational research for an independent enquiry, critically analysing literature and critically evaluating and synthesising findings within established literature and evidence. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C6 Critically think and discuss issues and concepts related to the teaching and learning of the curriculum, core and foundation subjects. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Professional/ Practical Skills | | | | | | | | | |
| P1 Reflect on skills, knowledge and understanding to set targets for continuing personal and professional development. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P2 Plan and deliver sequences of lessons applying knowledge and understanding, including but not limited to how children learn, the curriculum, pedagogical approaches, strategies, and issues related to effective classroom practice, assessment and inclusion. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P3 Implement strategies to create, collate, interpret and react to various forms of evidence relating to pupil's knowledge, understanding and difficulties through adaptation of their professional teaching, assessment and preparation activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P4 Effectively communicate with a range of stakeholders involved in the education of children and young people including but not limited to parents/guardians, SENCO. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P5 Conduct a small-scale educational research enquiry, evaluating research to inform educational practices and develop personal and professional knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P6 Generate evidence which supports the recommendation for QTS. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Transferable Skills | | | | | | | | | |
| T1 Demonstrate high levels of literacy: organising and communicating information, ideas and arguments in speech and writing, showing confident use of specialist vocabulary; the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| T2 Demonstrate mathematical ability and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| T3 Demonstrate the ability to identify the appropriate IT programme for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| T4 Demonstrate excellent intrapersonal and interpersonal skills demonstrating the ability to work autonomously in a self-disciplined way to critically assess and manage learning within the university and school environments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| T5 Demonstrate the ability to build positive relationships with pupils and their families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| T6 Demonstrate the ability to work cooperatively and effectively with others, including peers at university and other professionals at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| T7 Demonstrate the ability to make decisions in complex and unpredictable situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| T8 Demonstrate the ability to critically reflect on personal research skills and their application to professional educational contexts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Programme structure:

Post Graduate Certificate in Education Primary (3-7/5-11)

The overall credit rating for this course is 120 credits:

- 60 credits at Level 7
- 60 credits at Level 6

To meet the requirements of QTS, students will spend a minimum of 120 days teaching in a partner school.

Programme adjustments (if applicable):

FHEQ Level 6: Potential awards –

| Module code | Module title | Core / compulsory / optional | Credits | Period (Semester 1, Semester 2, Year Long or Across Academic Years) | Qualifying Conditions |
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| PPGCE6001 | School Experience Learning and Reflection | Core | 30 | Year Long | |
| PPGCE6002 | The Curriculum | Core | 30 | Year Long | |
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| How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? | | N/A | | | |
| FHEQ Level 7: Potential awards – | | | | | |
| Module code | Module title | Core /compulsory /optional | Credits | Period (Semester 1, Semester 2, Year Long or Across Academic Years) | |
| PPGCE7001 | Professional Studies | Core | 30 | Year Long | |
| PPGCE7002 | Evidence Informed Teaching and Learning in the Early Years | Optional (Early Years specialism, 3-7) | 30 | Year Long | |
| PPGCE7003 | Evidence Informed Teaching and Learning in the Primary Classroom | Optional (5-11) | 30 | Year Long | |
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| How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? | | Students must select the module relevant for their pathway. PGCE Primary, Early Years Specialism 3-7 – PPGCE7002 Evidence Informed Teaching and Learning in the Early Years PGCE Primary 5-11 – PPGCE7003 Evidence Informed Teaching and Learning in the Primary Classroom | | | |
| Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme | | | | | |
| Associate Tutor(s)/Guest Speakers/Visiting Academics: | | | <input checked="" type="checkbox"/> | | |
| Professional Training Year (PTY): | | | <input type="checkbox"/> | | |
| Placement(s) (study or work that are not part of the PTY or Erasmus Scheme): | | | <input checked="" type="checkbox"/> | | |
| Clinical Placement(s) (that are not part of the PTY Scheme): | | | <input type="checkbox"/> | | |
| ERASMUS Study (that is not taken during Level P): | | | <input type="checkbox"/> | | |
| Study exchange(s) (that are not part of the ERASMUS Scheme): | | | <input type="checkbox"/> | | |
| Dual degree: | | | <input type="checkbox"/> | | |
| Programme set up questions | | | | | |

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| Source of funding for the programme (eg NHS where not student/employer funded): | Student funded. |
| Collaborating organisation (eg NHS providing significant input into a programme): | In order for the students to achieve QTS, the university will collaborate with partner schools. |
| Location of study (eg if distance learning / overseas centre): | University Centre Farnborough. |
| Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated eg accreditation/registration is an option): | Department for Education, Qualified Teacher Status |
| Closed programme (is the programme specifically to be offered privately to a group of students, eg only employees of companies or organisations that are meeting the costs of the students studies): | N/A |
| Other Information: | |
| | |
| Quality assurance: | |
| The <i>Regulations and Codes of Practice</i> for taught programmes can be found at: https://www.surrey.ac.uk/quality-enhancement-standards | |