

LEEDS BECKETT UNIVERSITY

# Course Specification

PGCE Primary Education (Early Years, 3-7  
Years) with recommendation for QTS  
(including School Direct)  
2017-18 (PGPED)

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LEEDS  
BECKETT  
UNIVERSITY

## **Carnegie Faculty**

### **School of Events, Tourism and Hospitality**

**Award and programme title:** PGCE Primary Education (Early Years, 3-7 years) with recommendation for Qualified Teacher Status (QTS) (Including School Direct programme)

**Level of qualification:** Level 7

**Interim awards available:** PGCE Primary Education (Early Years, 3-7 years) – Level 7; Professional Graduate Certificate in Education, Primary Education (Early Years, 3-7 years) with recommendation for Qualified Teacher Status (QTS) – Level 6; Professional Graduate Certificate in Education, Primary Education (Early Years, 3-7 years) – Level 6

### **Length and status of programme and mode of study**

<b>Programme</b>	<b>Length (years) Status (FT/PT/SW)</b>	<b>Mode (campus- based / DL or other)</b>
PGPED	FT – 1 year	Headingley Campus

## **Course Specification**

### **Overview and Aims**

The PGCE Primary Education (Early Years, 3-7), with recommendation for QTS, course seeks to attract people who have a desire to teach. The course offers initial training for primary teachers focusing on the 3-7 age range (i.e. the EYFS and KS1 of the National Curriculum). Trainees to the course come with a minimum of an undergraduate degree with substantial experience of working with children in a UK based school/early years setting.

The vision behind this to produce excellent class teachers whose practice is:

- a. grounded in best practice and firm subject knowledge;
- b. shaped by a deep understanding of the lives and experiences of the children, families and communities served by their profession and their implications for teachers in the early years of primary education; and
- c. informed by critical knowledge of current research, relevant theory, current policy and leading practice in the field.

The course aims to develop subject knowledge in the seven areas of learning and developing in the Early Years Foundation Stage and in the core and foundation subjects of the National Curriculum, and how these are taught across the 3-7 age range. Trainees experience the teaching of areas of learning and development/subjects in this age range in order to highlight the progression that is involved.

Trainees study at the University as well as receiving substantial training and support from a close knit selection of partnership schools. The PGCE Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status (QTS) puts great emphasis on examining how the theory is put into practice and provides trainees with ample opportunity to do this by observing and practising in classroom situations; guidance is given to trainees from teachers working within our partnership schools, through University set Focused Activities. The course has 3 phases of school experience. In the first two phases are placements the trainees experience both a Key Stage 1 (KS1) placement and an Early Years Foundation Stage (EYFS) placement. The third and final phase is an assessed experience which is carried out in either KS1 or the EYFS. The assessments of the Teachers' Standards are inbuilt within the course structure and are addressed in a variety of ways which may include: course work, assignments, presentations and school experience.

The Postgraduate trainees study three Master's modules in total which account for 60 Level 7 credit points. These modules aim develop academic knowledge and understanding, professional roles and responsibilities and professional skills in relation to the Teachers' Standards. In addition to the three academic modules trainees are required to complete 120 days in placement to support and demonstrate the development of the standards required for Qualified Teacher Status. There are also two further qualificatory strands (Applied Pedagogy 1 and 2) that cover curriculum and subject knowledge, specific to the age-phase of the course, that also develop trainees' knowledge and practice. Emphasis is placed upon enhancing the employability of trainees by equipping them with the skills required develop into creative, inspirational, authoritative specialist teachers, through awareness of and reflection around the qualities and skills expected of teachers.

Overall the course aims to:

1. Provide a graduate course of study, leading to Qualified Teacher Status, that is academically rigorous and challenging and that is vocationally relevant to the range of professional contexts in which teachers in the early years of primary education operate.
2. Develop a critical, theoretically-informed understanding the role of playful, creative and independent learning experiences across the age range in engaging and challenging children across the EYFS and Key Stage One.
3. Facilitate the development of critical awareness of the impact of policy and practice in early childhood education on the diverse lives of children, families and communities and an understanding of the professional, legal and ethical

frameworks within which early childhood teachers operate across the EYFS and Key Stage One.

4. Develop informed and reflective professionals who are critically aware of the values, ethics and principles underpinning practice and who are able to make a positive contribution to enhance professional practice in early childhood education settings and in multi-professional contexts.
5. Develop knowledge and conceptual understanding of early childhood education (3-7) with particular reference to interrogation of:
  - i. the curricula (the Early Years Foundation Stage and Key Stage One of the National Curriculum) that children experience;
  - ii. developing pedagogies that promote progression and address issues of diversity and inclusion in young children’s learning.
6. Develop key transferable academic, employability skills and professional standards required for gaining Qualified Teacher Status and ability to articulate and demonstrate anti-oppressive values, beliefs, attitudes and practice.

## Course Learning Outcomes

<b>Course Learning Outcomes</b>	
The PGCE Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status (QTS), is awarded to trainees who have demonstrated:	
1	a systematic understanding of key aspects of primary and early years education, including the acquisition of coherent and detailed knowledge, informed by research and practice in 3-7 education and an ability to interpret these within the professional context
2	an ability to deploy accurately established techniques of analysis and enquiry within education
3	conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>• to devise and sustain arguments, and/or to solve problems, using ideas/and techniques, some of which are at the forefront of primary education, educational research and professional knowledge;</li> <li>• to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in professional education;</li> <li>• to demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge; and the ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to primary education).</li> </ul>
4	an ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

5	knowledge and critical understanding of the relevant curricula and how these can be adapted and differentiated to meet the needs of individuals and groups
6	an ability to reflect critically on personal beliefs and attitudes and their significance to the study of the primary curriculum
7	an ability to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
8	a conceptual understanding of legal and ethical issues and their implications for interpersonal, academic and professional contexts and an approach which is anti-discriminatory and anti-oppressive
9	an ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences
10	qualities and transferable skills necessary for continuing professional development requiring: <ul style="list-style-type: none"> <li>• the exercise of initiative and personal responsibility;</li> <li>• decision-making in complex and unpredictable contexts; and</li> <li>• the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> </ul>

## Course Structure

The PGCE consists of three Level 7 Masters level modules, which in total constitute the required 60 credit points for the award of PGCE. These three modules promote both the importance of and the necessity for teacher-led enquiry, and professional engagement with the vocation, and allow the trainee to develop an academic understanding of teaching and pedagogy.

These three academic modules are supported by two complementary frameworks (AP1 and AP2), which in synergy with the PGCE modules, develop the practical knowledge and application of the trainee, and facilitate the trainee achieving their Teachers' Standards.

The dichotomy between the Level 7 modules, and the supporting practice frameworks shall be discussed below.

The PGCE Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status (QTS) will comprise:

- 60 Level 7 credit points, made up of three 20 credit point modules
- 120 days of placement

Trainees unable to achieve successful outcomes of the relevant modules at level 7 will be given the option of their work being assessed at level 6. Successful achievement of these will contribute to the requirements of a Professional Graduate Certificate in Education with recommendation for QTS (contained award).

- a. Professional Graduate Certificate in Education, leading to recommendation for QTS for those who pass all of the QTS Standard requirements but achieve less than 60 credit points at level 7 to qualify for the target award of Postgraduate Certificate of Education.

Trainees who do not meet the QTS element of the course will be eligible for the Post Graduate Certificate of Education in Primary Education (Early Years, 3-7) (a contained award that does not lead to QTS).

- b. Post Graduate Certificate (3 x 20 credit points at level 7) for those who do not meet QTS Standard requirements

Trainees who do not achieve a successful outcome in the modules at Level 7, but achieve a pass in all modules at Level 6, and who do not meet the QTS element of the course will be eligible for the Professional Graduate Certificate of Education in Primary Education (Early Years, 3-7) (a contained award that does not lead to QTS).

The programme consists of 3 modules covering academic knowledge, understanding and professional skills in relation to the Teachers' Standards(2013). In addition to these the course requires trainees to spend 120 days (a statutory requirement for PG ITE courses from Sept 2013) on placement in our partnership schools/settings to support the development of the Standards required for Qualified Teacher Status. The programme is taken over a period of one academic year; the intensive nature of the course also requires that the majority of modules are delivered across semesters 1 and 2.

These level 7 modules are supported by two complementary frameworks, named Applied Pedagogy 1 (AP1) and Applied Pedagogy 2 (AP2).

The AP1 framework uses lectures, workshops and seminar discussions to introduce the trainee to key concepts and requirements in their chosen curriculum, such as the ethos of the curriculum, planning, assessment and safeguarding the wellbeing of children. For School Direct, these sessions may take place in a partner school or setting. All trainees will undertake audits of their curriculum competence and use this information to put together an action plan which will be reviewed periodically at the end of each Phase of teaching. The AP1 sessions will facilitate the trainee's progress towards meeting the Teachers' Standards.

The AP2 framework requires trainees to complete a series of 'Focused Activities' which will be supported through age-phase specific sessions either in university (in the case of Core trainees), or in the School Alliance setting. Once completed, the Focused Activities will provide evidence, to be collected in the trainee's teaching file, towards the Teachers' Standards.

**Taken together, the 3 level 7 modules and the AP1 and AP2 frameworks create an integrated approach to the PGCE programme, in which learning in and through school contexts and learning in and through the university context are intertwined and mutually developmental.**

The mutually supportive AP1 and AP2 frameworks provide the praxis backbone of the PGCE programme, and enable the trainee to build evidence towards meeting the Teachers' Standards. However, they are not university modules in the traditional sense, and as such do not carry CATS points.

Semester 1 and 2	Core Y/N
Child Development: Assessment, Pedagogy and Curriculum 20 Level 7 credits	Y
Practitioner Enquiry - PG 20 Level 7 credits	Y
The Professional Practitioner 20 Level 7 Credits	Y

## Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

### Learning and Teaching Approaches

The learning and teaching on the PGCE Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status (QTS) places the student at the centre of the experience by fostering an inclusive, supportive and challenging environment. Through a curriculum which is informed by research and professional practice trainees will develop the required skills, knowledge and experience. The learning approaches will develop trainees' independent learning capability and critical thinking skills as well as prepare them for employment.

Learning and teaching approaches will be continually improved using feedback from module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the trainees' learning experience is continually enhanced by supporting the professional development needs of the academic members of staff who will facilitate the learning experience.

Trainees will be engaged through a variety of teaching and learning approaches whilst studying the PGCE Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status (QTS). Challenging and authentic tasks will be used to stretch the trainees' capabilities in real world learning and assessment resulting in a deeper approach to learning.

The following learning and teaching strategies will be used across the modules;

- Trainees will attend interactive lectures where they will be expected to contribute having done some preparatory reading / research in advance and be prepared to share this work with their peers;
- Trainees will engage and contribute to practical sessions;
- Trainees will work independently to research the relevant literature including the use of electronic databases and search engines;
- Trainees will complete focused activities which form part of the preparation for placement experience; these tasks are part of our formative assessments which will inform the content and engagement of scheduled sessions, providing opportunities for feedback;
- Trainees will participate in 120 days experience within our partnership schools/settings to develop the skills and experience required.

The blend of learning approaches will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module.

The dominant learning and teaching approach during University based teaching times will be seminar groups where academic staff will be able to model we expect trainees to use in teaching. To ensure deep learning, these seminar groups will involve group work and discussion rather than a dependence upon teacher talk and a transmission style of delivery.

All modules will foster a student centred learning approach and the continued development of self-directed learning in support of independent and reflective learners. Learning and teaching methods will reflect the particular characteristics of each module combining in-depth theoretical and practical approaches that in turn integrate with the experience in schools/settings and with children and prior knowledge from their degree or professional experience. A range of information and communications technologies will be utilised to reflect a diversity of learning styles and provide access to contemporary international contributions in the field of study. Peer interaction will facilitate cross-cultural and contextual understanding and lead to the potential for idea generation, modification, development and implementation. Independence of learning will be facilitated through inductive and deductive approaches designed to empower trainees when interacting with technology and learning resources and to identify a range of solutions to their individual needs. The sequencing of modules and range of modules has been carefully considered to help support and enhance student learning.

Additionally, due to the strong working relationship between the PGCE Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status (QTS) and our partnership schools we have a programme of *Focused Activities* which allows a sizable amount of theory into practice to be carried out in schools in line with the Government's stance on ITE courses.

These *Focused Activities* are delivered throughout the 3 Phases of school experience and are made up of:

- **AP2 Focus Tasks** – these will be sets of tasks identified to be carried out in school. There is a minimum expectation of what the partnership schools must input; these are University led directed tasks.



- **AP2 Focus Days** – these will address issues identified by the University but ultimately school led and will focus upon current educational issues. For example, behaviour management; assessment of children’s work; and working with children with Special Educational Needs. Input focus at the start of the day and a round-up at the end will be managed by the schools.
- **AP2 Focus weeks** – these are weeks for trainees to spend time in different educational settings/age-phases.

The core modules for the PGCE Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status (QTS), are Child Development: Assessment, Pedagogy and Curriculum, Practitioner Enquiry, and The Professional Practitioner. Trainees will also follow the Teachers’ Standards for QTS as outlined in the Department for Education (2011) documentation for qualifying to teach.

### **Learning and Teaching Activities**

Independence of learning will be facilitated through interactive workshops and student-led seminars based on debating ideas introduced in key readings and via focussed tasks undertaken on placement and during focus weeks in school. These are designed to empower trainees by giving them responsibility for developing and articulating their own understanding and professional practice and for communicating and debating that understanding and approach to practice with others.

Leeds Beckett University is a diverse and inclusive University with a strong tradition of providing access to education to a wide range of trainees. We are committed to:

1. Putting our trainees at the centre of our activities and providing a flexible and relevant curriculum with excellent teaching and learning.
2. Providing a welcoming, inclusive, supportive and caring environment and preparing our trainees for employment and life.
3. Engaging, valuing and developing our diverse community of colleagues.
4. Ensuring that teaching is informed by research and/or expert professional practice with contributions from our Professors, Readers and expert professionals. We will do this by:
5. Promoting our trainees’ vocational and academic success and developing their employability;
6. Involving trainees and employers in course developments;
7. Continually enhancing our trainees’ learning experiences;
8. Ensuring all learning and teaching initiatives are evaluated and impact assessed;
9. Supporting the continual professional development of our colleagues;
10. Ensuring integration of learning and teaching strategy with other policies and strategies including the “Human Resource”, Research and Enterprise, Widening Participation, Employability and Quality Enhancement Strategies.

### **Graduate Attributes (UG only)**

**N/A**

## **Use of the Virtual Learning Environment**

The Virtual Learning Environment (VLE) MyBeckett allows access to relevant subject databases, discussion areas, resource banks and teaching materials linked to specific modules. The Course Leader, Module Leaders and course tutors use this facility to allow trainees to access lesson and session content and additional supportive materials (e.g. specific readings and video materials for trainees to access before or after specific taught sessions). Discussion areas on the VLE are used to facilitate an online peer-support service, bespoke to each module on the course. This is particularly useful whilst trainees are undertaking their block placements; at this time they can be away from university for a month at a time. Turnitin is used via the VLE as a development tool for trainees in relation to academic practice formatively, and also as a plagiarism checking tool summatively.

Trainees also are also required to complete an electronic portfolio (e-portfolio) with which they compile evidence of their meeting of the Teachers' Standards set out by the Department for Education. They then also reflect critically in this evidence, identifying areas of strength and areas for development, and establishing personal targets to help them to gain QTS, aiming for good and outstanding grades against the Standards. This e-portfolio forms part of the summative assessment of the Teachers' Standards and it can also be presented to potential employers at interview.

## **Use of Blended-Learning**

The course will use a blended learning approach across the academic credit bearing modules. The approach will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module. The remaining hours will then be made up of a mixture of online learning and self-study. It is expected that trainees would be provided with readings and directed activities to support their learning within the classroom. The blend of these approaches will differ by module.

Additionally resources for trainees include the

- Library Online
- The library 'discovery' tool
- Skills for Learning resources e.g. 'Quote Unquote'
- Online journals
- Learning & Teaching resources on services for example YouTube and the TES website.

Whilst module materials and resources are held online, no aspect of this course is delivered wholly online.

## **Assessment Strategy**

The teaching and learning strategy for the award has been developed within the University's Teaching and Learning Strategy. Assessment, learning and teaching on the award have been designed to ensure that:

- appropriate teaching methods are engaged, enabling trainees to achieve the specified learning outcomes of each module;
- learning takes place in an informed and supportive environment that is conducive to developing reflective practitioners;
- trainees are encouraged to understand the relationship between learning outcomes and the assessment, enabling trainees to achieve those learning outcomes;
- assessments are designed which accurately test the learning outcomes;
- assessment methods are varied and require trainees to demonstrate deep learning and critical thinking;
- the assessment journey is designed to support the trainees, with formative and summative assessments spaced through the course that are coherent and progressive;
- assignment briefings and tutorials are built into the taught programme to scaffold and support trainees through the assessment process;
- assessments link together and to professional practice experiences, enabling trainees to develop their thinking and to reflect on their learning journey on the course.

## **Feedback on Assessed Coursework**

Assessment embraces both formative and summative approaches.

Assessments are marked and appropriate feedback is given, helping the trainees to understand how their performance has been evaluated and how they can improve future performance.

Summative feedback will be provided as soon as possible, but no later than four working weeks after the assessment deadline.

## **Module Assessment Methods**

**N/A**

## **Employability and Professional Context**

Having met the Teachers' Standards set by the Government, it is an expectation of the course that trainees go into the teaching profession. Our trainees come to us with a prior degree and sometimes masters level qualifications which ensures they have relevant qualifications allowing eligibility to teach.

## **Work-Related Activities**

**N/A**

## **Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.