COURSE SPECIFICATION

PGCE Primary

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Course Title	PGCE Primary
Final Award	*Postgraduate Certificate in Education – Primary*
Exit Awards	
Course Code / UCAS code (if applicable)	*P3247FTC*
Mode of study	*Full time*
Mode of delivery	*Campus*
Normal length of course	*1 year*
Cohort(s) to which this course specification applies	*From September 2021 intake onwards*
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	University of Portsmouth, Humanities and Social Sciences
School/Department/Subject Group	*University of Portsmouth, School of Education, Languages and Linguistics*
School/Department/Subject Group webpage	*https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-languages-and-linguistics*
Course webpage including entry criteria	*https://www.port.ac.uk/study/courses/pgce-primary*
Professional and/or Statutory Regulatory Body accreditations	*Department for Education and Teaching Regulation Agency*
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	*Level 7*

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

This programme is designed to provide trainee teachers with the opportunity to study the theory and practice of education from the perspective of learners, teachers, administrators, policymakers and other key stakeholders in the system of formal education. It combines work based at the University with school experience in order to equip trainee teachers with the knowledge, understanding and skills that they need to begin to develop as a professional educator. It also provides them with the skills to make effective use of theoretical and research-based evidence to extend their knowledge and understanding and to allow them to reflect critically upon their own personal and professional values.

Achievement of the Teachers' Standards 2012 (DfE) are an essential part of the practical experience in school and the programme as a whole.

The aims of the programme are:

- To equip students to be able to provide high quality teaching to primary age pupils regardless of educational setting.

- To enable the students to build strong, positive relationships with the pupils they teach, and their parents/carers, to support their learning.

- To ensure students have a clear understanding of systematic synthetic phonics and appropriate maths teaching strategies.

- To ensure students have a critical understanding of how children learn and the importance of ensuring the needs of all learners are taken into consideration.

- To equip students with a rigorous knowledge and understanding of the core areas of education – pedagogy, curriculum, behaviour management, assessment, and professional behaviours.

- To enable students to recognise the complex interrelationship between educational theory, policy, and practice

- To enable students to apply educational and research, based analysis to issues of their personal practice

- To introduce students to conceptual and analytic methods used in educational research and to provide opportunities for the development and application of these.

- To instil and develop an enjoyment for all subject areas of the Primary curriculum and encourage them to make a strong, substantive contribution to the development of their pedagogical content knowledge and expertise throughout their teaching careers.

- To support students to become proactive, independent, reflective learners.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Theories of teaching, learning and assessment and current pedagogies appropriate to meet the needs of learners' needs across all primary curriculum subjects (including systematic synthetic phonics)	Lectures, seminars, practical workshops, placement training	*Essays and assessment of teaching practice* (e.g. Portfolio, teaching observations, professional interviews, mentor's report)
A2	Children's learning and development across the primary phase (with consideration for the stages before and after this, including transition) and the principles of equality, inclusion, and diversity	Lectures, seminars, practical workshops, placement training	*Essays, coursework, assessment of teaching practice*
A3	Relevant policies, pathways, and protocols, including the National Curriculum and the subject knowledge required for teaching in the primary phase	Lectures, seminars, practical workshops, placement training	*Essays, coursework, assessment of teaching practice*
A4	Methods and methodologies used in educational research and enquiry	Lectures, seminars, practical workshops, placement training	*Essay, poster,*
A5	A range of strategies for promoting good behaviour and establishing a purposeful learning environment	Lectures, seminars, practical workshops, placement training	Assessment of teaching practice

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Critically evaluate relevant research and use it effectively in their professional practice recognising the importance of evidence-based practice in teaching	Lectures, seminars, practical workshops, placement training	*Essays, assessment of teaching practice, research project*
B2	Reflect critically and evaluate their teaching and the relationship between theory and their professional practice	Lectures, seminars, practical workshops, placement training	*Essays, assessment of teaching practice*
B3	Deal with complex educational issues systematically and creatively using principal sources of educational information and data, make sound judgements based on information and communicate their conclusions to a wider audience	Lectures, seminars, practical workshops, placement training	*assessment of teaching practice*
B4	Apply professional ethics to their own practice	Lectures, seminars, practical workshops, placement training	*assessment of teaching practice, research project*
B5	Evaluate the effectiveness of a range of learning strategies	Lectures, seminars, practical workshops,	*Essays, coursework, assessment of*

| | | | placement training | *teaching practice* |

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Demonstrate meeting the Teachers' Standards required for recommendation for QTS across a range of contexts	Lectures, seminars, practical workshops, placement training	*Through assessment of teaching practice*
C2	Demonstrate appropriate personal and professional conduct required of teachers and the ethics of the teaching professions within the relevant statutory frameworks	Lectures, seminars, practical workshops, placement training	*Through assessment of teaching practice*

D. Transferable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Effectively organise and communicate their opinions and arguments in speech and writing showing confident use of specialist vocabulary	Lectures, seminars, practical workshops, placement training	*Essays, poster, coursework, presentations*
D2	Process, synthesise, interpret and use data, to present and justify arguments	Lectures, seminars, practical workshops, placement training	*Essays, poster, coursework, presentations, assessment of teaching practice*
D3	Work independently, demonstrating initiative, resilience, flexibility, and self-management	Lectures, seminars, practical workshops, placement training	*assessment of teaching practice*

Academic Regulations

The current University of Portsmouth Academic Regulations will apply to this course except where exemptions have been agreed given the nature of this programme.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides tailored support for EAL students, an additional BME support tutor and tailored support for health and well-being whilst training to teach.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:
- University of Portsmouth Curriculum Framework Specification

- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: [Ofsted ITE inspection framework](#), [ITT Core Content Framework](#), [ITT Criteria](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff – Qualified teachers, ex-Primary teachers, Educational Researchers
- National Occupational Standards – [Teachers' Standards](#)

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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Document details

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