PGCE Primary (QTS)
School of Health and Education

Programme Specification and Curriculum Map

1.	Programme title	PGCE Primary (QTS)
2.	Awarding institution	Middlesex University
3a	Teaching institution	Middlesex University
3b	Language of study	English
4a	Valid intake dates	September
4b	Mode of study	Full Time
4c	Delivery method	On-campus/Blended
5.	Professional/Statutory/Regulatory body	Teacher Regulation Agency sponsored by the Department for Education (DfE) award Qualified Teacher Status (QTS)
6.	Apprenticeship Standard	
7.	Final qualification(s) available	PGCE Primary Education (QTS) Prof GCE (QTS) (60 Credits at Level 6) PG Cert (60 credits at Level 7)
8.	Academic year effective from	2024-25

9. Criteria for admission to the programme

Applicants are required to meet the entry requirements set out in the current Initial Teacher Training (ITT): Criteria and Supporting Advice (See reference in section 19).

These include at the time of writing
- o a standard equivalent to a grade 4 or above in the GCSE examination in English, mathematics and science.
- o a first degree with honours of a United Kingdom higher education institution or equivalent qualification.
- o been subject to a Disclosure and Barring Service enhanced disclosure check and/or any other appropriate background check.
- o taken part in an interview designed to assess their suitability to teach by determining:
  - if they have the intellectual and academic capabilities needed to meet the required standard, including fundamental competencies for use of English and mathematics
  - if they possess the appropriate qualities, attitudes and values expected of a teacher

- if they can read effectively and are able to communicate clearly and accurately using Standard English
- if they have met the Secretary of State's requirements for health and physical capacity to teach.

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10. Aims of the programme

The programme aims to:

1. Provide a high-quality practice-led and transformative course which enable trainee teachers to achieve professional status as primary teachers.
2. Provide an ambitious, innovative and challenging curriculum which encompasses the minimum curriculum entitlement described by the ITT Core Content Framework (DfE, 2019).
3. Provide training teachers with the opportunity to gain a postgraduate award alongside QTS which enhances their chances of gaining employment in the UK and overseas.
4. Embed a fair and equitable approach to assessment which utilises formative approaches which benefit learning and development.
5. Promote practice-led education through integrating research, theory and practice.
6. Enable students critical understanding of current research and advanced scholarship in primary education.
7. Develop student's understanding of the role of parents, carers, families, faith and other communities in children's learning.
8. Promote inclusive and equitable quality education and promote lifelong learning opportunities for all

9. Develop teachers who:
   - are passionate about education and wholly committed to ensuring that all children and young people can experience inspiring teaching in good schools.
   - understand the vital importance of positive and safe learning environments rooted in mutual respect where all pupils are valued, individuality celebrated and learning barriers are removed.
   - place emphasis on developing school pupils' social responsibility, empathy and personal ambition.
   - become experts of subject, curriculum and pedagogical knowledge who know how to make connections between different subject disciplines and to real life contexts so that they can foster curiosity and a love of learning in the pupils that they teach.
   - have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
   - develop teachers who are confident teaching pupils with special educational needs through use of the strong partnerships we have with SEND specialist schools;
   - take personal responsibility for decision making in complex and unpredictable situations.
   - will be well prepared for the realities of teaching, with the confidence, resilience and skills to be innovative, to take risks and be creative and have the skills and tools to manage their own well-being and workload.
   - will be an asset to the profession, willing to share their knowledge and experience and to collaborate with others.
   - demonstrate fundamental competency with the use of English and mathematics for professional purposes.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will:

1. Critically evaluate educational policies, regulations, and ethical considerations, demonstrating advanced understanding.

2. Demonstrate a critical understanding of educational theories, philosophies, and their application in teaching practice, integrating advanced concepts and theories with practical experience.

3. Demonstrate a critical understanding of the nature of educational research and evaluate its role in informing evidence-based practice for teaching and learning.

4. Critically evaluate psychological theories of learning and development, applying advanced insights to address the diverse cognitive and socio-emotional needs of learners.

5. Synthesize complex principles of curriculum design, development, and assessment to create innovative and inclusive learning experiences, informed by advanced scholarship and research.

6. Critically examine socio-cultural factors affecting teaching and learning, demonstrating advanced understanding and adopting strategies to foster inclusive and equitable educational environments that promote health and well-being.

7. Apply an in-depth awareness of specialist ethical and professional values and codes of conduct within complex and inter-related contexts.

8. Apply an in-depth knowledge of different pedagogical approaches to select and implement effective teaching and learning strategies across diverse educational contexts.

9. Integrate the use of technology in education, demonstrating advanced knowledge and understanding in adopting

Teaching/learning methods

Students gain knowledge and understanding through a purposively integrated approach to university and school-based initial teacher education.

At university this includes participating in seminars, workshops, visits in addition to the use of technology with e-learning approaches. Students will learn through reading, discussion, self-directed scholarly activity and from opportunities for structured feedback.

During placement activity in schools, students will learn from observing practice, followed by analysis and deconstruction with expert colleagues drawing upon the best available evidence. They will also apply theory to their own practice, rehearse different approaches and benefit from structured feedback from expert colleagues.

The seminars and workshops provide opportunity for student discussion groups to address issues covered by lectures, independent reading and engagement with online resources, such as concept videos where students can seek clarification of understanding. They reinforce the learning for outcomes A1-5.

School visits and field work (placement activity) provide opportunities for students to integrate theory with practice. They reinforce the learning of outcomes A5-9 in particular.

Assessment methods

Students' knowledge and understanding is assessed by coursework including short written pieces and recorded presentations. The written pieces include reviews of current research, thematic literature reviews and rationales. The written coursework will assess student's critical evaluation and understanding of specialist knowledge, including relevant research. The

digital tools and platforms to enhance teaching and learning outcomes.	presentations are recorded and will assess student's ability to synthesise and apply knowledge to practice.
	During placement activity, students' specialist knowledge is continuously assessed by observation of practice and through dialogic approaches in the form of professional learning conversations.
	Students have opportunities for formative feedback through the programme, continuously and periodically.
B. Skills On completion of this programme the successful student will be able to: 1 Communicate complex ideas and concepts effectively to diverse audiences, demonstrating advanced proficiency in written, verbal, and non-verbal communication. 2 Critically evaluate the role of educational research at an advanced level, demonstrating proficiency in understanding how research findings inform and improve pedagogical practices. 3 Adapt teaching methods and materials at an advanced level, demonstrating sensitivity to individual differences and cultural diversity to maximize learning outcomes for all students. 4 Systematically organises and communicates curriculum information, using criteria developed for specialist teachers in school settings. 5 Engage in advanced reflective practices, critically evaluating teaching effectiveness and professional growth, and demonstrating a commitment to continuous improvement. 6 Collaborate effectively with colleagues and stakeholders at an advanced level, demonstrating initiative and sensitivity in fostering productive professional relationships and interdisciplinary teamwork.	**Teaching/learning methods** Students develop cognitive and practical skills through a purposively integrated approach to university and school-based initial teacher education. At university this includes participating in seminars, workshops, visits in addition to the use of technology with e-learning approaches. They will have opportunities to develop in skills to meet outcomes B1, B2 and B4. During placement activity in schools, students will practise analysing and deconstructing observations of practice with expert colleagues drawing upon the best available research evidence. In addition, they will practise different teaching approaches and gradually build towards assuming the full responsibilities of a school teacher whilst benefitting from regular structured feedback from expert colleagues. They will develop skills of self-evaluation and critical reflection as they learn to interrogate their own practice. They will have opportunities to develop in particular skills to meet outcomes of B3 and B5 – B11. **Assessment methods** Students' cognitive skills are assessed through a combination of coursework, particularly the recorded presentations where they reflect on the application of theory to practice and dialogically through professional learning conversation during placement time at periodic intervals. The assessment decisions made during the

7	Utilise advanced technology tools and resources to enhance teaching and learning experiences, integrating innovative approaches to maximize educational impact.	professional learning conversations with university-based tutors and school-based mentors are supported by the scrutiny of the student's Professional Development Journal (PDJ) along with written assignments which challenge assumptions. Students also maintain a weekly log of on-going self-evaluation and collaborative evaluation of school experience.
8	Design and implement adaptive teaching at an advanced level, utilising sophisticated strategies to address complex learning needs and promote deep understanding and engagement among all students.	
9	Employ advanced assessment strategies and tools to monitor student progress, evaluate learning outcomes, and make evidence-based adjustments to teaching practices.	Students' practical skills are assessed by scrutiny of the students' Professional Development Journal (PDJ) and observation of the students teaching including the effective use of artefacts in the classroom and evaluative discussion with course tutors and school-based mentors and teachers.
10.	Apply advanced classroom management techniques with confidence and flexibility, fostering a supportive and inclusive learning environment conducive to high-level academic achievement.	
11.	Take responsibility for the critical evaluation of own capabilities, performance and development in complex and inter-related contexts.	

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Structure of the programme

The programme complies fully with the current DfE criteria and supporting advice for Initial Teacher Training (ITT) that sets out the training requirements and the management and quality assurance requirements for training providers and those who make recommendations for the award of QTS (for reference points see section 19).

The programme comprises 3 compulsory modules.

- o Research Informed Teaching and Learning (30 credits at Level 7)
- o Curriculum Exploration [subject specialism] (30 credits at Level 7)
- o Professional Practice (60 credits at Level 6)

The Level 6 Professional Practice module has been designed to incorporate 120 days of school-based training across a minimum of at least two different school settings.

During the second placement period, students undertake more continuous and independent classroom teaching with a teaching timetable equivalent to 80% of a normal teacher's timetable. The rest of the programme, 60 days, is largely university based, where students attend lectures, seminars and practical workshops. Some days and teaching sessions incorporate school-based observation. The university-based component includes mandatory periods of intensive training and practice where students focus on pivotal aspects of

practice with opportunities to rehearse and refine their performance following structured feedback.

12.2 Levels and modules

All modules are compulsory. Students take the following modules that make up the programme: *Please note that specialism above and below refers to a specific subject pathway

EDP3002	Professional Practice: Primary	60 Credits Level 6	Autumn/Winter/Spring
EDP4002	Learning and Teaching through Research Informed Practice: Primary	30 Credits Level 7	Autumn
EDP4003	Curriculum Exploration: Primary	30 Credits Level 7	Winter

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
All modules are non-compensatable.	

13. Information about assessment regulations

To gain the award of PGCE Primary, students must pass all modules. To pass the Professional Practice module, students must meet the Teachers' Standards. This allows them to be recommended for QTS.

14. Placement opportunities, requirements and support

School-based training is a required component of this initial teacher-training route and will provide students with opportunities to learn about different approaches to school management, organisation, teaching and learning. Each student has a trained school-based mentor (an expert colleague) who will support the trainee to acquire the knowledge and skills of the ITT Curriculum and learn to apply these in practice. Each student also has a university-based link tutor who will support their practice learning.

15. Future careers

This programme leads to Qualified Teacher Status. Students will be supported with the process of applying and preparing for their first teaching post as an Early Career Teacher.

16. Particular support for learning

Students are able to access support for academic writing and for literacy and numeracy, provided by LET. Also, there will be subject specific sessions relating numeracy and literacy to the broader curriculum of the student subject specialism.

| 17. HECos code(s) | 100464 | 34% |
| | 100511 | 66% |

18. Relevant QAA subject benchmark(s)	N/A

19. Reference points

The following reference points were used in designing the programme:

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA)
https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11

SEEC Credit Level Descriptors
https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level- Descriptors-2021.pdf
UK Quality Code for Higher Education (QAA 2018)
https://www.qaa.ac.uk/docs/qaa/quality-code/quality-code-overview-2015.pdf?sfvrsn=d309f781_6#:~:text=The%20UK%20Quality%20Code%20for%20Higher%20Education%20is%20the%20nationally,most%20appropriate%20for%20their%20organisation.

Middlesex University Learning and Quality Handbook
Learning and Quality Enhancement Handbook (LQEH) | Middlesex University London (mdx.ac.uk)

Initial teacher training (ITT): core content framework.
https://assets.publishing.service.gov.uk/media/6061eb9cd3bf7f5cde260984/ITT_core_content_framework_.pdf

Initial teacher training (ITT): criteria and supporting advice
https://assets.publishing.service.gov.uk/media/65ccac0ec96cf300126a3718/2024-25_ITT_criteria_and_supporting_advice.pdf

The Teachers' Standards (DfE, 2012)
https://www.gov.uk/government/publications/teachers-standards

Handbook for Education Professionals The Bristol Guide 2014 provides a clear overview of the law and statutory frameworks which are most relevant to the professional responsibilities and duties of teachers).
https://www.bristol.ac.uk/media-library/sites/education/migrated/documents/bgpreview.pdf

UK Quality Code for Higher Education Advice and Guidance Work-based Learning
https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-work-based-learning.pdf?sfvrsn=f625c181_2

20. Other information
Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the PGCE Programme Handbook, the School Mentor Handbook, the Module Handbooks and the University Regulations.

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Curriculum Map

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes.

	Knowledge and understanding
A1	Critically evaluate educational policies, regulations, and ethical considerations, demonstrating advanced understanding.
A2	Demonstrate a critical understanding of educational theories, philosophies, and their application in teaching practice, integrating advanced concepts and theories with practical experience.
A3	Demonstrate a critical understanding of the nature of educational research and evaluate its role in informing evidence-based practice for teaching and learning.
A4	Critically evaluate psychological theories of learning and development, applying advanced insights to address the diverse cognitive and socio-emotional needs of learners.
A5	Synthesize complex principles of curriculum design, development, and assessment to create innovative and inclusive learning experiences, informed by advanced scholarship and research.
A6	Critically examine socio-cultural factors affecting teaching and learning, demonstrating advanced understanding and adopting strategies to foster inclusive and equitable educational environments that promote health and well-being.
A7	Apply an in-depth awareness of specialist ethical and professional values and codes of conduct within complex and inter-related contexts.
A8	Apply an in-depth knowledge of different pedagogical approaches to select and implement effective teaching and learning strategies across diverse educational contexts.
A9	Integrate the use of technology in education, demonstrating advanced knowledge and understanding in adopting digital tools and platforms to enhance teaching and learning outcomes.
	Skills
B1	Communicate complex ideas and concepts effectively to diverse audiences, demonstrating advanced proficiency in written, verbal, and non-verbal communication.
B2	Critically evaluate the role of educational research at an advanced level, demonstrating proficiency in understanding how research findings inform and improve pedagogical practices
B3	Adapt teaching methods and materials at an advanced level, demonstrating sensitivity to individual differences and cultural diversity to maximize learning outcomes for all students.
B4	Systematically organises and communicates curriculum information, using criteria developed for specialist teachers in school settings
B5	Engage in advanced reflective practices, critically evaluating teaching effectiveness and professional growth, and demonstrating a commitment to continuous improvement.
B6	Collaborate effectively with colleagues and stakeholders at an advanced level, demonstrating initiative and sensitivity in fostering productive professional relationships and interdisciplinary teamwork.
B7	Utilize advanced technology tools and resources to enhance teaching and learning experiences, integrating innovative approaches to maximize educational impact.

B8	Design and implement adaptive teaching at an advanced level, utilizing sophisticated strategies to address complex learning needs and promote deep understanding and engagement among all students.
B9	Employ advanced assessment strategies and tools to monitor student progress, evaluate learning outcomes, and make evidence-based adjustments to teaching practices.
B10	Apply advanced classroom management techniques with confidence and flexibility, fostering a supportive and inclusive learning environment conducive to high-level academic achievement.
B11	Take responsibility for the critical evaluation of own capabilities, performance and development in complex and inter-related contexts

Programme outcomes

A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11

Highest level achieved by all graduates

7	7	7	7	7	7	6	6	6	7	7	7	7	6	6	6	6	6	6	6

Module Title	Module Code by Level	Programme Outcomes																			
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Professional Practice: Primary	EDP 3002							X	X	X					X	X	X	X	X	X	X
Learning and Teaching through Research Informed Practice: Primary	EDP 4002	X	X	X	X						X	X									
Curriculum Exploration: Primary	EDP 4003	X	X			X	X				X		X	X							