

University of Plymouth

Faculty of Arts, Humanities and Business
Plymouth Institute of Education

Programme Specification

For the awards of

PGCE Primary (3-7)

PGCE Primary (5-11)

Updated by Minor Change: 28/11/16 & 30/11/21
Change of Award Title Approved: 20/8/19

Final award titles

Postgraduate Certificate in Education Primary (3-7)
Professional Graduate Certificate in Education Primary (5-11)
Postgraduate Certificate in Education Primary (3-7)
Professional Graduate in Education Primary (5-11)

UCAS codes

PGCE Primary (5-11): X100
PGCE Primary (3-7): X121

HECoS code: primary teaching / 100511

- 1. Awarding Institution:** University of Plymouth
Teaching institution(s): University of Plymouth
- Accrediting body:** National College of Teaching and Leadership (NCTL)
accredits Qualified Teacher Status (QTS)

Summary of specific conditions/regulations

Students (Trainee teachers) need to meet the national Teaching Standards (2011)
<https://www.gov.uk/government/publications/teachers-standards>.

Date of re-accreditation: Accredited via OfSTED

2. Distinctive Features of the Programme and the Student Experience

- Within the Plymouth Institute of Education itself there is a strong ethos of support for all students. This is reflected in student evaluations in which the perception is one of caring, but critical, concern for students in both academic and pastoral terms and recognised and praised in the latest Ofsted inspection.
- The teaching is of a proven high quality (as rated by both students and inspection reports) and models the practices that student teachers might themselves use in schools. Staff model enthusiasm for primary teaching and a passion for their subject.
- Communication with students makes use of electronic media and allows students to access key course materials and notices via the internet.
- The programme offers the opportunity to achieve up to 60 credits at M-Level and these are designed to articulate closely with the MA Education programme.

- We recognise that students are ready to take on M-Level work at different stages and that some may not achieve the high standard required to gain recognition at M-Level whilst demonstrating clear ability to achieve QTS standards. For this reason two outcomes are offered:
 - Students that complete the programme with 60 credits at M-Level would be awarded the Post Graduate Certificate in Education.
 - **Students that complete the programme with up to 30 credits at M-Level would be awarded the Professional Graduate Certificate in Education.**

Note: Hereafter the term 'school' is taken to imply school or educational setting.

3. Relevant QAA Subject Benchmark Group(s)

QAA Subject Benchmarks for Education Studies (2015) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_10 and the DfE Teaching Standards (TS) for QTS (2012) <https://www.gov.uk/government/publications/teachers-standards>

4. Programme Structure

The programme is a combined QAA Level 6 (H-level) and M-level programme for the initial training of primary 3-7/5-11 phase teachers. It provides for initial professional learning in primary 3-7/5-11 phase education and practical teaching development in preparation for recommendation of Qualified Teacher Status (QTS).

The programme title 'Postgraduate Certificate in Education' signals its being taken after attainment of a recognised first degree, or equivalent, in a subject related to a specialist school subject. It also signals its being an Educational study with the potential for the award of 60 Credits at Masters level (M-level). Within this framework we recognise that some student teachers will achieve the necessary professional teaching and learning for entry to the teaching profession, whilst not achieving either 60 or even 30 credits at M-level. To provide for this differential outcome the programme will also award a separate 'Professional Graduate Certificate in Education', with recommendation of QTS for those not attaining 60 M-level credits.

The M-level study will interpret the practice of Education as (i) how schools frame and support subject learning, and (ii) how schooling addresses the personal, social and cultural needs of the children and young people taught. The programme will address how professional practice may work within these perspectives.

The Programme is modular and based on four phases as below:

Phase 1 Induction (2 weeks):

An introductory period preparing students to understand the key issues that are presented by their studies in subject areas and in school.

Phase 2 Preparation (18 weeks - including 55 days in school):

Students undertake study in all areas of the relevant Curricula and start to explore these in the context of school experience.

Phase 3 Consolidation (19 weeks - including 70 days in school):

Subjects and professional studies are explored in greater depth in the light of students' growing experience before the final school experience is undertaken.

Phase 4 Looking Ahead (1 week):

Major educational themes are revisited and ideas from across the programme are brought together. Areas for further professional develop are considered and students plan how they will address these in their first posts.

Modules:	Title	Credits	Assessment
EPGP600/700	Professional Studies	30	4,500 word assignment
EPGP611/711	FS & KS1 English, mathematics and science	30	4,500 word assignment
EPGP612/712	KS1 & 2 English, mathematics and science	30	4,500 word assignment
EPGP615	The Broader Curriculum in Foundation Stage, Key Stage 1 and Key Stage 2 (FS, KS1, KS2)	20	4,000 word equivalent
EPGP605 Pre-requisite for EPGP607	Blocked Experience in Education Settings 1	30	School Experience
EPGP607	Blocked Experience in Education Settings 2	40	School Experience

To complete the programme all students must achieve all core modules and the relevant option modules for specific pathways listed below:

EPGP611/711 & EPGP615 (3-7) or
EPGP612/712 & EPGP615 (5-11).

Modules EPGP700, 711 & 712 are at M-Level, other modules are assessed at Level 6.

5. Programme Aims

The PGCE Primary (5-11) and Primary (3-7) programme aims to develop student teachers' for initial qualification for teaching (QTS) and towards an M-level award in Education. So, the PGCE Primary programme aims to build student teachers' practical, conceptual and research capacity to:

1. Develop educational and subject knowledge appropriate for entry into the teaching profession as a critically informed Primary teacher, working within current national requirements for qualification, knowledge, understanding, personal qualities and standards of professional competence necessary to achieve Qualified Teacher Status (QTS);
2. Inculcate an analytical and critical approach to learning and teaching, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;
3. Develop professional skills appropriate to beginning primary teaching, and appreciate how educators and society constantly renew these within educational practice.
4. Lay the foundations for the knowledge and understanding of a chosen subject focus. In so doing, it provides a vocational pathway for would-be primary teachers as well as a learning pathway for learners who have a general interest in 3-7/5-11 primary education.

Those successfully completing the programme will be intellectually trained individuals with a high level of knowledge and understanding of primary education, able to reflect critically on practice and theory and offer an informed contribution to the development of educational provision. We recognise that the career opportunities teaching offers require continual professional learning and development. In recognition of this our Primary (5-11) and Primary (3-7) programme offers up to 60 M-level credits, which can contribute later towards a Masters level qualification.

7. Programme Intended learning outcomes

7.1. Knowledge and understanding

On successful completion graduates should have developed knowledge of:

- 1) Educational issues pertinent to Primary (5-11) and Primary (3-7) Education:
 - its place within the wider education system;
 - elements of its history and philosophical underpinnings;
 - its relationship to child development, schooling and society.
- 2) The diversity of learners, their needs and the complexity of the education process.
- 3) The elements that comprise the Standards for QTS.
- 4) An area of subject or age phase specialism aiming to introduce the idea/ role of subject or age phase leader;
- 5) The potential connections between aspects of subject knowledge and their application in educational contexts.
- 6) The ability to work with research-based knowledge at the forefront of educational thinking
- 7) Awareness of ethical issues pertaining to workplace and other settings and the ability to manage these proactively.

7.2. Cognitive and intellectual skills

On completion graduates should have developed the ability to:

- 1) critically apply educational concepts
- 2) undertake analysis of complex educational ideas and knowledge and communicate their thinking effectively
- 3) identify and solve problems pertaining to educational settings and practice
- 4) critically evaluate and synthesise relevant information relating to educational practice and research
- 5) demonstrate and exercise independence of mind and thought
- 6) challenge received conclusions and educational initiatives to develop personal practical theories

7.3. Key and transferable skills

- 1) On completion graduates should have developed the ability to:

- 2) structure and communicate ideas effectively both orally and in writing. engaging confidently in professional communication with others
- 3) manage time and work to deadlines
- 4) manage their work effectively and independently in both university and educational settings, making appropriate use of ICT
- 5) be self reliant
- 6) participate constructively in groups, as member or leader: negotiating and handling conflict within working groups or within educational settings with confidence
- 7) manage information within research tasks;
- 8) evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback
- 9) solve problems independently and collaboratively.

7.4. Employment related skills

On successful completion graduates should have developed the ability to

1. Engaging confidently in professional communication with others;
2. Manage their work effectively and independently in both university and educational settings, making appropriate use of ICT exercising initiative and personal responsibility.
3. Evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;
4. Demonstrate the QCA Standards for Qualified Teacher Status

7.5. Practical skills

On completion graduates should have developed the ability to:

- 1) apply teaching and study skills in the complex and unpredictable context of an educational setting through appropriate:
 - planning, expectations and targets;
 - monitoring and assessment;
 - teaching and class management;as laid out in relevant DCSF Circulars.
- 2) work autonomously, exercising initiative and personal responsibility in professional practice and study;
- 3) apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.

8. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 (or Grade C prior to 2017) or above. All applicants are required to complete an interview

Entry Requirements for PGCE Primary (3-7/5-11)	
Degree	A recognised degree in a relevant subject area from an approved University or other institution. Applicants will be expected to have identified the relevant content and/or skills from their degree and be able to summarise it.
GCSE	All applicants must have GCSE (or equivalent) grade C/4 or better in maths, English and a science.

Non-academic requirements:

- All candidates will be required to complete a satisfactory DBS Enhanced Disclosure, register with the Independent Safeguarding Authority and complete a criminal convictions self-declaration form.
- All candidates must be deemed fit to teach.
- All candidates must be able to reflect on experiences in a relevant educational setting.
- Keeping Children Safe in Education – prohibition order check to ensure they are not prohibited from teaching

An interview is a pre-requisite for entry onto this Programme

All candidates applying to join one of the programmes are interviewed in depth by a representative from that Primary ITE team. Interview days are conducted by the Primary ITE team and the wider partnership from supporting schools

We are looking for candidates with a passion for Primary teaching, who understand both the factors which motivate teachers and some of the challenges they face and who can demonstrate that they have the energy and commitment to be successful in the profession. Candidates with life experience outside mainstream educational settings and those with some experience of employment in school and educational settings are likely to have developed the maturity of approach that this course demands.

Candidates must also demonstrate that they have the potential to meet the required standards for teachers (Appendix 2) by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers.

Clear criteria are used by interview tutors across all pathways to assess candidates at interview and these are also used to inform feedback to candidates on appropriate action to take before starting the programme and in the first tutorial session on arrival to inform early individual action planning.

9. Progression criteria for Final and Intermediate Awards

Progression through the programme is dependent on achieving EPGP605 - Blocked Experience in Education Settings 1. Module leaders expect student teachers to be fully engaged in their studies, including full attendance, given the intense demand of this one-year course. Where there is a concern within any module, the Subject Pathway or Programme Leader will signal verbally the specific concerns and how they should be addressed. Where a student teacher has been warned

verbally but does not make satisfactory progress, the Programme Leader will normally give warning in writing of their being at risk of failure. This will normally identify the specific concerns, set targets for improvement and deadlines, and outline how the student teacher might demonstrate recovery of the situation. Where a student's engagement in the programme remains insufficient they will not achieve the module and will normally be asked to retake it in the following year and would not be allowed to continue on the programme until EPGP605 had been achieved.

Where a coursework element in Semester 1 is not achieved, student teachers may be offered an in-year referral opportunity. This referred work is submitted by a specified date prior to the programme final assessment board in the summer. If a student does not achieve the EPGP605 - Blocked Experience in Education Settings 1 module, and the Award Assessment Board permits the opportunity to take the module again, they will usually be required to interrupt study and repeat the module in the following academic year. Achievement of EPGP605 - Blocked Experience in Education Settings 1 is a pre-requisite for EPGP607 - Blocked Experience in Education Settings 2. Normally only two attempts are allowed at any module. Students would normally be required to leave the programme if they do not achieve a module on the second attempt.

The Placement Allocation Policy sets out the process for attempting to secure repeat placements. If it is not possible to secure a repeat placement then the student may be required to interrupt from the programme, in line with the Academic Regulations, until a suitable placement can be found.

In exceptional cases where all opportunities for securing a repeat placement have been unsuccessful due to the student's performance profile the student may be withdrawn from study under AST5.3 the Exclusion of a Student on the Grounds of Unsatisfactory Progress (either Academic or in Terms of Professional Development) regulation. If it is not possible to secure a repeat placement due to a fitness to teach/study or conduct issue the student may be withdrawn from the programme under the Study Wellbeing and Review Policy or the Code of Conduct and Disciplinary Procedure as appropriate.

All programme modules must be passed for a University of Plymouth award of **Postgraduate Certificate in Education** or **Professional Graduate Certificate in Education**, and for recommendation of QTS.

Where student teachers pass both modules at M-level and all other H-level modules, they will progress towards the University's award of **Postgraduate Certificate in Education**.

Where a student teacher passes only one of the modules at M-level, but passes the other at Level 6 along with all remaining Level 6 modules, they will be advised of their options:

1. accepting the Level 6 pass and progressing towards the University's award of Professional Graduate Certificate in Education, or
2. re-submitting the module assignment which passed at level 6 for an M-level pass as a second attempt. If the re-submitted assignment passes at M-level the student teacher would progress towards the University's award of Postgraduate Certificate in Education.

10. Non-Standard Regulations

N/A

11. Transitional Arrangements

N/A

12. Careers and Employability

Information, advice and guidance is available to all students in order for them to build skills, experience and contacts to improve employability; this is available at <https://www.plymouth.ac.uk/student-life/your-studies/academic-services/careers-and-employability>

Students have access to myCareer - <https://mycareer.plymouth.ac.uk/home.html> which offers them;

- Individual careers appointments to support you in identifying opportunities to get involved in and help with career planning.
- Hundreds of vacancies, from part-time work to fit around your studies, to summer internships and graduate vacancies.
- A wide range of workshops and activities to help you develop your employability skills. These include mock interviews and a variety of skill sessions from job searching to enhancing your CV.

Events such as Career Fairs and Networking Evenings help develop their confidence, expand their professional network and explore your career options. This is for all students whether they have decided to become a primary teacher or not

Appendices

Appendix 1 - Programme Specification Mapping (UG) – core modules

Appendix 2 – Programme Award Learning Outcomes mapping

Appendix 3 - QTS Teacher Standards (2012)

Appendix 1: Programme Specification Mapping (PG): module contribution to the meeting of Award Learning Outcomes

	EPGP600/ 700 Professional Studies	EPGP611/ 711 EPGP612/ 712 Core Subjects	EPGP615 Broader Curriculum	EPGP605 Blocked Experience in Education Settings 1	EPGP607 Blocked Experience in Education Settings 2
Educational issues pertinent to Primary (5-11) and Primary (3-7) education					
• its place within the wider education system;	X	X	X		
• elements of its history and philosophical underpinnings;	X	X	X		
• its relationship to child development, schooling and society.	X	X	X	X	X
The diversity of learners, their needs and the complexity of the education process.	X	X	X	X	X
The elements that comprise the Standards for QTS.			X	X	X
An area of subject or age phase specialism aiming to introduce the idea/ role of subject or age phase leader	X		X		
The potential connections between aspects of subject knowledge and their application in educational contexts.	X	X	X	X	X
The ability to work with research-based knowledge at the forefront of educational thinking	X	X			
Awareness of ethical issues pertaining to workplace and other settings and the ability to manage these proactively.	X	X	X	X	X

Mapping of Assessment against Modules

	EPGP600/ 700 Professional Studies	EPGP611/711 EPGP612/712 Core Subjects	EPGP615 Broader Curriculum	EPGP605 Blocked Experience in Education Settings 1	EPGP607 Blocked Experience in Education Settings 2
Written Assignments	X	X	X		
Lesson Observations				X	X

Mapping Skills against Modules

	EPGP600/ 700 Professional Studies	EPGP611/711 EPGP612/712 Core Subjects	EPGP615 Broader Curriculum	EPGP605 Blocked Experience in Education Settings 1	EPGP607 Blocked Experience in Education Settings 2
Cognitive and intellectual skills					
reason critically;	X	X	X	X	X
apply educational concepts;	X	X	X	X	X
identify and solve problems;	X	X	X	X	X
analyse and interpret;	X	X	X	X	X
demonstrate and exercise independence of mind and thought;	X	X	X	X	X
search, synthesise and evaluate primary and secondary data;	X	X			
challenge received conclusions and educational policy to develop personal practical theories.	X	X			

Key and transferable skills					
structure and communicate ideas effectively both orally and in writing;	X	X	X	X	X
manage time and work to deadlines;	X	X	X	X	X
manage their work effectively in both university and school settings, making appropriate use of ICT;	X	X	X	X	X
be self-reliant;	X	X	X	X	X
work effectively within groups and teams;				X	X
manage information within research tasks;	X	X			
evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;	X	X	X	X	X
solve problems independently and collaboratively.	X	X	X	X	X
Employment related skills					
competency in the Department for Education, <i>Teaching Standards</i> , and can be recommended for Qualified Teacher Status (QTS).				X	X
Practical skills					
apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;	X	X	X	X	X
work autonomously, exercising initiative and personal responsibility in professional practice and study;	X	X	X	X	X

apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.	X	X	X	X	X
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Appendix 2: Programme Award Learning Outcomes Mapping (PG): Intended Learning Outcomes identified below are closely linked to: the QAA Subject Benchmarks for Education Studies (2007) and the TDA Standards for QTS (2007 and 2012).

QAA Descriptors for qualifications at Level 6 Honours Degree	Primary (KS1/KS2) and Primary (FS/KS1) Programme aims and objectives	Primary (KS1/KS2) and Primary (FS/KS1) Programme outcomes
<p>Honours degrees are awarded to students who have demonstrated:</p>	<p>'... the Primary (KS1/KS2) and Primary (FS/KS1) programme aims to build student teachers' practical, conceptual and research capacity to: '</p>	<p>'On completion student teachers should have developed ... '</p>
<p>i a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;</p>	<p>A1 Develop educational and subject knowledge appropriate for entry into the teaching profession as a critically informed Primary specialist, working within current national requirements for qualification, knowledge, understanding, personal qualities and standards of professional competence necessary to achieve Qualified Teacher Status (QTS);</p>	<p>Knowledge of</p> <p>O1 Educational issues pertinent to Primary phase schooling, and education policy</p> <p>O2 The diversity of learners, their needs and the complexity of the education process.</p> <p>O3 The elements that comprise the Standards for QTS</p> <p>O4 An area of subject or age phase specialism aiming to introduce the idea/ role of subject or age phase leader;</p> <p>O5 The potential connections between aspects of subject knowledge and their application in educational contexts;</p> <p>O6 The ability to work with research-based knowledge at the forefront of educational thinking;</p> <p>O7 Awareness of ethical issues pertaining to workplace and other settings and the ability to manage these proactively.</p>

<p>ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline;</p>	<p>A2 Inculcate an analytical and critical approach to learning and teaching, that leads to stimulating children’s imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;</p>	<p>Cognitive and intellectual skills to:</p> <p>O1 critically apply educational concepts O2 undertake analysis of complex educational ideas and knowledge and communicate their thinking effectively O3 identify and solve problems pertaining to educational settings and practice</p>
<p>iii conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline; 	<p>A4 Lay the foundations for the knowledge and understanding of a chosen subject focus</p> <p>A2 Inculcate an analytical and critical approach to learning and teaching, that leads to stimulating children’s imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;</p>	<p>Cognitive and intellectual skills to:</p> <p>O1 critically apply educational concepts; O2 undertake analysis of complex educational ideas and knowledge and communicate their thinking effectively; O3 identify and solve problems pertaining to educational settings and practice; O4 critically evaluate and synthesise relevant information relating to educational practice and research; O6 challenge received conclusions and educational policy to develop personal practical theories.</p> <p>Key transferable skills to</p> <p>O1 structure and communicate ideas effectively both orally and in writing; O5 participate constructively in groups, as member or leader: negotiating and handling conflict within working groups or within educational settings with confidence; O6 manage information within research tasks;</p>

<p>iv an appreciation of the uncertainty, ambiguity and limits of knowledge;</p>	<p>A3 Develop professional skills appropriate to beginning primary teaching, and appreciate how educators and society constantly renew these within educational practice.</p>	<p>Cognitive and intellectual skills to:</p> <p>O1 critically apply educational concepts; O2 undertake analysis of complex educational ideas and knowledge and communicate their thinking effectively; O3 identify and solve problems pertaining to educational settings and practice; O4 critically evaluate and synthesise relevant information relating to educational practice and research; O5 demonstrate and exercise independence of mind and thought; O6 challenge received conclusions and educational policy to develop personal practical theories.</p>
<p>v the ability to manage their own learning, and to make use of scholarly reviews and primary sources (eg refereed research articles and/or original materials appropriate to the discipline).</p>	<p>A3 Develop professional skills appropriate to beginning primary teaching, and appreciate how educators and society constantly renew these within educational practice.</p> <p>A4 Lay the foundations for the knowledge and understanding of a chosen subject focus</p>	<p>Cognitive and intellectual skills to:</p> <p>O4 critically evaluate and synthesise relevant information relating to educational practice and research; O5 demonstrate and exercise independence of mind and thought;</p> <p>Key transferable skills</p> <p>O3 manage their work effectively in both university and school settings, making appropriate use of ICT; O4 be self-reliant;</p> <p>O5 participate constructively in groups, as member or leader: negotiating and handling conflict within working groups or within educational settings with confidence; O6 manage information within research tasks;</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice; O2 work autonomously, exercising initiative and personal responsibility in professional practice and study; O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>

Typically, holders of the qualification will be able to:		
<p>a 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;</p>	<p>A3 Develop professional skills appropriate to beginning primary teaching, and appreciate how educators and society constantly renew these within educational practice.</p>	<p>Cognitive and intellectual skills to:</p> <p>O2 undertake analysis of complex educational ideas and knowledge and communicate their thinking effectively;</p> <p>O3 identify and solve problems pertaining to educational settings and practice;</p> <p>O4 critically evaluate and synthesise relevant information relating to educational practice and research;</p> <p>O6 challenge received conclusions and educational policy to develop personal practical theories.</p> <p>Key transferable skills to</p> <p>O1 structure and communicate ideas effectively both orally and in writing;</p> <p>O5 participate constructively in groups, as member or leader: negotiating and handling conflict within working groups or within educational settings with confidence;</p> <p>O6 manage information within research tasks;</p>
<p>b 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;</p>	<p>A2 Inculcate an analytical and critical approach to learning and teaching, that leads to stimulating children’s imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;</p>	<p>Cognitive and intellectual skills to:</p> <p>O1 critically apply educational concepts;</p> <p>O2 undertake analysis of complex educational ideas and knowledge and communicate their thinking effectively;</p> <p>O3 identify and solve problems pertaining to educational settings and practice;</p> <p>O4 critically evaluate and synthesise relevant information relating to educational practice and research;</p> <p>O6 challenge received conclusions and educational policy to develop personal practical theories.</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>

<p>c communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;</p>	<p>A2 Inculcate an analytical and critical approach to learning and teaching, that leads to stimulating children’s imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;</p>	<p>Key transferable skills to</p> <p>O1 structure and communicate ideas effectively both orally and in writing;</p> <p>O5 participate constructively in groups, as member or leader: negotiating and handling conflict within working groups or within educational settings with confidence;</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p>
<p>and will have:</p>		
<p>d qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable contexts; and • the learning ability needed to undertake appropriate further training of a professional or equivalent nature. 	<p>A3 Develop professional skills appropriate to beginning primary teaching, and appreciate how educators and society constantly renew these within educational practice.</p> <p>A4 Lay the foundations for the knowledge and understanding of a chosen subject focus</p>	<p>Key transferable skills</p> <p>O5 participate constructively in groups, as member or leader: negotiating and handling conflict within working groups or within educational settings with confidence;</p> <p>O6 manage information within research tasks;</p> <p>O7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;</p> <p>O8 solve problems independently and collaboratively.</p> <p>Employment related skills</p> <p>O1 understanding of and competence against the QCA Standards for Qualified Teacher Status</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>

Appendix 3: QTS standards (2012)

STANDARDS FOR TEACHERS (2012)
Teachers make the education of their pupils their first concern, & are accountable for achieving the highest possible standards in work & conduct. Teachers act with honesty & integrity; have strong subject knowledge; keep their knowledge & skills as teachers up-to-date; are self-critical; forge positive professional relationships & work with parents in the best interests of pupils.
PART ONE: TEACHING A teacher must:
1 Set high expectations which inspire, motivate & challenge pupils
a) establish a safe & stimulating environment for pupils, rooted in mutual respect
b) set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions
c) demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils.
2 Promote good progress & outcomes by pupils
a) be accountable for pupils' attainment, progress & outcomes
b) plan teaching to build on pupils' capabilities & prior knowledge
c) guide pupils to reflect on the progress they have made & their emerging needs
d) demonstrate knowledge & understanding of how pupils learn & how this impacts on teaching
e) encourage pupils to take a responsible & conscientious attitude to their own work & study.
3 Demonstrate good subject & curriculum knowledge
a) have a secure knowledge of the relevant curriculum areas, maintain pupils' interest, & address misunderstanding
b) demonstrate a critical understanding of developments in the subject & curriculum areas, & promote scholarship
c) demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of standard English, whatever the teacher's specialist subject
d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4 Plan & teach well-structured lessons
a) impart knowledge & develop understanding through effective use of lesson time
b) promote a love of learning & children's intellectual curiosity
c) set homework & plan out-of-class activities to consolidate & extend pupils' knowledge & understanding
d) reflect systematically on the effectiveness of lessons & approaches to teaching
e) contribute to the design & provision of an engaging curriculum within the relevant subject area(s).
5 Adapt teaching to respond to the strengths & needs of all pupils
a) know when & how to differentiate appropriately, using approaches which enable pupils to be taught effectively
b) have a secure understanding of how a range of factors can inhibit pupils' learning, & how best to overcome these
c) demonstrate an awareness of the physical, social & intellectual development of children, & know how to adapt teaching to support pupils' education at different stages of development
d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; & be able to use & evaluate distinctive teaching approaches to engage & support them.
6 Make accurate & productive use of assessment
a) know & understand how to assess the relevant subject & curriculum areas
b) make use of formative & summative assessment to secure pupils' progress
c) use relevant data to monitor progress, set targets, & plan subsequent lessons

d) give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to this

7 Manage behaviour effectively to ensure a good & safe learning environment

a) have clear rules & routines for behaviour in classrooms, & take responsibility for promoting good & courteous behaviour both in classrooms & around the school, in accordance with the school's behaviour policy

b) have high expectations of behaviour, & establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly

c) manage classes effectively, using approaches which are appropriate to pupils' needs to involve & motivate them

d) maintain good relationships with pupils, exercise appropriate authority, & act decisively when necessary.

8 Fulfil wider professional responsibilities

a) make a positive contribution to the wider life & ethos of the school

b) develop effective professional relationships with colleagues, knowing how & when to draw on advice & support

c) deploy support staff effectively

d) take responsibility for improving teaching through professional development & responding to advice & feedback

e) communicate effectively with parents with regard to pupils' achievements & well-being.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal & professional conduct. The following statements define the behaviour & attitudes which set the required standard for conduct throughout their career.

1. Teachers uphold public trust in the profession & maintain high standards of ethics & behaviour, within & outside school, by:

a) treating pupils with dignity, building relationships rooted in mutual respect, & at all times observing proper boundaries appropriate to a teacher's professional position

b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

c) showing tolerance of & respect for the rights of others

d) not undermining fundamental British values, including democracy, the rule of law, individual liberty & mutual respect, & tolerance of those with different faiths & beliefs

e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or lead them to break the law.

2. Teachers must have proper & professional regard for the ethos, policies & practices of the school in which they teach, & maintain high standards in their own attendance & punctuality.

3. Teachers must have an understanding of, & always act within, the statutory frameworks which set out their professional duties & responsibilities.