

Primary Education – Full-Time

Introduction

The programme aims to enable student teachers to be confident, competent classroom practitioners who can enable children to learn effectively across the whole curriculum. The programme also develops student teachers' understanding of the demands of the National Curriculum, the Curriculum for the Foundation Stage and other Government initiatives. Two age phases are available for students to study, 3-7 or 5-11 year olds. There are also opportunities to gain academic credits at Masters level (see Module outlines).

The programme lasts for 38 weeks with the equivalent of 20 weeks spent in University and 18 weeks in school. Both elements of the course are intensive. University days last from 9.00am to 7.00pm in lectures, seminars, workshops or in independent study activities. School experience demands full attendance in school during each day with evenings devoted to planning and preparation for subsequent school-based days.

The programme runs in partnership with local primary schools who are fully involved in admissions, course planning and assessment of student teachers. The programme has been planned for all students to meet the Standards for Qualified Teacher Status (QTS) and has four main modules:

Module One is Professional Placement, which takes place mostly in schools in

Kent, Essex and East Sussex, though student teachers will have the opportunity to teach in London schools if they choose. All students will have a minimum of two school placements, with the first in the second half of the first term and the last in the final term. Students following the Primary Language Pathway [w1] will also be expected to undertake a placement in France, Germany, Spain or Italy (depending on their language).

In the course of school experience, students work towards achieving the standards required for the recommendation of the award of Qualified Teachers Status (QTS). They are required to teach in two or more consecutive age ranges depending on their chosen pathway (3-7 or 5-11). The age ranges are 3-5, 5-7, 7-9, 9-11. Student teachers will also be able to demonstrate their growing integration of theoretical and practical knowledge as they develop as effective and analytical teachers.

Module Two is the Professional Studies course, which introduces student teachers to core professional skills, and wider issues that are involved in primary schools. Topics studied include classroom management, providing for children with additional educational needs, child development, planning, teaching and assessing learning.

Module Three aims to provide student teachers with a secure knowledge of all

core subjects in the National Curriculum. This is done through weekly University sessions in the Core Subjects and taster courses in all foundation subjects, including Primary Languages. Student teachers will learn how to plan for, teach and assess in these areas.

In addition, Module Three is aimed at enabling students to become more specialised practitioners. This is done through the analysis and understanding of more advanced areas of primary pedagogy. The following options are available in this module:

- for students following the Primary Languages route this will be done through work towards a PL Specialism
- for those especially interested in very young children's education, students can opt for a course in Advanced Early Years
- for students interested in cross-curricular issues and how teaching and learning is applied across the curriculum in an holistic manner, there the option of studying a course called 'Learning Across and Outside the Curriculum'
- for those wishing to become specialists in a National Curriculum or Religious Education, students can choose a course from Module Four (page 34) in a subject that is closely related to their first degree. (Master's level only)

About the course

Level:
PGCE

Duration:
One year full-time

Full-Time Programme:
The programme is taught at the Canterbury Campus but a significant time is spent in school.

All PGCEs include the option of studying for a Postgraduate Certificate with Masters Level Credits or a Professional Graduate Certificate.

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Module Four is an optional module. This is taught at Masters Level, and offers students the option to take Master Credit in Professional Studies (20 credits) and/or Curriculum Studies (20 credits). The Curriculum Studies options include Primary Languages, Advanced Early Years and Learning Across and Outside the Curriculum, as well as each of the National Curriculum subjects and Religious Education. These credit bearing courses replace elements of Modules Two and Three.

Students will be given extensive advice in order to make the choice of academic level to suit their needs.

Assessment of performance on the programme comprises the completion of assignments and the achievement of the required standards for the recommendation of the award of QTS. Further details about the standards framework, which is common to all PGCE training courses, will be made available to successful candidates. In order to be awarded the Primary PGCE, student teachers will be required to pass each assessed element of the course.

Students are also required to pass three national skills tests in numeracy, literacy and ICT before they can be recommended for QTS.

Tuition Fees

Information about tuition fees and sources of student financial support, can be found on page 29.

How to Apply

Applicants should normally possess a good honours degree. In some cases an honours degree below a lower second class may be considered if the applicant also has a Master's qualification.

All candidates must possess GCSEs (grade C or above) in English Language, Mathematics and Science before the PGCE course begins, or equivalents acceptable to the University. If you are in doubt about your qualifications contact the Postgraduate Admissions Office at the University.

To be selected for interview applicants must have a positive reference (and if relevant a degree prediction). Applicants must also be able to demonstrate recent experience of working with primary age children (preferably in a school setting) *and be able to analyse this in the personal statement of the application form*. The personal statement is a very important part of the form. You must say why you want to become a primary school teacher and it must be communicated in clear and accurate written English. The Department takes referees' comments into account when selecting people for interview. Applicants who are not predicted to achieve our

minimum entry qualifications may not be selected for interview.

In selecting people for interview the University will also look at the applicant's breadth of education qualifications.

Offers of a place are only made after an interview. Those selected will be advised of the format of the interview beforehand. The decision whether to offer a place is based on whether the applicant meets the following criteria:

- a lively, enthusiastic personality
- able to analyse recent experience of working with young children and to articulate it at interview
- has a good depth of subject knowledge relevant to the primary curriculum
- can communicate clearly and collaborate with peers

Candidates will also be required to successfully undertake two short assessments in numeracy and literacy skills.

Applications are made online via the Graduate Teacher Training Registry (GTTR) at www.gttr.ac.uk. An early application is advised.