

# **Professional Graduate Certificate in Education (Primary); Postgraduate Certificate in Education (PGCE) Primary Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:**

Professional Graduate Certificate in Education (Primary)

Postgraduate Certificate in Education (PGCE) Primary

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 1 year full-time

**UCAS Code(s):** Various, including School Direct partner codes

**HECoS Code(s):**

100510) Early Years Teaching

(100511) Primary Teaching

(100403) Mathematics

(100322) French Studies

(100324) German Studies

(100325) Spanish Studies

**QAA Benchmark Group:** Not applicable

**FHEQ Level of Award:**

Level 6 (Professional Graduate Certificate in Education)

Level 7 (Postgraduate Certificate in Education)

**Programme accredited by:** Department for Education

**Date Programme Specification last updated/approved:** August 2017

**Home Department:** Educational Studies

**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

## **Programme overview**

The PGCE (QTS) programme is delivered in partnership with schools and is an excellent introduction to teaching in socially mixed, multi-ethnic urban classrooms. The programme

offers an integrated, dual pathway approach that provides the opportunity to complete a PGCE in Primary education at either Level 6 or 7. In addition, to complete the programme, students, must also meet the Teachers' Standards for Qualified Teacher Status (QTS) in their professional practice. Upon completion of the programme they will be qualified to teach in schools in England and Wales. This also includes School Direct derivatives of these programmes.

The programme is driven by the desire to support the development of exceptional teachers for world-class schools and in doing so is committed to:

- **Promoting Reflection:** to develop a strong sense of identity that is built upon a close connection between research and experience.
- **Recognising Inclusivity:** to be rights-respecting and recognise and challenge the political, social, economic and cultural dimensions of practice.
- **Celebrating Creativity:** to take informed risks and use imaginative and innovative strategies to support learning.
- **Developing Confidence and Engagement:** to participate fully in steering the course of the profession locally, nationally and globally.

In achieving this vision, the programme supports students in developing an understanding of the principles that underpin contemporary approaches to effective classroom practice, and provides space for them to reflect systematically and critically on their classroom performance. In addition, Level 7 study enriches the learning experience and credits undertaken at this Level may be used as a springboard for further master's level study at Goldsmiths, University of London or elsewhere.

## Programme entry requirements

The following requirements are designed to ensure compliance with the entry requirements for all ITT programmes. All applicants must have:

- An honours degree of a UK higher education institution or equivalent qualification.
- Achieved a standard equivalent to a grade C/ 4 in the GCSE examinations in English, mathematics and science. This may be demonstrated through successful acquisition of these grades or higher in GCSE/GCE 'O' level qualifications, Grade 1 in CSE qualifications or in an accredited equivalency examination. Further details of this may be obtained from Goldsmiths Admissions.
- Taken part in a rigorous selection process at Goldsmiths or at a partnership school, designed to assess their suitability to teach, which ensure that applicants:
  - have the intellectual and academic capabilities needed to meet the required QTS Standards;

- possess the appropriate qualities, attitudes and values expected of a teacher.
- Met the requirements for physical and mental fitness to teach (including passing a fitness to teach check).
- Completed Disclosure and Barring Service (DBS) checks and are cleared to teach by the accredited provider, ensuring they are not barred from working with young people or excluded from teaching.

Additionally, Goldsmiths, University of London requires applicants for the Modern Foreign Language pathway to have either a degree in which an element is either in French, German or Spanish, an “A” level (or equivalent) in French, German or Spanish normally at Grade C or above, or good communication skills in spoken and written French, German or Spanish.

## **Aims of the programme**

The Goldsmiths PGCE programme aims to:

1. Develop in students the knowledge, skills and understanding needed necessary to become a responsible professional who can make positive and informed contributions to educational policy.
2. Engage students in practical and theoretical enquiry as a key element in their development as teachers.
3. Enable students to reflect on their personal and professional development and respond positively to change.
4. Provide the experiences necessary to meet the standards for Qualified Teacher Status.

## **What you will be expected to achieve**

There are three modules in the PGCE (QTS) programme:

- Studies in Professional Issues and Research in Education (SPIRE): available at Level 6 and Level 7
- Curriculum Studies: available at Level 6 and Level 7
- School Experience: available at Level 6

All modules have their own set of detailed learning outcomes, teaching methods and related methods of assessment that are derived from and complement the overall learning outcomes of the programme.

Upon completion of the Level 6 Professional Graduate Certificate in Education programme students should:

## Knowledge and understanding

| Code | Learning outcome   | Taught by the following module(s)            |
|------|--|--|
| A1   | know and understand the structure and organisation of Early Years and Primary Education in England and Wales , including the range of school types                           | SPIRE, School Experience                     |
| A2   | know and understand key developments in education policy post-1944, including current statutory and non- statutory documents and frameworks related to the work of a teacher | SPIRE, School Experience, Curriculum Studies |
| A3   | know and understand key critical debates around the nature and aims of education   | SPIRE, Curriculum Studies                    |
| A4   | know and understand the implications for teachers of working within a diverse society  | SPIRE, School Experience, Curriculum Studies |
| A5   | know and understand appropriate applications of pedagogic and curriculum subject knowledge within the classroom context  | SPIRE, School Experience, Curriculum Studies |
| A6   | know and understand the role of research in an educational context   | SPIRE, School Experience; Curriculum Studies |

## Cognitive and thinking skills

| Code | Learning outcome   | Taught by the following module(s)            |
|------|--|--|
| B1   | engage in educational debates in a professional manner                                 | SPIRE, Curriculum Studies                    |
| B2   | exercise critical judgement on professional ideas                                      | SPIRE, School Experience, Curriculum Studies |
| B3   | theorise key issues relating to educational practice.                                  | SPIRE, Curriculum Studies                    |
| B4   | reflect on practice  | SPIRE, School Experience, Curriculum Studies |
| B5   | show familiarity with and understanding of the main research and thinking in the field | SPIRE, Curriculum Studies                    |

| Code | Learning outcome   | Taught by the following module(s)            |
|------|--|--|
| B6   | develop a theoretical understanding of educational issues and be able to relate them to practice | SPIRE, School Experience, Curriculum Studies |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome  | Taught by the following module(s)            |
|------|---|--|
| C1   | have sufficient knowledge to teach using the Curriculum Guidance for the Foundation Stage (CGFS) and the Early Years Foundation Stage (EYFS) and/or teach the National Curriculum (NC) and basic curriculum across key stages 1 and 2 | SPIRE, School Experience; Curriculum Studies |
| C2   | have skills to make all curriculum areas accessible to all pupils   | SPIRE, School Experience; Curriculum Studies |
| C3   | have an ability to critically reflect on their practice in an educational context   | SPIRE, School Experience; Curriculum Studies |
| C4   | have an ability to understand the social and emotional needs of pupils, sometimes within a multi-agency approach  | SPIRE, School Experience; Curriculum Studies |

## Transferable skills

| Code | Learning outcome  | Taught by the following module(s)            |
|------|---|--|
| D1   | Develop positive relationships with pupils                  | SPIRE, School experience, Curriculum Studies |
| D2   | Work cooperatively and effectively with other professionals | SPIRE, School Experience                     |
| D3   | Work effectively independently                              | SPIRE, School Experience, Curriculum Studies |
| D4   | Make decisions in complex and unpredictable situations      | School Experience                            |

Upon completion of the Level 7 Postgraduate Certificate in Education students should:

### Knowledge and understanding

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| A1   | display an advanced understanding of the relationship between pedagogy and subject knowledge       | SPIRE, Curriculum Studies         |
| A2   | critically engage with key philosophical debates on educational issues                             | SPIRE, Curriculum Studies         |
| A3   | have knowledge of appropriate research methodology in order to conduct school-based investigations | SPIRE                             |

### Cognitive and thinking skills

| Code | Learning outcome  | Taught by the following module(s) |
|------|---|-----------------------------------|
| B1   | analyse and present complex critical accounts about teaching  | SPIRE                             |
| B2   | make connections between contributions into different areas in education  | SPIRE                             |
| B3   | critically assess scholarly work relevant to their area of investigation, deconstructing key concepts and evaluating the implications for professional activity | SPIRE                             |
| B4   | examine theory and practice, identifying the tensions between them  | SPIRE, Curriculum Studies         |

### Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| C1   | have an in-depth understanding of the relationship between theory and practice in learning and teaching    | SPIRE, Curriculum Studies         |
| C2   | have an ability to reflect critically on current educational issues or approaches to teaching and learning | SPIRE, Curriculum Studies         |
| C3   | have an ability to analyse aspects of education in an international context                                | Curriculum Studies                |

## Transferable skills

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| D1   | effectively conduct an extended inquiry into an educational issue                | SPIRE                             |
| D2   | demonstrate in-depth reflective and evaluative skills upon professional practice | SPIRE, Curriculum Studies         |

## How you will learn

### Learning and Teaching Methods: Knowledge and Understanding

In taught sessions at Goldsmiths, students will engage with philosophical debates on key educational issues as well as exploring relevant pedagogical, curriculum and subject knowledge that will support them in developing a broad and critical understanding of education policy and practice. They will be asked to reflect deeply upon their experience in the classroom and in doing so will be encouraged to make connections between theoretical perspectives and professional practice.

A range of teaching methods are employed to support the learning outcomes detailed above. These will include:

- practical workshops;
- core lectures;
- group tutorials/seminars;
- individual tutorials;
- individual and group presentations;
- tutorial support;
- supported self-study.

Across the programme, students are required to work independently and as part of a team and will demonstrate their on-going knowledge and understanding through presentations, portfolio tasks and written assignments.

### Learning and Teaching Methods: Thinking Skills

Thinking skills are developed in all taught sessions and are developed across the programme both within and outside of the school context. Activities to encourage this will include:

- analytical reading of texts;
- reflective writing;
- student-led discussions;
- presentations and
- oral and written feedback on assignments.

All students are encouraged to develop their ability to theorise key issues relating to educational practice. The theoretical perspectives considered during taught sessions also inform the students' reflective practice during the periods of school experience.

At Level 7 students are able to examine in greater detail the tensions that exist between theory and practice to present a more complex critical analysis of professional practice as well as making connections between contributions in the different areas of education.

### **Learning and Teaching Methods: Practical Subject Skills**

A range of learning and teaching methods are employed to support the learning outcomes detailed above. The programme will include whole cohort lectures, led by expert practitioners in the field, as well as subject specific taught sessions, workshops, group and individual tutorials. Active approaches to learning are modelled by tutors to demonstrate how the subject skills and content can be mediated and made accessible to pupils in schools and at the required levels. Between taught sessions students are expected to engage in pre-session preparation tasks and follow up reflection as directed. Materials are available to support learning at both level 6 and 7 accessible via the Goldsmiths virtual learning environment, learn.gold.

During periods of school experience, and supported by tutors and mentors in school, students continue to develop key aspects of their subject and wider knowledge for teaching, through observation; practical application in the planning and teaching of lessons; contribution to teams and working groups; and on-going reflective practice.

### **Learning and Teaching Methods: Transferable Skills**

Students develop these skills through:

- written tasks;
- structured group work and presentations in taught sessions and workshops;
- personal organisation to meet assignment requirements;
- guidance on managing workload and meeting deadlines.

During extended periods of school experience, there are many opportunities for students to develop transferable skills that are needed in their professional practice. To address the



Teacher Standards, and be awarded QTS, they will be expected to: work as part of a team; develop their own personal and professional organisation including effective time management; demonstrate informed decision-making; carry out self-evaluation and informed reflection.

Communication opportunities are afforded through contributions to taught sessions; structured group work and presentations; problem-solving; discussions with practitioners; on-line discussion with fellow students; written tasks; group tutorials/seminars; and individual tutorials.

## **How you will be assessed**

### **Assessment: Knowledge and Understanding**

As well as on-going formative assessment, a number of complementary summative assessment strategies are utilised. These appropriately assess the range of Programme Learning Outcomes presented above.

These will be assessed through:

- School Experience: including an ongoing assessment of classroom practice on school experience and portfolio of evidence, to meet the requirements of the Teachers' Standards for Qualified Teacher Status;
- SPIRE: (4000-5000 words);
- Curriculum Studies: (4000-5000 words);

In addition, it is a requirement that to be awarded QTS all student teachers will be required to demonstrate that they hold appropriate fundamental Mathematics and English skills. This will be assessed across the programme through processes of self-audit and ongoing professional reflection.

### **Assessment: Thinking Skills**

Students' thinking skills are formally assessed through written assignments. During tutorials and workshop sessions they will be formatively assessed through discussions and in the presentation of ideas. On-going reflection and target-setting is a requirement of all aspects of professional practice. This is recorded by students and is shared and discussed with mentors and tutors at key points during the programme.

### **Assessment: Practical Subject Skills**

In addition to the above, students will be involved in a formative and summative processes whilst in school which have been designed to support the development of their practical skills. The criteria that underpins the assessment are developmental and students and by the end of the programme will be expected to take full responsibility for teaching and learning across the school, subject or setting they are placed in.

### **Assessment: Transferable Skills**

The development of these skills is vital to the successful completion of all elements of the programme and in meeting the Standards for Qualified Teacher Status. Transferable skills are continuously assessed by tutors and school-based staff. Assessment methods vary to meet the different requirements of modules and have been designed to reflect the professional learning process. They will always relate to the specified module learning outcomes. Specific assessment methods are indicated within each module.

### **Marking criteria**

| <b>Mark</b> | <b>Descriptor</b>                            | <b>Specific Marking Criteria</b>  |
|-------------|--|---|
| 80-100%     | Distinction<br>(Outstanding/<br>Exceptional) | <p>LEVEL 7: Shows evidence of outstanding relevant reading and a highly advanced grasp of current major issues in the field. This knowledge has been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence demonstrate highly sophisticated reasoning and are exceptionally clear, well-focused and cogent, considered to be of quality suitable for publication. You have demonstrated that you have achieved the specific learning outcomes of the module to an exceptional level. The work is very well written with accurate and appropriate referencing.</p> <p>LEVEL 6: No award at this level.</p> |
| 70-79%      | Distinction                                  | <p>LEVEL 7: Shows evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be clear, well focused and cogent. Candidates will have demonstrated that you have achieved the specific learning outcomes of the module to an excellent level. The work is very well written with accurate and appropriate referencing.</p>   |

| Mark   | Descriptor | Specific Marking Criteria   |
|--------|------------|---|
|        |            | Level 6: No award at this level.  |
| 60-69% | Merit      | <p>LEVEL 7: Shows consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. Candidates demonstrate an ability to relate this reading to their particular educational field and have clearly understood and assimilated the relevant literature. Candidates have demonstrated that they have achieved the specific learning outcomes of the module to a very good extent. The work is well written with accurate and appropriate referencing.</p> <p>LEVEL 6: No award at this level.</p>   |
| 50-59% | Pass       | <p>LEVEL 7: Shows clear evidence of knowledge and understanding but there may be little development of ideas, critical comment or methodology. There is reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that candidates have grasped fundamental concepts and procedures in the field. Candidates have demonstrated that they have achieved the specific learning outcomes of the module adequately. The work is well written with accurate and appropriate referencing.</p> <p>LEVEL 6 PASS: NB Students may be assessed at Level 6 only if they do not pass at 50% or more on this Level 7 scale. There is only pass/fail for H level awards.</p> <p>The criteria for a Level 6 Pass: Shows some evidence of knowledge with some development of ideas and a degree of analysis. There is evidence of an understanding of key concepts and procedures and the appropriate use of methodology. There is reference to relevant reading, though not necessarily extensive. Candidates have demonstrated that they have achieved the specific H level learning outcomes of the module. The work is written to a satisfactory level with accurate and mostly appropriate referencing.</p> |
| 30-49% | Fail       | <p>LEVEL 7: Candidates have not demonstrated to a satisfactory extent that they have read and understood the essential texts of the course. There are weak and inaccurate answers to questions. There may be confusion and incoherence and unfocused comment on the literature. Candidates will not have demonstrated that they have achieved the specific learning</p>   |

| Mark   | Descriptor                    | Specific Marking Criteria   |
|--------|-------------------------------|---|
|        |                               | <p>outcomes of the module. The work is written to a satisfactory level with accurate and mostly appropriate referencing.</p> <p>LEVEL 6 Fail: NB, this Fail criteria is not related to a Level 7 scale of 30-49%. Students failing to attain a Pass mark of 50%+ at Level 7 will be assessed against Level 6 criteria.</p> <p>Shows limited evidence of knowledge and understanding with little or no development of ideas or analysis. There is limited understanding of key concepts and procedures and/or inappropriate use of methodology. There is inadequate or no reference to relevant reading. Candidates have not met the learning outcomes of the module adequately. The work is sometimes lacking clarity of written style and/or incorrect scholarly procedures.</p> |
| 10-29% | Bad fail                      | <p>LEVEL 7: Represents a significant overall failure to achieve the course learning outcomes, reading is limited or restricted to non-academic texts and key concepts are inadequately discussed.</p> <p>LEVEL 6: Not available at this level.</p>  |
| 1-9%   | Very bad fail                 | <p>LEVEL 7: Represents a submission that does not even attempt to address the course learning outcomes. It shall be deemed a non-valid attempt and must be re- sat.</p> <p>LEVEL 6: Not available at this level.</p>  |
| 0%     | Non submission or plagiarised | <p>LEVEL 7: Represents either a failure to submit an assignment or a mark assigned for a plagiarised assessment.</p> <p>LEVEL 6: Not available at this level.</p>   |

## How the programme is structured

There are three modules in the PGCE and students complete all 3 modules. These are:

- Curriculum Studies: available at Level 6 and Level 7 learning outcomes and award
- Studies in Professional Issues and Research in Education (SPIRE): available at Level 6 and Level 7 learning outcomes and award
- School Experience: available at Level 6 learning outcomes and award

The programme is for students intending to teach the primary age range (3-11) but extended practical experiences will be located within two age phases which students will select either upon application or entry to the programme. Options include:

- Early Years (Nursery or reception and Key Stage 1)
- 5-11 (Key Stage 1 and 2)
- 7-11 (Upper and Lower Key Stage 2)

The programme must, unless special exemption is obtained, be continuously pursued. Any interruption in a student's attendance through illness or other exceptional circumstances must be notified to the Academic Registrar of the College at the earliest opportunity.

As a programme that leads to Qualified Teacher Status, the PGCE must conform to DfE regulations. These state that the programme must include 120 days school experience. Given these requirements, the breakdown of hours on the programme is as follows:

Programme Component Number of Hours  
 College based lectures/ seminars 360  
 College based individual study time 90  
 School Experience 1000  
 School Experience individual study time 130  
 Total Hours 1580

The amount of individual study may vary slightly. Therefore, an award of 120 credits is believed appropriate for the programme.

| Module Title   | Module Code                                    | Credits | Level | Module Status | Term |
|--|--|---------|-------|---------------|------|
| Studies in General<br>Professional Issues and<br>Research in Education (H-<br>level) | ED61030B<br>(Level 6)<br>ED62030B<br>(Level 7) | 30      | 6/7   | Compulsory    | 1    |
| Curriculum Studies   | ED61029A<br>(Level 6)<br>ED62029A<br>(Level 7) | 30      | 6/7   | Compulsory    | 2,3  |
| School Experience  | ED61026A                                       | 60      | 6     | Compulsory    | 3    |

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching

are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## Programme specific support

Situated in an inner London context, the programme aims to recruit students who are representative of the area it serves. The students who are recruited to the programme are from a wide range of backgrounds and heritages and the programme prides itself in the vibrant and inclusive environment this creates for learning. The programme has an established reputation for catering for students' needs from the outset of the course to its completion and beyond. Tutors are committed to ensuring that students feel supported both at the University and in school with effective pastoral and academic support at the heart of all of aspects of practice.

The tutor team has a strong commitment to promoting inclusion and access for all. Close connection is made across all aspects of the programme between the specific needs of the students and the strategies used to support their learning. Tutors on the programme are adept at adapting teaching to support students with disabilities and/or complex needs and ensuring they have full access to the curriculum. Across all aspects of the programme, tutors model the strategies we expect our students to use as they work with young people in school.

The programme aims for students to be fully engaged in their learning and strategies that will be used to support this will include:

- provision of a curriculum which is devised to be representative of the student body and that is developmental and supportive;
- effective teaching;
- relevant counselling and guidance;
- opportunities for students to discuss and manage their own learning;
- effective procedures for assessing, recording and accrediting achievement;

- provision of relevant learning materials and resources;
- access to relevant technical aids and equipment;
- appropriately trained staff;
- suitable physical surroundings.

There is a specified tutors within the department who has responsibility for supporting students with disabilities. In addition there is Senior Tutor identified to support the well-being of all students following PGCE programmes.

### **University-Based Curriculum**

The curriculum received by students across the programme is connected to the entitlements outlined within the relevant Initial Teacher Training curriculum frameworks.

At the start of the year students will have a period of induction. During this time they will be introduced to the structure of the programme and assessment processes will be reviewed. In addition, students will be alerted to the support that they can access from within the department as well as that available from central support services, the student union and teachers unions.

### **Collaboration**

A strong collaborative working atmosphere is a feature of all the programmes to enable students to support and learn from each other. Peer teaching sessions are often held where students with specific skills in one area teach each other. The PGCE (QTS) programme is done with the students not too them and active engagement is very much part of all aspects of the programme.

For the majority of the year students will work in subject groups with tutors who are expert in that specific area. Teaching will mainly occur on campus but may also take place in local schools or within the wider community. Enrichment experiences may be included in the programme to allow students to engage with learning in its broadest sense. There will be opportunity to work with students from other subject areas to allow for the sharing of experiences and facilitate the development of an understanding beyond the subject.

### **Written assignments and feedback**

There are opportunities in written assignments for students to pursue individual interests. On a more informal level, individual and group presentations during university-based sessions also provide tutors with the opportunity to provide feedback to meet students' needs. Detailed feedback is provided on all assignments with individualised target setting. In



addition, students receive focused feedback about their professional practice from mentors and tutors when on school practice.

## **Inclusion**

The commitment of all tutors to promoting equality of experience across all aspects of education is central to the programme. The SPIRE programme provides space for reflections about some of the most significant issues that relate to education in the current context and issues of inclusion are embedded across all aspects of the programme. We aim to ensure that the curriculum is representative of the student body and in addition, tutors are actively engaged in reviewing resources and materials to ensure that they meet this aim.

## **Study Skills Support**

Students have full access to support from tutors both in terms of their professional practice and academic elements of the programme. In addition the University provides specific skills support that students are encouraged to access. This can take the form of face to face or online sessions.

## **School-based curriculum**

Considerable care is taken in matching students to schools in terms of their subject area, previous experiences, skills and specific needs. Guidance whilst on placement is primarily provided by school based staff but is supported by tutors from within the programme. The role of the tutor in this context is to ensure that the experience of the students in school is appropriate and that they are being given relevant experience. Tutors will also liaise with school-based staff and students to moderate the assessment of professional learning and individualised target setting and support will be provided according to students' needs.

## **Links with employers, placement opportunities and career prospects**

The majority of those awarded at Level 6 or 7 follow employment paths within the teaching profession.

The statistics for those finding relevant employment is likely to be in line with the current employment rate for the existing PGCE programme. The employment rate is stable from year to year with the most recent published figures showing teacher employment rates as 96% (2018/19). Student teachers are highly likely to gain employment within one of our partnership schools and the majority stay within London for the start of their teaching career.

There is opportunity within the programme to gain support from the careers service within the university who provide drop in sessions for students who need help with writing personal statements or interview techniques. In addition, all students are invited to meet prospective employers in our annual careers fair.

## **The requirements of a Goldsmiths degree**

All PGCEs have a value of 120 credits and involve one academic year of full-time study or the part-time equivalent. Programmes are composed of individual modules, each of which has its own credit value. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. For the Postgraduate Certificate in Education, at least 60 credits will be achieved at level 7 of the Framework for Higher Education Qualifications. For the Professional Graduate Certificate, all credits may be at level 6.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

## **Modules**

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

## **Progression**

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

## **Award of the degree**

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

## **Classification**

The PGCE is awarded without classification.

## **Programme-specific rules and facts**

### **Attendance**

Students are required to pursue a programme of study approved by the university extending over not less than one academic year of thirty-eight weeks full-time study, including school experience of not less than 90 days. The programme must, unless special exemption is obtained, be continuously pursued. Any interruption in a student's attendance through illness or other exceptional circumstances must be notified to the College at the earliest opportunity.

In determining the proficiency of students in practical teaching the Board of Examiners shall take into account the report of all those involved in the assessment of the student's performance whilst on School Experience.

In order to be awarded the Certificate a student must satisfy the relevant Board of Examiners in all parts of the examination, including the standards for the award of Qualified Teacher Status.

In the assessment of coursework and practical teaching, the final decision shall rest with the Sub-Board of Examiners.

### **Examination**

All study and assessment for Curriculum Studies and General Professional Studies will be undertaken at M level. If work submitted fails to meet the criteria to be awarded a pass at Masters level (level 7) then it may be assessed against Honours level (level 6) learning outcomes and grading criteria. If the work meets the criteria to be awarded a pass at H level the student may either accept the pass at level 6 or choose to re-enter the examination at level 7. Failure to meet either set of criteria will result in a student being graded as a fail in that piece of work.

In determining the proficiency of students in practical teaching the Board of Examiners shall take into account the report of all those involved in the assessment of the student's performance whilst on School Experience.

In order to be awarded the Certificate a student must satisfy the relevant Board of Examiners in all parts of the examination, including the standards specified by the TDA (or successor body) for the award of Qualified Teacher Status.

In the assessment of coursework and practical teaching, the final decision shall rest with the Board of Examiners.

## **Re-entry to examination**

The Board of Examiners will meet once in the spring term and once in the summer term.

Students who, at their first entry, do not successfully complete any element of assessment for the Certificate may with the approval of the relevant Board of Examiners re-enter the examination on one occasion only. Re-entry must be made at the next following examination for which the candidate is eligible unless permission to defer re-entry has been obtained from the Academic Registrar of the College.

For work considered at the Spring Term meeting of the Board of Examiners, the next following occasion for re-entry will be in the summer term for consideration at the Summer Term meeting of the Board.

For work considered at the Summer Term meeting of the Board of Examiners, the next following occasion for re-entry will be in late summer.

Candidates who fail to satisfy the relevant Board of Examiners in the theoretical OR practical part of the examination may, at the discretion of that Board, and subject to the provisions of Regulation 4.2, be permitted to present themselves in that part only at the next examination or examinations and if they attain a sufficiently high standard shall be recommended by the Board for the award of the Certificate. Except where special permission has been obtained from the Academic Registrar of the College such candidates must have been examined in both the theoretical and practical parts of the examination on the same occasion on their first entry to the examination.

In order to re-enter any part of the examination a student must fulfil the conditions imposed by the relevant Board of Examiners; The relevant Board of Examiners shall have before it an assessment of the work of the student during the whole of the programme, which it may take into account at its discretion.

A student re-entering the practical part of the examination shall be required to undertake a further period of supervised School Experience and be examined therein. The length of this period of supervised School Experience shall be determined by the relevant Board of Examiners.

## **Publication of results and award of Certificate**

Level 6 and 7 work will be marked according to the respective learning outcomes and grading criteria for the two levels.

A certificate to be called either the 'Professional Graduate Certificate in Education (Primary)' or the 'Postgraduate Certificate in Education (Primary)' under the seal of the University will be delivered to each successful student.

### **Cases of unsatisfactory School based progress**

In respect of School Experience and other school based work the following special Regulations shall, as appropriate, replace the relevant provisions of the Goldsmiths College Regulations governing student progress review and appeals. In all other parts of the course the foresaid College Regulations above shall apply.

### **Commencement of school experience and other school based work**

Any alleged case of unsuitability for the commencement of School Experience and other school based work shall, in the first instance, be dealt with promptly by discussion between the student and the relevant tutor, referring to the Head of Initial Teacher Education (ITE) if either the staff member or the student deem it necessary to do so. A written record of the discussion will be made.

If the Head of ITE believes the student is still not ready to commence their School Experience, then they shall write formally to the student, outlining the reasons for the concern about the student's progress, with a copy being sent to the Senior Tutor of the Department of Education of Goldsmiths College. The student will then normally be given two weeks to address any such issues.

This shall be followed, if necessary, by a letter (issued by the Head of Department, not less than two weeks after the letter from the Head of ITE) to notify the student of a recommendation to the Student Review Committee (the Committee) that the student be dismissed from the programme.

If such notification is given, the Committee shall convene without delay and, in consultation with the Head of ITE and the Head of the Department, shall either permanently dismiss the student from the College or decide that the student shall be permitted to continue with the programme. A student whose permanent dismissal has been decided shall have the right of appeal, but may not continue on his or her school experience until and unless the appeal is upheld.

Notification of the decision shall be sent to the Head of Enrolments and Records who shall, if necessary, act thereon. Continuation of school practice and other school based work.

Following representations from the school at which a student is engaged on school experience or other school based work, or from College tutors, the Head of the Department

of Educational Studies may require a student immediately to withdraw from that school and may recommend to the Student Review Committee (the Committee) that the student be dismissed from the programme.

If such notification is given, the Committee shall convene without delay and, in consultation with the Head of ITE and the Head of the Department of Educational Studies, shall permanently dismiss the student from the College or decide that the student shall be permitted to continue with the programme. A student whose permanent dismissal has been decided shall have the right of appeal, but may not continue with his or her School Experience until and unless the appeal is upheld.

Notification of the decision shall be sent to the Head of Enrolments and Records who shall, if necessary, act thereon.

## **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

## **Specific programme costs**

Not applicable.

## **How teaching quality will be monitored**

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively

and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).