

Faculty of Economic and Social Sciences

Syllabuses for Postgraduate Certificates

The programme for the Certificate normally occupies one academic year or the part-time equivalent where such arrangements are specified in the syllabus. Candidates for admission to the programmes should normally hold a relevant first degree or a professional qualification of a suitable standard, and, where applicable, meet the requirements for entry to programmes leading to qualified teacher status.

School experience and practical teaching are seen as the main integrating factor of each Postgraduate Certificate in Education programme, and will be examined *in situ*.

Examinations for all courses are based on continuous assessment; written, practical and oral work undertaken by students being taken into consideration in the final assessment. Details of the methods of assessment will be announced at the beginning of each programme.

The syllabus for each programme is as follows:

Primary Education: Early Years (3–7)

There are four separate but closely inter-related elements to the programme:

(a) *School experience and practical teaching*

This prepares students to teach across Key Stage One and the Foundation Stage

(b) *General Professional Framework*

(i) *Primary Education* draws upon various disciplines, considering such important themes as the aims of education in a multicultural society; the growth and development of children, National developments and curricular principles underpinning both the Foundation Stage and the primary curriculum.

(ii) *Teaching Techniques and Classroom Management* developed through preparation for, and reviews of, students' school experience and practical teaching. Students will be given guidance on organisational structures, teaching strategies, pupil assessment, recording and reporting for the foundation and primary stages.

(b) *Curriculum Courses* in the Foundation Stage curriculum and National

Curriculum subjects through courses in English, mathematics, science and technology, humanities (geography, history and religious education), cultural arts (art, drama, music, physical education) and ICT.

(d) *Special Study or Specialism*: all early years students will undertake a special study in an area which is relevant and related to the processes of teaching and learning in the early years. The special study may be a curriculum subject, such as history, an area of learning, such as personal and social development or an aspect of teaching and learning, such as provision for children with English as an Additional Language. They may, if suitably qualified, replace this with a French or Music Specialism, to prepare them for subject leadership.

Primary Education: Primary Years (5–11)

There are four separate but closely inter-related elements to the programme:

(a) *School experience and practical teaching*

This prepares students to teach across Key Stages One and Two

(b) General Professional Framework

(i) *Primary Education* draws upon various disciplines, considering such important themes as the aims of education in a multicultural society; the growth and development of children, National developments and curricular principles underpinning both the primary curriculum, with links to the foundation stage.

(ii) *Teaching Techniques and Classroom Management* developed through preparation for, and reviews of, students' school experience and practical teaching. Students will be given guidance on organisational structures, teaching strategies, pupil assessment, recording and reporting for the primary stages.

(c) Curriculum Courses in the National Curriculum subjects, with links to the foundation stage, through courses in English, mathematics, science and technology, humanities (geography, history and religious education), cultural arts (art, drama, music, physical education) and ICT.

(d) Special Study or Specialism: all primary students will undertake a special study in an area which is relevant and related to the processes of teaching and learning in the primary years. The special study may be a curriculum subject, such as Science, or an aspect of teaching and learning, such as provision for the Gifted and Talented. They may, if suitably qualified, replace this with a French or Music Specialism, to prepare them for subject leadership.

Primary Education: French Specialism

Students follow either the Early Years or Primary PGCE programme, replacing the Special Study with the Specialism course.

This specialism enables a student to become a Subject Leader in Primary French. Course content includes:

The study of the French language in the context of primary teaching

National Curriculum guidelines for teaching French as an additional language

Primary modern language teaching and learning

Cross-curricular language teaching approaches

Second language development in primary children.

School Experience includes both French teaching as part of school experiences in an English schools and four weeks teaching practice in a French school.

Secondary Education

a) School experience and practical teaching

This module prepares candidates to teach a subject specialism across the 11 – 19 age range taking account of National Curriculum requirements, the Key Stage 3 strategy, GCSE and AS/A Level specifications and other post 16 qualifications. The module further prepares candidates to undertake a pastoral role in the school.

Assessment consists of periodic reviews of students' progression towards the Standards for Newly Qualified Teacher Status.

b) *Subject studies*

Candidates further develop their subject knowledge in one of the following and relate this to theories of teaching the subject across the 11 – 19 age group and practical pedagogical issues:

- Art and Design
- Drama
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages: French
- Modern Foreign Languages: German
- Physical Education
- Science and Biology
- Science and Physics
- Science and Chemistry
- Information and Communications Technology

Assessment consists of a series of compulsory practical and written tasks undertaken in the University and in school and four formally assessed written assignments.

c) *Professional studies*

Candidates study a range of areas relating to teaching and learning including legal and professional requirements, aspects of psychology and sociology and the praxis of education.

Assessment consists of a series of compulsory practical and written tasks undertaken in the University and in school and one formally assessed written assignment.

Secondary Education Modern Languages: French, incorporating a one-year French Conversion Programme (two years full-time)

The programme will be full-time over two years, equivalent to 72 weeks' full-time study. Candidates should possess a degree in a subject such as law, philosophy or politics or a degree in a minority language and wish to become French language teachers, and should otherwise meet the requirements for entry to programmes leading to qualified teacher status.

The first year of the programme comprises language tuition in French in the context of secondary education together with studies in pedagogy and comparative studies of the French education system and culture. There will be a six-week placement in a French teacher training institution in the second term.

The second year of the programme will follow the syllabus for the one-year Postgraduate Certificate in Education – Secondary Education, with a method course in Modern

Languages: French, as above, together with further work on French language maintenance.

Postgraduate Certificate in Education (Further Education)

This Qualification is awarded after successful completion of a one-year full-time course. Candidates should possess a degree or such qualification as may be approved by the Faculty of Economic and Social Sciences, together with relevant teaching experience.

The programme, which is taught at Reading College and School of Arts & Design, commences in the Autumn Term of the year of entry.

The syllabus, which is delivered through lectures, seminars, tutorials, group work and teaching practice comprises:

Learning and Evaluation of Teaching
Teaching Skills
Curriculum and Design and Development
Assessment
Contextual Issues in Education
Classroom Management and Student Support
Open and Flexible Learning
Research Project

The examination will consist of:

- (i) Coursework assignments
- (ii) Assessment of practical teaching throughout the programme