# Liverpool John Moores University

## Programme Specification Document

**Approved, 2022.02**

## Overview

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| **Programme Code** | 35431 |
| **Programme Title** | Education Primary |
| **Awarding Institution** | Liverpool John Moores University |
| **Programme Type** | PGCE/PGDE |
| **Language of Programme** | All LJMU programmes are delivered and assessed in English |
| **Programme Leader** | Elizabeth Malone |
| **Link Tutor(s)** | |

# Awards

| Award Type | Award Description | Award Learning Outcomes |
|---|---|---|
| Target Award | Postgraduate Diploma - PDE | See Learning Outcomes Below |
| Alternative Exit | Postgraduate Certificate in Education - PE | Demonstrate relevant and thorough professional, subject and pedagogical knowledge. Evaluate learning, teaching and assessment in order to inform planning and promote pupil progress. Critically analyse and to synthesise contemporary educational issues, and educational theory, policy and practice. Critically reflect on the impact of practice on the inclusive classroom, demonstrating an ethical and socially responsible to equal opportunities. Demonstrate professional accountability and reflective, evidence informed practice. Demonstrate ability to successfully identify and address current and future training needs. |
| Alternative Exit | Postgraduate Certificate - PC | Critically engage with research, policy and practice in relation to education and schooling. Critically reflect on learning, teaching and assessment, demonstrating contextual awareness of the field of teaching. Evaluate learning, teaching and assessment to inform planning and promote pupil progress. Critically reflect on the impact of practice on the inclusive classroom, demonstrating ethical and socially responsible practices |
| Alternative Exit | Postgraduate Diploma - PD | Demonstrate appropriate levels of critical analysis, reflection and contextual awareness in relation to the field of teaching. Critically reflect on learning, teaching and assessment, demonstrating contextual awareness of the field of teaching. Evaluate learning, teaching and assessment to inform planning and promote pupil progress. Critically analyse and synthesise contemporary education issues , theory, policy and practice. Critically reflect on the impact of practice on the inclusive classroom, demonstrating ethical and socially responsible practice. Critique and synthesise evidence from a range of sources to inform practitioner inquiry. Implement research methods to investigate, develop and improve practice. Design, plan and evaluate effective curriculum experiences, drawing on a range of contemporary sources. |
| Alternative Exit | Certificate of Professional Development rec QTS - CPQ | Critically reflect on learning and teaching through the successfully completion of the placement experience in a LJMU Partnership school. Critically evaluate evidence of learning and teaching against national teaching standards. |

| Alternate Award Names | |
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# External Benchmarks

| Subject Benchmark Statement | |
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## Programme Offering(s)

| Mode of Study, Mode of Delivery | Intake Month | Teaching Institution | Programme Length |
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| Full-Time, Face to Face | September | LJMU Taught | 1 Years |

## Aims and Outcomes

### Educational Aims of the Programme

To provide opportunity for its students to achieve Qualified Teacher Status in the Primary context. To produce competent teachers who have a positive impact on learners and their progress. To develop informed and knowledgeable teachers, espousing creativity and research informed teaching through deliberate practice. To enable students to access, asses and apply educational research in the classroom. To develop students' critical reflection within the field of education and schooling, through analysis, synthesis and evaluation of evidence and practice. To provide opportunity for students to achieve their full academic potential at level 7, through study encouraging self-motivation, self-awareness and application of initiative. To encourage an appreciation of the broader cultural, social and political context in which schools operate. To encourage social justice and develop practitioners with moral purpose. To build resilience and facilitate students to actively develop their intrapersonal and interpersonal intelligence. To develop teachers with leadership acumen for current and future educational contexts. To develop an understanding of the factors that influence effective curriculum design. To encourage professional accountability informed by an understanding evidence based practice.

### Learning Outcomes

| Code | Description |
|---|---|
| PLO1 | Demonstrate relevant and thorough professional, subject and pedagogical knowledge. |
| PLO2 | Evaluate learning, teaching and assessment in order to inform planning and promote pupil progress. |
| PLO3 | Critically analyse and synthesise contemporary educational issues and educational theory, policy and practice. |
| PLO4 | Critically reflect on the impact of practice on the inclusive classroom, demonstrating an ethical and socially responsible commitment to equal opportunities. |
| PLO5 | Demonstrate professional accountability and reflective, evidence informed practice. |
| PLO6 | Demonstrate ability to successfully identify and address current and future training needs. |
| PLO7 | Critique and synthesise evidence from a range of sources to inform practitioner inquiry. |
| PLO8 | Implement research methods to investigate, develop and improve practice. |
| PLO9 | Design, plan and evaluate effective curriculum experiences, drawing on a range of contemporary sources. |

# Programme Structure

## Programme Structure Description

The target award for the programme is the Post Graduate Diploma in Education Primary with recommendation for QTS.

This programme is for those who wish to train for a career in teaching and to gain an award at level 7. There are 7 field specific pathways.

The Primary 5-11 pathways are: Primary, Primary English, Primary Mathematics, Primary Modern Languages, Primary Physical Education, Primary Science

The Primary 3-7 pathway is: Primary Foundation Stage/Key Stage 1

Individual students' routes through the programme, and exit award, will be determined at selection on an individual basis and agreed with the programme leader according to the students first degree subject, career intentions in teaching and the requirements set in place by the Department of Education or other relevant governmental bodies.

Each specialist option will be identified by a plan code to identify the subject award of Postgraduate Diploma in Education (PGDE),with recommendation for Qualified Teacher Status (QTS).

All modules are optional, based on a Primary age range (3-7 or 5-11).

Students can be recorded as recommended for QTS with the Department for Education (DfE),following the Board of Examiners, on successful completion of 7118EBEC (3-7 pathway) or 7118PBEC (5-11 pathways) (linked to the Placement Experience).

The target award of Postgraduate Diploma in Education Primary [Pathway] (PGDE, with recommendation for QTS) will be awarded where students complete the following modules. Primary 5-11 pathways: 7118PBEC, 7218PREF, 7318PPLA, 7418PEVI

Primary 3-7 pathway: 7118EBEC, 7218EREF, 7318EPLA, 7418EEVI

Students must pass module 7118EBEC (3-7 pathway) or 7118PBEC (5-11 pathways) to be recommended to the national awarding body for the award of QTS. All students must demonstrate that they have met all requirements for QTS as set out in the current relevant national requirements in order to be recommended for QTS.

An alternative exit award of Postgraduate Certificate in Education Primary [Pathway] (PGCE, with recommendation for QTS) may be awarded where students complete the following modules. Primary 5-11 pathways: 7118PBEC, 7218PREF OR 7318PPLA.

Primary 3-7 pathway: 7118EBEC, 7218EREF OR 7318EPLA

Students must pass module 7118EBEC (3-7 pathway) or 7118PBEC (5-11 pathways) to be recommended to the national awarding body for the award of QTS. All students must demonstrate that they have met all requirements for QTS as set out in the current relevant national requirements in order to be recommended for QTS.

An alternative exit award of Postgraduate Diploma in Primary Education Studies (PGDip, without recommendation for QTS), may be awarded to students who achieve 120 credits, excluding 7118EBEC/7118PBEC (linked to the Placement Experience). Completing the following modules.

Primary 5-11 pathways: 7218PREF, 7318PPLA, 7418PEVI, 5518EDU
Primary 3-7 pathway: 7218EREF, 7318EPLA, 7418EEVI, 5518EDU

An alternative exit award of Postgraduate Certificate in Primary Education Studies (PGCert, without recommendation for QTS), may be awarded where students complete 60 credits with any combination of the following modules:
Primary 5-11 pathways: 7218PREF, 7318PPLA, 7418PEVI, 5518EDU
Primary 3-7 pathway: 7218EREF, 7318EPLA, 7418EEVI, 5518EDU

An alternative exit award of Certificate of Professional Development Award with recommendation for QTS(CPQ) can be offered to students who pass 7118EBEC or 7118PBEC (linked to the Placement Experience), achieving 20 credits.

| Programme Structure - 120 credit points | |
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| **Level 7 - 120 credit points** | |
| **Level 7 Optional - 120 credit points** | OPTIONAL |
| [MODULE] 7118EBEC  Becoming a Professional Teacher Approved 2022.02 - 20 credit points | |
| [MODULE] 7118PBEC  Becoming a Professional Teacher Approved 2022.02 - 20 credit points | |
| [MODULE] 7218EREF  Reflecting on Teaching and Learning Approved 2022.02 - 40 credit points | |
| [MODULE] 7218PREF  Reflecting on Teaching and Learning Approved 2022.02 - 40 credit points | |
| [MODULE] 7318EPLA  Planning and Assessing for Progress Approved 2022.02 - 40 credit points | |
| [MODULE] 7318PPLA  Planning and Assessing for Progress Approved 2022.03 - 40 credit points | |
| [MODULE] 7418EEVI  Evidencing Impact on Learners Approved 2022.02 - 20 credit points | |
| [MODULE] 7418PEVI  Evidencing Impact on Learners Approved 2022.01 - 20 credit points | |
| [MODULE] 7518EDU  Education and Schooling Approved 2022.02 - 20 credit points | |

Module specifications may be accessed at https://proformas.ljmu.ac.uk/Default.aspx

## Teaching, Learning and Assessment

Teaching: Lead lectures develop the students' skills in listening and processing research, guidance and technical information. Workshops and seminars enable students to develop conceptual and procedural knowledge, and to work in groups to explore, speculate and evaluate; engaging with problem finding and problem solving activities. The students are encouraged to interact during workshops and seminars to reflect on experience and co-construct their understanding of pedagogic and professional matters. All modules in the programme emphasise evidence-based practice for teaching in the school context, involving students in a significant placement experience in more than one school throughout the programme. They are supported by school-based mentors, who meet with them regularly for discussion, reflection, feedback on their progress in the classroom and wider school context. LJMU tutors support and facilitate students and their mentors on placement. Learning: Students are strongly encouraged to discover information for themselves and take responsibility for their own learning, making full use of the Library and interactive online learning opportunities. An element of school-based learning is compulsory and this will involve: structured lesson observations, supporting learners and teachers; team and solo teaching; including independent planning and evaluation for teaching, learning and assessment. Assignments are set regularly with fixed deadlines and the use of information and communication technology (ICT) is expected, including the use of email to communicate with tutors whilst on placement and interaction with online materials in the virtual learning environment (VLE). Verbal and written feedback on assignments and teaching fosters reflection, self-awareness and independent learning. Lectures, workshops and seminars encourage students to reflect, articulate thoughts and opinions and ask questions. Some group work is undertaken through task-based discussions and group presentations. Assessment: All students receive general and module specific academic guidance, with specialist induction n the identification, location and use of material in the Libraries and alternative local and non-local sources. Guidance on the aims, structure and marking of assignments is incorporated into module sessions and documentation. The grading criteria are published in the module guides. Indicative and essential readings are included in module guides. Formal evaluation of conceptual and procedural knowledge through written and verbal communication, engaging with research, reflection and observation. Students identify, record and present evidence of their competence in teaching.

## Opportunities for work related learning

Opportunity for a minimum of 120 days of placement experience will be provided in secondary schools, or in other educational settings. Placement based training follows the LJMU Partnership arrangements for initial teacher education (ITE), to meet the requirements of the national professional standards for teachers required to be recommended for qualified teacher status (QTS), as defined by the Department for Education (DfE).

## Entry Requirements

| Type | Description |
|------|-------------|
| Alternative qualifications considered | Students will meet the following criteria as a minimum: Have a first-degree classification normally a minimum 2:2 Honours or equivalent, of a UK university, or equivalent overseas qualification; IELTS overall 7.0 (minimum 6.5 in each component); Have at least a grade C/4 or above in GCSE English and Mathematics or their equivalent (students born after 1 September 1979 must also have at least a GCSE grade C pass or equivalent in Science); Have passed appropriate government assessments for those intending to teach prior to enrolment; Completion of a medical questionnaire, for medical clearance by the LJMU Occupational Health Team, to confirm Fitness to Teach. |

## Extra Entry Requirements