

## Programme Specification

PGCE Secondary

<b>1. Programme title</b>	PGCE Secondary Education
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	Qualified Teacher Status (QTS) awarded by the National College of Teaching and Leadership (NCTL)
<b>5. Final qualification</b>	PGCE Secondary Education: Computer Science with ICT PGCE Secondary Education: Drama with English PGCE Secondary Education: English PGCE Secondary Education: Geography with Humanities* PGCE Secondary Education: History with Humanities* PGCE Secondary Education: Mathematics PGCE Secondary Education: Music PGCE Secondary Education: Science with Biology PGCE Secondary Education: Science with Chemistry PGCE Secondary Education: Science with Physics
<b>6. Year of validation</b>	2013 (*2017)
<b>Year of amendment</b>	2018
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full time

### 9. Criteria for admission to the programme

Applicants are required to meet the entry requirements set out in the Initial Teacher Training Criteria 2012 document available on-line from the Department for Education

<http://www.education.gsi.gov.uk/ITTcriteria>

Applicants are required to have:

- a standard equivalent to a grade C in the GCSE examination in English and mathematics
- a first degree of a United Kingdom higher education institution or equivalent qualification.
- passed the NCTL's Literacy and Numeracy Skills Tests
- been subject to a Disclosure and Barring Service enhanced disclosure check and/or any other appropriate background check.
- taken part in an interview designed to assess their suitability to teach by determining:
  - (a) if they have the intellectual and academic capabilities needed to meet the required standard

(b) if they possess the appropriate qualities, attitudes and values expected of a teacher

(c) if they can read effectively and are able to communicate clearly and accurately in Standard English

(d) if they have met the Secretary of State's requirements for health and physical capacity to teach.

## **10. Aims of the programme**

The aim of the programme is to meet the Teachers' Standards and prepare students for the teaching profession. The programme will enable students to demonstrate critical understanding of current research and advanced scholarship in the area of secondary education and to demonstrate expertise in highly specialised professional skills in a context where they will need to exercise initiative and take personal responsibility for decision making in complex and unpredictable situations. Students will develop the knowledge and understanding of the secondary curriculum for their subject and pedagogic knowledge, understanding and skills to teach effectively across the age and ability range of the secondary school. They will develop their knowledge and understanding of pupils and their learning and be able to critically evaluate and respond to the diverse needs of children in multicultural, multilingual and multi-faith settings.

Trainees will learn to develop a mutually respectful partnership with pupils, their homes and communities and a commitment to learn from these together with an understanding of the role of parents, carers, families and social, ethnic, linguistic, faith and other communities in children's learning.

On placement they will work within a secondary school as members of staff; to understand the interdependency of the whole staff and the roles and responsibilities of teachers with respect to their classroom duties and their responsibilities to the governors, head teachers, teachers, parents and pupils and to other professional agencies that provide education and care for young children.

In order to fulfil the aims on the programmes trainees will develop a detailed and up to date knowledge of the National Curriculum and current developments in education and confidence and competence in the management of the children's learning, based on knowledge and understanding of the children's motivation, needs, abilities and aptitudes.

They will learn to plan for, teach and assess children across the age and ability range and to organise and manage a class in relation to the achievement of appropriate educational goals. By reflecting on their own teaching and that of others they will develop an inquiring and critical approach and be able to adapt and modify approaches in the light of changing needs and demands drawing on recent research and scholarship.

Through their awareness of the teachers' professional and statutory responsibilities including health and safety issues related to teaching their subject specialism they will understand and develop a commitment to the rights of children and colleagues in relation to equality issues.

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Current debates in Secondary Education and in their subject specialism particularly in relation to the requirements of curriculum models used in school including the National Curriculum.
2. The classroom and school setting in a diverse society and how schools and their own teaching practice can promote social inclusion.
3. Current theoretical developments in Secondary Education as a whole and in the subject specialism in particular.
4. The requirements of the current regulations for the award of QTS.
5. The key policies and practices relating to working within the selected secondary school environment and how these link to the theoretical perspectives presented at university.
6. The National Curriculum and other relevant educational statutory and non-statutory guidance.
7. The specialist secondary subject content sufficient to meet the requirements of the Teachers' Standards for the award of QTS.
8. The National Curriculum and current developments in educational policy and guidance as well as relevant exam syllabuses in the specialism.
9. The professional requirements and statutory responsibilities of the teaching profession as outlined in part two of the Teachers' Standards for the award of QTS.

### Teaching/learning methods

Students gain knowledge and understanding through a variety of methods including reading, discussion, listening, practical activities, accessing ICT and self-directed scholarly activity.

### Assessment methods

Students' knowledge and understanding is assessed by Coursework; Scrutiny of their teaching files; Observation of the students' teaching and evaluative discussions with course tutors and school based mentors and teachers.

### B. Skills

On completion of this programme the successful student will be able to:

1. Critically reflect on and evaluate their own teaching in the light of

### Teaching/learning methods

Students learn cognitive skills through regularly undertaking focused evaluative observation tasks, and discussion with tutors

<p>current theoretical developments in Secondary Education as a whole and in the subject specialism in particular.</p> <ol style="list-style-type: none"> <li>2. Analyse research data and critically evaluate how research has contributed to the knowledge and understanding of how       <ol style="list-style-type: none"> <li>a. to teach effectively.</li> </ol> </li> <li>3. Develop a reasoned argument and challenge assumptions.</li> <li>4. Develop a creative and constructively critical approach towards innovation.</li> <li>5. Critically reflect on the teaching and assessment of their specialist subject and evaluate their own practice in the light of current theoretical developments.</li> <li>6. Demonstrate a critical awareness of current problems and of new insights, and make decisions in complex, unpredictable situations.</li> <li>7. Reflect critically on classroom observations to inform subsequent learning and teaching.</li> <li>8. Reflect critically on their planning and teaching and identify action to improve practice.</li> <li>9. Critically evaluate the key policies and practices relating to working within the secondary school environment, linking these to the theoretical perspectives presented at university, current education policy and alternative school settings. Acquire the skills and employ the processes necessary to carry out an effective small scale educational research project.</li> <li>10. Develop effective formative and summative assessment strategies to monitor and enhance pupil progress.</li> <li>11. Develop and adapt effective teaching resources and schemes of work to plan and teach effective lessons in the subject specialism.</li> <li>12. Develop strategies for enhancing education in the specialism within and beyond the school setting emphasising active learning pedagogy.</li> </ol>	<p>and their peers and school-based mentors and course tutors.</p> <p>Students learn practical skills through regular practice of these skills and critical reflection on their skills acquisition.</p> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by the scrutiny of their teaching files along with written assignments which challenge assumptions and on-going self-evaluation and collaborative evaluation of school experience.</p> <p>Students' practical skills are assessed by scrutiny of the students' teaching files. Observation of the students teaching including the effective use of artefacts in the classroom and evaluative discussion with course tutors and school-based mentors and teachers.</p>
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<p>13. Develop effective practice in planning for, teaching and assessing children across the 11-16, 11-18 or 14-19 age range as appropriate.</p> <p>14. Organise and manage a class in relation to the achievement of appropriate educational goals.</p> <p>15. Develop confidence and competence in the management of the children's learning, based on knowledge and understanding of the children's motivation, needs, abilities and aptitude.</p> <p>16. Work constructively and collaboratively with the variety of professional colleagues, parents and carers.</p> <p>17. Contribute to the wider life of the school they are placed in.</p>	
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## **12. Programme structure (levels, modules, credits and progression requirements)**

### **12. 1 Overall structure of the programme**

The programme comprises 180 days in total studied over one year (full time) and complies fully with the current requirements of Initial Teacher Training (ITT) providers that apply to all programmes commencing 1 September 2007, imposed by the (then) Secretary of State under the Education (School Teachers' Qualifications (England)) Regulations 2003, made under sections 132, 145 and 210 of the Education Act 2002.

Students spend at least 120 days in schools that include two school experiences in which they teach for approximately 60% of the timetable. Each placement has a block element to provide students with a sustained teaching experience over the complete teaching week.

The rest of the programme, 60 days, is university based, where students attend lectures, seminars and practical workshops. The programme comprises 4 compulsory modules. School Experience One (20 credits level 6), School Experience Two (40 credits level 6) Subject Pedagogy (40 credits at level 7) and Specialism\* Education (20 credits at level 7).

### **12.2 Levels and modules**

All modules are compulsory. Students take the following modules that make up the programme: \*Please note that specialism above and below refers to a specific subject pathway

EDS 3111	School Experience 1	20 Credits Level 6	Autumn Semester
EDS 3112	School Experience 2	40 Credits Level 6	Spring Semester

EDS 4200	Subject Pedagogy	40 Credits Level 7	Autumn Semester
EDS, 4203, 4265, 4205, 4214, 4215, 4207, 4209, 4211, 4212 or 4213	(Specialism*) Education	20 Credits Level 7	Spring Semester

### 12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
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All modules are non-compensatable.

### 13. Curriculum map

All of the learning outcomes are mapped through each individual module following this programme specification. The curriculum map follows this section.

### 14. Information about assessment regulations

To gain the award of *PGCE Secondary Education: (Specialism)*, students must pass all assignments and meet all of the Teachers' Standards 2012 at a minimum standard. Please note that students cannot start their Induction Year unless they have been recommended for QTS. Students may take up a post without QTS, but only at the discretion of the Head teacher.

### 15. Placement opportunities, requirements and support (if applicable)

Placements in two secondary schools are a requirement of this initial teacher-training route. The placements should provide a contrast in terms of teaching opportunities across the designation of the course.

### 16. Future careers (if applicable)

This programme leads to Qualified Teacher Status. Sessions on applying for first teaching posts is a feature of return week in January each year.

### 17. Particular support for learning (if applicable)

Students are able to access support for academic writing and for literacy and numeracy, provided by LDU. Also, there will be subject specific sessions relating numeracy and literacy to the broader curriculum of the student subject specialism.

<b>18. JACS code (or other relevant coding system)</b>	X130 for all pathways
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<b>19. Relevant QAA subject benchmark group(s)</b>	N/A
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### 20. Reference points

The following reference points were used in designing the programme:

All ITT providers are required to comply with the financial memorandum and funding manuals received from the NCTL, and with all relevant legislation.

The initial teacher training (ITT) requirements that apply to all programmes commencing 1 September 2007 were imposed by the (then) Secretary of State under the Education (School Teachers' Qualifications) (England) Regulations 2003, made under sections 132, 145 and 210 of the Education Act 2002. They have the same legal standing as, and replace Qualifying to Teach. They set out, in sections 2.1-2.9 and 3.1-3.7, the training requirements and the management and quality assurance requirements for training providers and those who make recommendations for the award of QTS.

The Teachers' Standards 2012.

Training our next generation of outstanding teachers DfE June 2011 Implementation Plan DfE Nov 2011.

The Bristol Guide 2014 provides a clear overview of the law and statutory frameworks which are most relevant to the professional responsibilities and duties of teachers.

The QAA safeguarding standards: Code of practice for the assurance of academic quality and standards in higher education - Section 9: Work-based and placement learning.

## **21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the PGCE Programme Handbook, the School Experience Handbook, the Module Handbooks and the University Regulations.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## Appendix 2: Curriculum Map

### Curriculum map for PGCE Secondary ITE

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

<b>Knowledge and understanding</b>	
A1	Develop a critical and evaluative perspective on current debates in Secondary Education and in the subject specialism.
A2	Develop an understanding of the classroom and school setting in a diverse society and how schools and their own teaching practice can promote social inclusion.
A3	Develop critical and evaluative perspectives on the National Curriculum and on current debates in the secondary education subject specialism using theoretical understandings and practical experience of teaching the specialism in school.
A4	Know the requirements of the current regulations for the award of QTS.
A5	Understand the key policies and practices relating to working within the selected secondary school environment, linking these to the theoretical perspectives presented at university.
A6	Develop knowledge of the National Curriculum and current educational policy/guidance.
A7	Demonstrate the knowledge requirements to meet the Teachers' Standards for the award of QTS.
A8	A secure knowledge of the National Curriculum and current developments in educational policy and guidance as well as relevant exam syllabuses in the specialism.
A9	Understand and fulfil the professional requirements and statutory responsibilities of the teaching profession as outlined in part two of the Teachers' Standards for the award of QTS.
<b>Skills</b>	
B1	Critically reflect on and evaluate their own teaching in the light of current theoretical developments in Secondary Education as a whole and in the subject specialism in particular.
B2	Analyse research data and critically evaluate how research has contributed to the knowledge and understanding of how to teach effectively.
B3	Develop a reasoned argument and challenge assumptions.

B4	Develop a creative and constructively critical approach towards innovation.
B5	Critically reflect on the teaching and assessment of their specialist subject and evaluate their own practice in the light of current theoretical developments.
B6	Demonstrate a critical awareness of current problems and of new insights, and make decisions in complex, unpredictable situations.
B7	Reflect critically on classroom observations to inform subsequent learning and teaching.
B8	Reflect critically on their planning and teaching and identify action to improve practice.
B9	Critically evaluate the key policies and practices relating to working within the secondary school environment, linking these to the theoretical perspectives presented at university, current education policy and alternative school settings.
B10	Acquire the skills and employ the processes necessary to carry out an effective small scale educational research project.
B11	Develop effective formative and summative assessment strategies to monitor and enhance pupil progress.
B12	Develop and adapt effective teaching resources and schemes of work to plan and teach effective lessons in the subject specialism.
B13	Develop strategies for enhancing education in the specialism within and beyond the school setting, emphasising active learning pedagogy.
B14	Develop effective practice in planning for, teaching and assessing children across the 11-16, 11-18 or 14-19 age range as appropriate.
B15	Organise and manage a class in relation to the achievement of appropriate educational goals.
B16	Develop confidence and competence in the management of the children's learning, based on knowledge and understanding of the children's motivation, needs, abilities and aptitude.
B17	Work constructively and collaboratively with the variety of professional colleagues, parents and carers.
B18	Contribute to the wider life of the school they are placed in.

Programme outcomes																	
A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9
Highest level achieved by all graduates																	
7	7	7	7	7	7	7	7	7	7	7	7	7	7	6	6	6	6



