Programme Specification
PG Cert Teaching

1. Programme title	PG Cert Teaching
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	Students must demonstrate they are working within the framework of the current professional requirements described by the Teachers' Standards (DfE, 2012).
5. Final qualification	PG Cert Teaching
6. Year of validation **Year of amendment**	2017 2021
7. Language of study	English
8. Mode of study	Full time Blended Learning Modules may be taken as CPD

9. Criteria for admission to the programme

Applicants are required to meet the entry requirements set out by the Department for Education http://www.education.gsi.gov.uk/ITTcriteria

Applicants are typically required to have:

- a first degree of a United Kingdom higher education institution or equivalent qualification in a related subject area at a minimum classification of 2.2

10. Aims of the programme

The programme aims to prepare students to develop as critically reflective practitioners for the teaching profession who are able to demonstrate that they are developing their professional practice as described by the current requirements of the Teachers' Standards.

- Critically reflect on their own practice as professionals, to adapt and modify approaches in the light of changing needs and demands within the framework of the Teachers' Standards
- Develop professional confidence and competence in critically evaluating children's learning, based on knowledge and understanding of children's motivation, needs, abilities and aptitudes
- Develop a deep and systematic understanding of current research and advanced scholarship in education and its interrelationship with other relevant disciplines.
- Develop a deep and systematic subject pedagogic and curriculum knowledge and understand how this underpins the best practice in teaching their subject/ curriculum area.
- Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted
- Identify principles and concepts underlying theoretical frameworks and approaches, identifying own strengths and weaknesses
- Develop a critical ethical dimension to their practice, in order to reflect and report on sensitive educational issues

11. Programme outcomes

A. Knowledge and understanding

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

1. All aspects of professional practice described by the Teachers' Standards
2. The key policies and practices relating to working within the school environment, linking these to the theoretical perspectives presented at University, current education policy and alternative school settings
3. Effective assessment strategies to monitor and enhance pupil progress formatively and summatively, including the critical analysis of pupil data

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 Professional Development Portfolios;

Observation of the students' teaching and evaluative discussions with course tutors and school-based mentors and teachers.

B. Cognitive (thinking) skills	Teaching/learning methods
On completion of this programme the successful student will be able to: 1. Critically reflect on their performance as a teacher within the framework of the Teachers' Standards, using personal reflection and feedback to inform subsequent learning and professional practice as a teacher 2. Critically evaluate perspectives on current debates in school education using theoretical understandings and practical experience of teaching the appropriate curriculum area in school 3. Examine the relationship between theory and professional practice as a means of improving practice in teaching and learning.	Students learn cognitive skills through regularly undertaking focused evaluative observation tasks, and discussion with tutors and their peers and school-based mentors and course tutors. **Assessment methods** Students' cognitive skills are assessed by the scrutiny of their Professional Development Portfolios; written coursework assignments which challenge assumptions; and on-going self-evaluation and collaborative evaluation of school experience.
C. Practical skills	**Teaching/learning methods**
On completion of the programme the successful student will be able to: 1. Display expected professional confidence and competence in all aspects of teaching performance as described by the Teachers' Standards 2. Design and carry out enquiry-based research, relating to teaching and learning, in order to critically evaluate and improve practice.	Students learn practical skills through regular practice and feedback on these skills, and critical reflection on their skills acquisition. **Assessment methods** Students' practical skills are assessed by the scrutiny of their Professional Development Portfolios; observation of the students teaching including the effective use of artefacts in the classroom; evaluative discussion with course tutors and school-based mentors and teachers; termly ATS reviews; and ; written coursework assignments based on practitioner research

12. Programme structure (levels, modules, credits and progression requirements)
12. 1 Overall structure of the programme
The PG Cert Teaching programme comprises three modules to support students undertaking sustained teaching experience in a school setting. Across the programme students will undertake at least 120 days of training in schools that include two school experiences in which they teach for approximately 60% of the timetable. 20 credits, at Level 6, are awarded for the evidence held within a Personal Development Portfolio (PDP), which will demonstrate that they have met or

This will be documented across the course of the Autumn, Spring and Summer terms.

20 credits, at Level 7, are awarded for completing a School-based Enquiry in the Autumn term.

20 credits, at Level 7, are awarded for completing a Monitoring and Assessment assignment in the Autumn term.

12.2 Levels and modules
Level 6 (1)
COMPULSORY
Students must take all of the following: **School-based Professional Development (20 Credits)** Autumn, Spring and Summer terms
Level 7 (2)
COMPULSORY
Students must take all of the following: **School-based Enquiry (20 credits)** Autumn Term
Level 7 (3)
COMPULSORY
Students must take all of the following: **Monitoring and Assessment (20 credits)** Spring & Summer terms

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
All modules are non-compensatable.	

13. Curriculum map
All programme learning outcomes are mapped into the 3 modules comprising this programme. The curriculum map follows this section.

14. Information about assessment regulations
To gain the award of PG Cert Teaching, students must pass all assignments

15. Placement opportunities, requirements and support (if applicable)
School-based training is a requirement of this programme for all students on a teacher-training programme leading to QTS, e.g. School Direct. Other students must be employed as an unqualified or qualified teacher in a school setting.

16. Future careers (if applicable)
This route is for this looking to enter or develop their careers in the teaching profession.

17. Particular support for learning (if applicable)
Students are able to access support for academic writing and for literacy and numeracy, provided by LET.

18. JACS code (or other relevant coding system)	X3
19. Relevant QAA subject benchmark group(s)	Teachers' Standards (DfE, 2012) Quality Assurance Agency (2014) Framework for Higher Qualifications, London, QAA SEEC level descriptors

20. Reference points
The following reference points were used in designing the programme: https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice 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.

FHEQ

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 rest of your programme handbook and the university regulations.

Curriculum Map

Curriculum map for PG Cert Teaching

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

Knowledge and understanding		Practical skills	
A1	Demonstrate a systematic knowledge and understanding of all aspects of professional practice described by the Teachers' Standards	C1	Display expected professional confidence and competence in all aspects of teaching performance as described by the Teachers' Standards
A2	Critically evaluate the key policies and practices relating to working within the school environment, linking these to the theoretical perspectives presented at University, current education policy and alternative school settings	C2	Design and carry out enquiry-based research, relating to teaching and learning, in order to critically evaluate and improve practice.
A3	Select and apply advanced techniques and information sources within a complex and unpredictable setting in order to develop effective assessment strategies to monitor and enhance pupil progress formatively and summatively, including the critical analysis of pupil data		
Cognitive skills			
B1	Critically reflect on their performance as a teacher within the framework of the Teachers' Standards, using personal reflection and feedback to inform subsequent learning and professional practice as a teacher		
B2	Use ideas at a high level of abstraction to develop critical and evaluative perspectives on current debates in school education using theoretical understandings and practical experience of teaching the appropriate curriculum area in school		
B3	Examine the relationship between theory and professional practice to formulate recommendations for improved practice in teaching and learning		

Programme outcomes							
A1	A2	A3	B1	B2	B3	C1	C2
Highest level achieved by all graduates							
7	7	7	7	7	7	6	7

Module Title	Module Code by Level	Programme outcomes							
		A1	A2	A3	B1	B2	B3	C1	C2
Professional Development		☐	☐		☐			☐	
School-based Enquiry		☐	☐			☐	☐		☐
Monitoring and Assessment		☐	☐	☐	☐	☐	☐		☐