

Programme Specification 2025-26

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| 1. | Programme title | PGCert Teaching |
| 2. | Awarding institution | Middlesex University |
| 3a | Teaching institution | 1 Middlesex University London |
| 3b | Language of study | English |

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| 4a | Valid intake dates and mode of study |
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| Mode of Study | Cohort | Delivery Location | Duration |
|----------------------|---------------|--------------------------|-----------------|
| Full-time (FT) | Semester 1 | Hendon | 1 Years |

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| 4c | Delivery method | On Campus/Blended Learning |
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| 5. Professional/Statutory/Regulatory body (if applicable) |
| N/A |

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| 6. | Apprenticeship Standard (if applicable) | N/A |
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| 7. Final qualification(s) available |
| Target Award Title(s) |
| PGCert Teaching |

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| 8. Academic year effective from | 2025-26 |
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| 9. Criteria for admission to the programme |
| <p>Applicants are required to meet the entry requirements set out in the current Initial Teacher Training (ITT): Criteria and Supporting Advice (See reference in section 19). These are the qualification requirements for Qualified Teacher Status (QTS).</p> <p>These include at the time of writing</p> <ul style="list-style-type: none"> • a standard equivalent to a grade 4 or above in the GCSE examination in English and mathematics (and a science for primary) |

- a first degree with honours of a United Kingdom higher education institution or equivalent qualification.
 - 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:
 - if they have the intellectual and academic capabilities needed to meet the required standard, including fundamental competencies for use of English and mathematics
 - if they possess the appropriate qualities, attitudes and values expected of a teacher
 - if they can read effectively and are able to communicate clearly and accurately using Standard English
 - if they have met the Secretary of State's requirements for health and physical capacity to teach.
- Typically, the expected degree classification is 2.2 minimum.

Principle of fair admission

The University aims to ensure that its admissions processes are fair, open and transparent and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exists and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are undertaken in compliance with the Equality Act.

We take a personalised but fair approach to how we make offers. We feel it's important that our applicants continue to aspire to achieving great results and make offers which take into account pieces of information provided to us on the application form. This includes recognition of previous learning and experience. If you have been working, or you have other learning experience that is relevant to your course, then we can count this towards your entry requirements and even certain modules once you start studying.

10. Aims of the programme

The programme aims to:

1. To provide high-quality postgraduate academic study suitable for students undertaking Initial Teacher Training (ITT) or in the Early Career Teacher (ECT) stage.
2. Provide an ambitious, innovative and challenging curriculum which enhances their development of expertise in all areas of the Initial Teacher Training and Early Career Framework.
3. Provide teachers with the opportunity to gain a postgraduate award alongside QTS which enhances their chances of gaining employment in the UK and overseas.
4. Embed a fair and equitable approach to assessment which utilises formative approaches which benefit learning and development.
5. Promote practice-led education through integrating research, theory and practice.
6. Enable students critical understanding of current research and advanced scholarship in primary or secondary education.
7. Promote inclusive and equitable quality education and lifelong learning opportunities for all.
8. Develop teachers who:

- are passionate about education and wholly committed to ensuring that all children and young people can experience inspiring teaching in good schools.
- understand the vital importance of positive and safe learning environments rooted in mutual respect where all pupils are valued, individuality celebrated and learning barriers are removed.
- place emphasis on developing school pupils' social responsibility, empathy and personal ambition.
- will be an asset to the profession, willing to share their knowledge and experience and to collaborate with others.

11. Programme learning outcomes

Programme - Knowledge and Understanding

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

1. Critically evaluate educational policies, regulations, and ethical considerations, demonstrating advanced understanding.
2. Demonstrate a critical understanding of educational theories, philosophies, and their application in teaching practice, integrating advanced concepts and theories with practical experience.
3. Demonstrate a critical understanding of the nature of educational research and evaluate its role in informing evidence-based practice for teaching and learning.
4. Critically evaluate psychological theories of learning and development, applying advanced insights to address the diverse cognitive and socio-emotional needs of learners.
5. Synthesise complex principles of curriculum design, development, and assessment to create innovative and inclusive learning experiences, informed by advanced scholarship and research.
6. Critically examine socio-cultural factors affecting teaching and learning, demonstrating advanced understanding and adopting strategies to foster inclusive and equitable educational environments that promote health and well-being.
7. Apply an in-depth awareness of specialist ethical and professional values and codes of conduct within complex and inter-related contexts.
8. Apply an in-depth knowledge of different pedagogical approaches to select and implement effective teaching and learning strategies across diverse educational contexts.
9. Integrate the use of technology in education, demonstrating advanced knowledge and understanding in adopting digital tools and platforms to enhance teaching and learning outcomes.

Programme - Skills

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

10. Communicate complex ideas and concepts effectively to diverse audiences, demonstrating advanced proficiency in written, verbal, and non-verbal communication.

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| 11. Critically evaluate the role of educational research at an advanced level, demonstrating proficiency in understanding how research findings inform and improve pedagogical practices. |
| 12. Adapt teaching methods and materials at an advanced level, demonstrating sensitivity to individual differences and cultural diversity to maximize learning outcomes for all students. |
| 13. Systematically organise and communicate curriculum information, using criteria developed for specialist teachers in school settings |
| 14. Engage in advanced reflective practices, critically evaluating teaching effectiveness and professional growth, and demonstrating a commitment to continuous improvement. |
| 15. Collaborate effectively with colleagues and stakeholders at an advanced level, demonstrating initiative and sensitivity in fostering productive professional relationships and interdisciplinary teamwork. |
| 16. Utilise advanced technology tools and resources to enhance teaching and learning experiences, integrating innovative approaches to maximise educational impact. |

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| 12. Teaching/learning methods |
| <p>Students gain knowledge and understanding through a purposively integrated approach to university and school-based Initial Teacher Education.</p> <p>At university this includes participating in seminars, workshops, and visits in addition to the use of technology with e-learning approaches. Students will learn through reading, discussion, self-directed scholarly activity and from opportunities for structured feedback. When working in schools, students will learn from observing practice, followed by analysis and deconstruction with expert colleagues drawing upon the best available evidence. They will also apply theory to their own practice, rehearse different approaches and benefit from structured feedback from expert colleagues.</p> <p>The seminars and workshops provide opportunity for student discussion groups to address issues covered by interactive sessions, independent reading and engagement with online resources, such as concept videos where students can seek clarification of understanding. They reinforce the learning for outcomes A1-5.</p> <p>School visits and working in schools provide opportunities for students to integrate theory with practice. They reinforce the learning of outcomes A5-9 in particular.</p> <p>Students develop cognitive and practical skills through a purposively integrated approach to university and school-based initial teacher education.</p> <p>At university this includes participating in seminars, workshops, visits in addition to the use of technology with e-learning approaches. They will have opportunities to develop skills to meet outcomes B1, B2 and B4.</p> <p>When working in schools, students will practise analysis and deconstruction of observations of practice with expert colleagues drawing upon the best available research evidence. In addition, they will practise different teaching approaches whilst benefitting from regular structured feedback from expert colleagues. They will develop skills of self-evaluation and critical reflection as they learn to interrogate their own practice. They will have opportunities to develop particular skills to meet outcomes of B3 and B5 – B7.</p> |
| A. Knowledge and understanding |

On completion of this programme the successful student will:

1. Critically evaluate educational policies, regulations, and ethical considerations, demonstrating advanced understanding.
2. Demonstrate a critical understanding of educational theories, philosophies, and their application in teaching practice, integrating advanced concepts and theories with practical experience.
3. Demonstrate a critical understanding of the nature of educational research and evaluate its role in informing evidence-based practice for teaching and learning.
4. Critically evaluate psychological theories of learning and development, applying advanced insights to address the diverse cognitive and socio-emotional needs of learners.
5. Synthesise complex principles of curriculum design, development, and assessment to create innovative and inclusive learning experiences, informed by advanced scholarship and research.
6. Critically examine socio-cultural factors affecting teaching and learning, demonstrating advanced understanding and adopting strategies to foster inclusive and equitable educational environments that promote health and well-being.
7. Apply an in-depth awareness of specialist ethical and professional values and codes of conduct within complex and inter-related contexts.
8. Apply an in-depth knowledge of different pedagogical approaches to select and implement effective teaching and learning strategies across diverse educational contexts.
9. Integrate the use of technology in education, demonstrating advanced knowledge and understanding in adopting digital tools and platforms to enhance teaching and learning outcomes.

B. Skills

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

1. Communicate complex ideas and concepts effectively to diverse audiences, demonstrating advanced proficiency in written, verbal, and non-verbal communication.
2. Critically evaluate the role of educational research at an advanced level, demonstrating proficiency in understanding how research findings inform and improve pedagogical practices.
3. Adapt teaching methods and materials at an advanced level, demonstrating sensitivity to individual differences and cultural diversity to maximize learning outcomes for all students.
4. Systematically organise and communicate curriculum information, using criteria developed for specialist teachers in school settings.
5. Engage in advanced reflective practices, critically evaluating teaching effectiveness and professional growth, and demonstrating a commitment to continuous improvement.
6. Collaborate effectively with colleagues and stakeholders at an advanced level, demonstrating initiative and sensitivity in fostering productive professional relationships and interdisciplinary teamwork.
7. Utilise advanced technology tools and resources to enhance teaching and learning experiences, integrating innovative approaches to maximise educational impact.

13. Employability

13a Development of graduate competencies

13b Employability development

This programme enhances training programmes which provide teacher development, including

for ITT and ECT training. Students will be supported with the process of applying and preparing for their first teaching post as an Early Career Teacher – or for next steps post ECT stage. Students learning on ITT routes can be recommended for QTS if they meet the Teachers' Standards and demonstrate their development through module EDG3003.

13c Placement and work experience opportunities (if applicable)

N/A

13d Future careers / progression

This programme supports Initial Teacher Training leading to recommendation for Qualified Teacher Status. Graduates will be qualified to seek an Early Career Teacher post in the state maintained and independent sectors.

The postgraduate academic award will also support future progression within the education sector. Schools promote Level 7 study for their teaching staff. Graduates gain a good building block for a full Masters award and have the option to return and extend their study to a full Masters at a later point in their career.

14. Assessment methods

Students' knowledge and understanding and cognitive skills are assessed through a combination of coursework and dialogically through professional learning conversations in the workplace at periodic intervals. The coursework includes written accounts (maximum of 2000 words) and recorded presentations. The written pieces include reviews of current research, thematic literature reviews and rationales and will assess student's critical evaluation and understanding of specialist knowledge, including relevant research. The recorded presentations will assess their ability to synthesise and apply knowledge to practice.

Students maintain a Journal of Professional Development through which they can demonstrate their engagement with the processes of self-reflection and self-evaluation and their engagement with observation and structured feedback to support individual development. This journal is supplemented by their Professional Practice Portfolio which will showcase their development as a teacher with examples from their practice, such as lesson plans, resources, pupils' work and observations of their classroom practice from experienced colleagues.

Students have opportunities for formative feedback through the programme, continuously and periodically.

15. Programme Structure (level of study, modules, credits and progression requirements)

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

| Available Pathways |
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| Not Applicable |

Year 1

Year 1 Level 7 FT and PT

| Code | Type | Module Title | Credits at FHEQ Level |
|---------|------------|------------------------------------|-----------------------|
| EDG3003 | Compulsory | Teacher Development 2025-26 | 20 at Level 6 |
| EDG4005 | Compulsory | Research Informed Practice 2025-26 | 20 at Level 7 |
| EDG4006 | Compulsory | Curriculum Exploration 2025-26 | 20 at Level 7 |

*Please refer to your programme page on the website re availability of option modules

16. Programme-specific support for learning

Students are able to access support for academic writing and for literacy and numeracy, provided by the Learning and Enhancement Team. The Learning Enhancement Team support students and colleagues across the University to develop mathematics, statistics and numeracy skills and academic writing and language skills which are fundamental to success in assignments and to future life, work, and studies. Support for these skills is integrated into the curriculum of core programmes, and additional opportunities can be accessed via the LET.

Each student has a trained school-based mentor (an expert colleague) who will support the trainee to acquire knowledge and skills and learn to apply these in practice. Each student also has a university-based link tutor who will support their practice learning.

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| 17. HECos code(s) | 100464: Primary Education |
| 17. HECos code(s) | 100511: Primary Teaching |

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| 18. Relevant QAA subject benchmark(s) | |
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19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

20. Reference points

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| 21. Other information <i>(if applicable)</i> |
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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 they take 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.

| Knowledge and understanding | |
|------------------------------------|--|
| A1 | Critically evaluate educational policies, regulations, and ethical considerations, demonstrating advanced understanding. |
| A2 | Demonstrate a critical understanding of educational theories, philosophies, and their application in teaching practice, integrating advanced concepts and theories with practical experience. |
| A3 | Demonstrate a critical understanding of the nature of educational research and evaluate its role in informing evidence- based practice for teaching and learning. |
| A4 | Critically evaluate psychological theories of learning and development, applying advanced insights to address the diverse cognitive and socio-emotional needs of learners. |
| A5 | Synthesize complex principles of curriculum design, development, and assessment to create innovative and inclusive learning experiences, informed by advanced scholarship and research. |
| A6 | Critically examine socio-cultural factors affecting teaching and learning, demonstrating advanced understanding and adopting strategies to foster inclusive and equitable educational environments that promote health and well-being. |
| A7 | Apply an in-depth awareness of specialist ethical and professional values and codes of conduct within complex and inter- related contexts. |
| A8 | Apply an in-depth knowledge of different pedagogical approaches to select and implement effective teaching and learning strategies across diverse educational contexts. |
| A9 | Integrate the use of technology in education, demonstrating advanced knowledge and understanding in adopting digital tools and platforms to enhance teaching and learning outcomes. |
| Skills | |
| B1 | Communicate complex ideas and concepts effectively to diverse audiences, demonstrating advanced proficiency in written, verbal, and non-verbal communication. |
| B2 | Critically evaluate the role of educational research at an advanced level, demonstrating proficiency in understanding how research findings inform and improve pedagogical practices. |
| B3 | Adapt teaching methods and materials at an advanced level, demonstrating sensitivity to individual differences and cultural diversity to maximize learning outcomes for all students. |
| B4 | Systematically organise and communicate curriculum information, using criteria developed for specialist teachers in school settings. |
| B5 | Engage in advanced reflective practices, critically evaluating teaching effectiveness and professional growth, and demonstrating a commitment to continuous improvement. |
| B6 | Collaborate effectively with colleagues and stakeholders at an advanced level, demonstrating initiative and sensitivity in fostering productive professional relationships and interdisciplinary teamwork. |
| B7 | Utilise advanced technology tools and resources to enhance teaching and learning experiences, integrating innovative approaches to maximise educational impact. |
| B8 | Communicate complex ideas and concepts effectively to diverse audiences, demonstrating advanced proficiency in written, verbal, and non-verbal communication. |

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

22b. Mapping by level of study and module

| Module Title | Module Code by Level of Study | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 |
|----------------------------|-------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Level of study 6 | | | | | | | | | | | | | | | | | | |
| Teacher Development | EDG3002 | | | | | | | / | / | / | | | | | / | / | / | / |
| Level of study 7 | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 |
| Research Informed Practice | EDG4003 | / | / | / | / | | | | | | / | / | | | | | | |
| Curriculum Exploration | EDG4004 | / | / | | | / | / | | | | | | / | / | | | | |