Plymouth University

Faculty of Arts and Humanities

Institute of Education

Programme Specification

PGCE Secondary (Incorporating School Direct)

Approved by Minor Change 12th Nov 2014

1. PGCE

The PGCE (Sec.) programme is designed to meet QAA and SEEC descriptors for M-level study for two modules (*see 7 above*) and for H-level (Level 3) across all other modules.

Passes in modules at M-level, combined with Level 3 passes in all other modules will be awarded **Postgraduate Certificate in Education,** and recommendation for QTS.

Passes in either one of modules at M-level, combined with Level 3 passes in all other modules will be awarded **Professional Graduate Certificate in Education,** and recommendation for QTS.

NB when the programme is described or referred to, this means School Direct as well

	Level 6	Level 7	Total
Postgraduate Certificate in Education	90 credits	60 credits	150 credits
Professional Graduate Certificate in Education	120 credits	30 credits	150 credits
Professional Graduate Certificate in Education	150 credits	0 credits	150 credits

Final award title

Postgraduate Certificate in Education (Secondary – Art and Design)
Postgraduate Certificate in Education (Secondary – Computer Science)
Postgraduate Certificate in Education (Secondary – Design and Technology)
Postgraduate Certificate in Education (Secondary – Drama)
Postgraduate Certificate in Education (Secondary – Mathematics)
Postgraduate Certificate in Education (Secondary – Music)
Postgraduate Certificate in Education (Secondary – Science with Biology)
Postgraduate Certificate in Education (Secondary – Science with Chemistry)
Postgraduate Certificate in Education (Secondary – Science with Physics)

School Direct

Postgraduate Certificate in Education (Secondary – Art and Design)
Postgraduate Certificate in Education (Secondary – Design and Technology)
Postgraduate Certificate in Education (Secondary – Drama)
Postgraduate Certificate in Education (Secondary – English)
Postgraduate Certificate in Education (Secondary – Geography)
Postgraduate Certificate in Education (Secondary – History)
Postgraduate Certificate in Education (Secondary – Modern Foreign Languages)
Postgraduate Certificate in Education (Secondary – Mathematics)

Postgraduate Certificate in Education (Secondary – Music)
Postgraduate Certificate in Education (Secondary – Engineering)
Postgraduate Certificate in Education (Secondary – Physical Education)
Postgraduate Certificate in Education (Secondary – Science with Biology)
Postgraduate Certificate in Education (Secondary – Science with Chemistry)
Postgraduate Certificate in Education (Secondary – Science with Physics)

Level X Intermediate award title(s)
None

Level X Intermediate award title(s)
None

UCAS code
JACS code
UCAS (previously GTTR) applications codes are *X1 derived from JACS X130 coding. Individual subjects have two-figure subject prefixes.

GTTR (previously GTTR) codes * X1 *(* individual subject prefixes)*

2. Awarding Institution: Plymouth University

Teaching institution(s): Plymouth University

3. Accrediting body National College of Teaching and Leadership (NCTL) accredits Qualified Teacher Status (QTS)

Summary of specific conditions/regulations
Students (Trainee teachers) need to meet the national Teaching Standards (2011) https://www.gov.uk/government/publications/teachers-standards.
Date of re-accreditation
The standard of training is monitored by, the Office for Standards in Education, Children's Services and Skills (Ofsted), who monitor benchmark data and carry out periodic inspections.

4. Distinctive Features of the Programme and the Student Experience

This PGCE programme differs from many others in the South West region that separate university and school work. This programme combines study of teaching and professional practice within a closely linked weekly school and faculty schedule from very early in the course. It therefore offers an integrated approach to developing a holistic understanding of the nature of professional work and the various elements of teaching practice.

Structured this way, this PGCE programme provides a steadily tapered entry to the professional demands of schooling in which small steps towards teaching skills can be practised within a supportive structure. This suits many student teachers, whose early confidence in classroom skills is enhanced by working with experienced teachers on short and carefully directed activities.

This structure also assures parity of experience across all specialist subject pathways and provides opportunities to work with other subject specialists.

Student teachers compare theoretical perspectives on educational policy and issues with how these are implemented in schools.

Unlike alternative routes into teaching this PGCE programme is carefully structured to draw on the diverse subject strengths of the specialist subject groups. You will consequently support each other, building subject knowledge within specialist groups, and examine the nature and practice of subject disciplines as a constructed school subject.

Throughout the course student teachers will micro-teach, give specialist subject presentations, discuss issues arising from school practice and from reading, as well as follow school pupils' progress and plan a teaching and learning project. This provides an integrated approach to building practical experience in the light of a growing understanding of schooling as an educational system.

Your work is assessed through the demonstration of all aspects of school practice and through carefully constructed written assignments. The combination of these graduated and supportive assessments induct students into teaching practice and schools' institutional requirements. The assessments also build a critically reflective understanding of educational theory, teaching and schooling.

Schools working within the PGCE Secondary Programme Partnership regard the close integration of students' school and university practice.

The programme is designed to articulate closely with the Integrated Masters Programme (IMP) with a goal of developing research informed practitioners. The level 7 modules use the same assessment foci (Literature Review and Building an Argument) as the first two modules of the IMP. The level 6 modules have been designed to support students to develop knowledge of educational literature and critical thinking skills in preparation for the level 7 modules.

We recognise that students are ready to take on M-Level work at different stages but that some may not achieve the high standard required to gain recognition at M-Level, whilst still demonstrating clear ability to achieve Qualified Teacher Status (QTS). For this reason a dual award outcome is offered:

1. Students that complete the programme with 60 credits at M-Level would be awarded the Postgraduate Certificate in Education.
2. Students who complete the programme with up to 30 credits at M-Level would be awarded the Professional Graduate Certificate in Education.

We recognise that the career opportunities teaching offers require continual professional learning and development. In recognition of this our PGCE Secondary Programme's 60 M-level credits can readily contribute later towards a Masters level qualification. In this way we provide opportunities for an early career and qualifications trajectory that offers advancement from initial professional training through to a post-graduate diploma (PG Dip) or a masters degree (MA: Education). The completion of an MA: Education can lead towards the Professional Doctorate in Education (EdD).

5. Relevant QAA Subject Benchmark Group(s)

The programme is related to the University's Integrated Masters Programme (IMP) Deep Criteria that are mapped to QAA SEEC descriptors for M-level. The PGCE programme is mapped to these QAA SEEC descriptors for M-level, and to Level 3 descriptors, for use in all modules as appropriate. These are set out in more detail in Section 13 below.

Module assessment criteria below refer directly to QAA SEEC descriptors for M-level, and identify how the programme has linked its differential awards, at Level 3 and M-level, to the award of M-level passes in the existing IMP.

Criteria	**M-Level**	**Level 3 (H-Level)**
Research and investigation	Identify, critically analyse and evaluate ideas, perspectives and theories relevant to your study. Undertake a critical imaginative and ethical study Organise and manage your study effectively	Identify and critically evaluate ideas related to your study. Undertake a considered & ethical study. Organise and manage your study effectively
Understanding of relevant historical, critical and cultural contexts	Locate your work within a broader context of literature and practice	Evidence of range of relevant reading and reference to your own experience.
Critical awareness and evaluation	Adopt a questioning, evaluative and critically aware stance throughout your study.	Adopt a critically reflective stance relevant to your study.
Appropriateness of medium and process	Frame, choose and justify methodology relevant to your investigation/ study choice.	Justify an appropriate method and approach to your study.
Coherence and legibility	Demonstrate clarity, fluency and coherence throughout your whole assignment. Structure your work to provide effective communication of your intended meaning. Reference your work accurately & consistently.	Ensure your assignment is clearly expressed, coherent and well structured. Reference your work accurately & consistently.
Inventiveness and independence of Thought	Generate new ideas and connections; take risks and use rational and intuitive thinking.	Identify and synthesise implications from your own practice and reading.

The overall programme aims and objectives have been benchmarked against the QAA Level 3 Honours Degree descriptors, and some are benchmarked against descriptors for M-level. These are shown in the tables 13.1 and 13.2 below as a means of differentiating the levels of demand for the separate awards identified for this programme.
The more specific SEEC descriptors for Level 3 and M-level (listed for reference in Sections 13.3 and 13.4 below) are used to locate where specific modules' learning outcomes meet the two differential award outcomes planned for the programme. Specific reference to SEEC descriptors

for Level 3 and M-level should be evident in the separate DMR for each of modules Professional Studies and Developing Subject Pedagogy.

Mapping QAA Honours Degree H-Level (Level 3) descriptors to programme aims and outcomes

QAA Descriptors for qualifications at Level 3 Honours Degree	**PGCE Secondary Programme aims and objectives**	**PGCE Secondary Programme outcomes**
Honours degrees are awarded to students who have demonstrated:	**'... the PGCE Secondary programme aims to build student teachers' practical, conceptual and research capacity to: '**	**'On completion student teachers should have developed … '**
i a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;	A1 develop educational and subject knowledge appropriate for entry into the teaching profession as a critically informed specialist, working within current national requirements for qualification, knowledge, understanding, personal qualities and standards of professional competence necessary to achieve Qualified Teacher Status (QTS);	Knowledge of O1 Educational issues pertinent to Secondary phase schooling, and education policy O2 The diversity of learners, their needs and the complexity of the education process. O4 The relationship of their specialist subject area within the wider secondary school 11-19 curricula; O5 Scholarship skills and ethics for educational study and on-going professional development.
ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline;	A2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;	Cognitive and intellectual skills to: O1 reason critically; O2 apply educational concepts; O3 identify and solve problems; O6 search, synthesise and evaluate primary and secondary data;

iii conceptual understanding that enables the student: • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and • to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;	A4 develop educational and subject knowledge appropriate for entry into the teaching profession as a critically informed specialist, working within current national requirements for qualification, knowledge, understanding, personal qualities and standards of professional competence necessary to achieve Qualified Teacher Status (QTS); A2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;	Cognitive and intellectual skills to: O1 reason critically; O2 apply educational concepts; O3 identify and solve problems; O4 analyse and interpret; O7 challenge received conclusions and educational policy to develop personal practical theories. Key transferable skills to 01 structure and communicate ideas effectively both orally and in writing; 05 work effectively within groups and teams; 06 manage information within research tasks;
iv an appreciation of the uncertainty, ambiguity and limits of knowledge;	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development;	Cognitive and intellectual skills to: O3 identify . . . problems; O4 analyse and interpret; O5 demonstrate and exercise independence of mind and thought; O7 challenge received conclusions and educational policy to develop personal practical theories.

v the ability to manage their own learning, and to make use of scholarly reviews and primary sources (eg refereed research articles and/or original materials appropriate to the discipline).	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development; A4 develop generic and subject-specific professional skills appropriate to beginning secondary school teaching, and appreciate how educators and society constantly renew these within educational practice.	Cognitive and intellectual skills to: O6 search, synthesise and evaluate primary and secondary data; Key transferable skills O3 manage their work effectively in both university and school settings, making appropriate use of ICT; O4 be self-reliant; O5 work effectively within groups and teams; O6 manage information within research tasks; Practical skills O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice; O2 work autonomously, exercising initiative and personal responsibility in professional practice and study; O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.
Typically, holders of the qualification will be able to:		
a apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development; A4 develop generic and subject-specific professional skills appropriate to beginning secondary school teaching, and appreciate how educators and society constantly renew these within educational practice.	Cognitive and intellectual skills to: O2 apply educational concepts; O3 identify and solve problems; O4 analyse and interpret; O7 challenge received conclusions and educational policy to develop personal practical theories. Key transferable skills to 01 structure and communicate ideas effectively both orally and in writing; 05 work effectively within groups and teams; 06 manage information within research tasks;

b critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;	A2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;	Cognitive and intellectual skills to: O1 reason critically; O2 apply educational concepts; O3 identify and solve problems; O7 challenge received conclusions and educational policy to develop personal practical theories. Practical skills O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice; O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.
c communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;	A2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;	Key transferable skills to 01 structure and communicate ideas effectively both orally and in writing; 05 work effectively within groups and teams; Practical skills O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;
and will have:		

d qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable contexts; and • the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development; A4 develop generic and subject-specific professional skills appropriate to beginning secondary school teaching, and appreciate how educators and society constantly renew these within educational practice.	Key transferable skills O5 work effectively within groups and teams; O6 manage information within research tasks; O7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback; O8 solve problems independently and collaboratively. Practical skills O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice; O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.

Mapping QAA M-level descriptors to programme aims and outcomes

QAA Descriptors for qualifications at Masters Degree Level (Level 7)	**PGCE Secondary Programme aims and objectives**	**PGCE Secondary Programme outcomes**
Masters degrees are awarded to students who have demonstrated:	**'... the PGCE Secondary programme aims to build student teachers' practical, conceptual and research capacity to: '**	**'On completion student teachers should have developed … '**
i a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A1 develop educational and subject knowledge appropriate for entry into the teaching profession as a critically informed specialist, working within current national requirements for qualification, knowledge, understanding, personal qualities and standards of professional competence necessary to achieve Qualified Teacher Status (QTS);	Knowledge of O1 Educational issues pertinent to Secondary phase schooling, and education policy O2 The diversity of learners, their needs and the complexity of the education process. O4 The relationship of their specialist subject area within the wider secondary school 11-19 curricula; O5 Scholarship skills and ethics for educational study and on-going professional development.

ii a comprehensive understanding of techniques applicable to their own research or advanced scholarship;	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development;	Cognitive and intellectual skills to: O2 apply educational concepts; O3 identify and solve problems; O6 search, synthesise and evaluate primary and secondary data; Practical skills O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.
iii originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development; A4 develop educational and subject knowledge appropriate for entry into the teaching profession as a critically informed specialist, working within current national requirements for qualification, knowledge, understanding, personal qualities and standards of professional competence necessary to achieve Qualified Teacher Status (QTS);	Cognitive and intellectual skills to: O3 identify and solve problems; O4 analyse and interpret; O7 challenge received conclusions and educational policy to develop personal practical theories. Key transferable skills to 01 structure and communicate ideas effectively both orally and in writing; 06 manage information within research tasks;
iv conceptual understanding that enables the student: • to evaluate critically current research and advanced scholarship in the discipline; and • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	A2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers; A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development;	Knowledge of O1 Educational issues pertinent to Secondary phase schooling, and education policy O5 Scholarship skills and ethics for educational study and on-going professional development. Cognitive and intellectual skills to: O3 identify . . . problems; O4 analyse and interpret; O5 demonstrate and exercise independence of mind and thought; O7 challenge received conclusions and educational policy to develop personal practical theories.
Typically, holders of the qualification will be able to:		

a deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development; A4 develop generic and subject-specific professional skills appropriate to beginning secondary school teaching, and appreciate how educators and society constantly renew these within educational practice.	Cognitive and intellectual skills to: O3 identify . . . problems; O4 analyse and interpret; Key transferable skills to 06 manage information within research tasks; Practical skills O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.
b demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;	A2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;	Cognitive and intellectual skills to: O3 identify and solve problems; O7 challenge received conclusions and educational policy to develop personal practical theories. Practical skills O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice; O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.

c continue to advance their knowledge and understanding, and to develop new skills to a high level;	A2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;	Key transferable skills to O7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback; Practical skills O2 work autonomously, exercising initiative and personal responsibility in professional practice and study; O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.

and will have:		
d the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable situations; and • the independent learning ability required for continuing professional development.	A3 use a broad range of subject specialist and scholarship skills to solve problems within your own educational study and practice, and facilitate your professional development; A4 develop generic and subject-specific professional skills appropriate to beginning secondary school teaching, and appreciate how educators and society constantly renew these within educational practice.	Key transferable skills O5 work effectively within groups and teams; O6 manage information within research tasks; O7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback; O8 solve problems independently and collaboratively. Practical skills O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;

6. Programme Structure

The programme, PGCE Secondary, is a combined QAA Level 3 (H-level) and M-level programme for the initial training of secondary-phase teachers. It provides for initial professional learning in secondary-phase education and practical teaching development in preparation for recommendation of Qualified Teacher Status (QTS).

The programme title 'Postgraduate Certificate in Education' signals its being taken after attainment of a recognised first degree, or equivalent, in a subject related to a specialist school subject. It also signals its being an Educational study with the potential for the award of 60 Credits at Masters level (M-level). The programme offers forteen specialist subject pathways [1]. Within this framework we recognise that some student teachers will achieve the necessary professional teaching and learning for entry to the teaching profession, whilst not achieving either 60 or even 30 credits at M-level. To provide for this differential outcome the programme will also award a separate 'Professional Graduate Certificate in Education', with recommendation of QTS for those not attaining 60 M-level credits.

The M-level study will interpret the practice of Education as (i) how schools frame and support subject learning, and (ii) how schooling addresses the personal, social and cultural needs of the children and young people taught. The programme will address how professional practice may work within these perspectives.

[1] In September 2015 specialist subject pathways are: Art & Design, Computer Science, Drama, Engineering, Design & Technology, Drama, English, Geography, History, Mathematics, Modern Foreign Languages, Music, Physical Education & Science x3

University Based

Autumn Term	**EPGS615 Induction into Professional Teaching and Learning**		**EPGS413 Practical Teaching 1**
Spring/Summer Term	**EPGS719 Professional Studies**	**EPGS710 Developing Subject Pedagogy**	**EPGS618 Practical Teaching 2**

School Direct

Autumn Term	**EPGS615SD Induction into Professional Teaching and Learning**		**EPGS413SD Practical Teaching 1**
Spring/Summer Term	**EPGS719SD Professional Studies**	**EPGS710SD Developing Subject Pedagogy**	**EPGS618SD Practical Teaching 2**

7. Programme Aims

The PGCE Secondary aims to bring student teachers, with a specialist subject first degree or equivalent, into initial qualification for teaching (QTS) and towards an M-level award in Education. So, the PGCE Secondary programme aims to build student teachers' practical, conceptual and research capacity to:

1 develop educational and subject knowledge appropriate for entry into the teaching profession as a critically informed specialist, working within current national requirements for qualification, knowledge, understanding, personal qualities and standards of professional competence necessary to achieve Qualified Teacher Status (QTS);

2 inculcate an analytical and critical approach to learning, teaching and schooling, that leads to stimulating children's imaginations, maintaining, improving and enhancing work in schools through individual and collaborative work with experienced colleagues and peers;

3 use a broad range of subject specialist and scholarship skills to solve problems within your student teachers' educational study and practice, and facilitate professional development;

4 develop generic and subject-specific professional skills appropriate to beginning secondary school teaching, and appreciate how educators and society constantly renew these within educational practice.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed knowledge of:

1) Educational issues pertinent to Secondary phase schooling, and education policy:
   - its place within the wider education system;
   - elements of its history and philosophical underpinnings;
   - its relationship to child development, schooling and society.
2) The diversity of learners, their needs and the complexity of the education process.
3) The elements that comprise the Standards for QTS.
4) The relationship of their specialist subject area within the wider secondary school 11-19 curricula;
5) Scholarship skills and ethics for educational study and on-going professional development.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed capacity within educational study to:

1) reason critically;
2) apply educational concepts;
3) identify and solve problems;
4) analyse and interpret;
5) demonstrate and exercise independence of mind and thought;
6) search, synthesise and evaluate primary and secondary data;
7) challenge received conclusions and educational policy to develop personal practical theories.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1) structure and communicate ideas effectively both orally and in writing;
2) manage time and work to deadlines;
3) manage their work effectively in both university and school settings, making appropriate use of ICT;

4) be self-reliant;
5) work effectively within groups and teams;
6) manage information within research tasks;
7) evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;
8) solve problems independently and collaboratively.

8.4. Employment related skills

On successful completion graduates should have developed:

1) competency in the Department for Education, *Teaching Standards,* and can be recommended for Qualified Teacher Status (QTS).

8.5. Practical skills

On successful completion graduates should have developed capacity to:

1) apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;
2) work autonomously, exercising initiative and personal responsibility in professional practice and study;
3) apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.

9. Admissions Criteria, including APCL, APEL and DAS arrangements

All candidates apply on-line through UCAS. Applications will be read to assess their suitability for school teaching and work at M-level. Faculty tutors and partnership school colleagues will be involved in reading applications and interviewing candidates. All suitable candidates will be invited for interview. Suitable applications need to demonstrate the following aspects of previous achievement and experience. These will be assessed in conjunction with the overall impression given.

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.

Entry Requirements for Secondary PGCE	
Degree	A recognised degree in their chosen specialist subject, or one in a strongly related subject, from an approved University or other institution. Where an applicant has a degree outside their chosen subject specialism, s/he will be expected to have identified the subject content and/or skills relevant to subject teaching and be able to summarise it. An applicant may need to complete a subject knowledge enhancement (SKE) course prior to starting the PGCE.
Professional Skills	Must be completed.

Tests	
Other	Evidence of some recent state-maintained secondary school observation experience and the potential to critically frame their impressions. Evidence that they have the energy, enthusiasm, ability and resilience needed to succeed in a challenging but rewarding teaching career. Furthermore, they must have met the Secretary of State's requirements for physical and mental fitness to teach, as detailed in the relevant circular.

At interview candidates will be assessed additionally by the extent to which they demonstrate the following personal and intellectual attributes.

1. Capacity to communicate prepared ideas clearly and coherently in both speech and writing, combined with evidence of quick responses to questioning. A short written task is undertaken to identify candidates' potential.

2. Indicative ability to critique their own educational knowledge and reflect on pupils and classroom practice for the purpose of professional learning and development.

3. An ability to discuss collaboratively when exploring ideas and experience, responding sensitively in the light of others' thinking.

4. Some realistic assessment of what work is like in secondary-phase schools in the twenty-first century, based on their recent experience and on reading.

5. Personal qualities such as energy, enthusiasm and resilience needed to succeed in a challenging but rewarding career. The potential for taking personal initiative and accepting collective responsibility in challenging situations.

6. Capacity for critical and original thinking and intellectual flexibility. Particularly, criticality commensurate with learning both for professional skills development and academic work at masters degree level.

7. School Direct: a teaching episode.

10. Progression criteria for Final and Intermediate Awards -

Progression from Term 1 into Term 2 of the programme is normally dependent on passing all three modules in Term 1. Module leaders expect student teachers to be fully engaged in their studies, including full attendance, given the intense demand of this one-year course. Where there is a concern within any module, the Subject Pathway or Programme Leader will signal verbally the specific concerns and how they should be addressed. Where a student teacher has been warned verbally but does not make satisfactory progress, the Programme Leader will normally give warning in writing of their being at risk of failure. This will normally identify the specific concerns, set targets for improvement and deadlines, and outline how the student teacher might demonstrate recovery of the situation.

Where a written assignment in Term 1 is failed, student teachers would normally be offered a second opportunity to submit. This referred work would need to be submitted by a specified date prior to the programme final assessment board in June. If a student teacher fails the Practical Teaching 1 module, and the Interim Assessment Board decides a referred opportunity should be given, s/he will usually be required to interrupt study and repeat the module in the following academic year. Normally only two attempts are allowed at any module. Students would normally be required to leave the programme if they fail two modules (at level 6) or one module after a second attempt (at level 6).

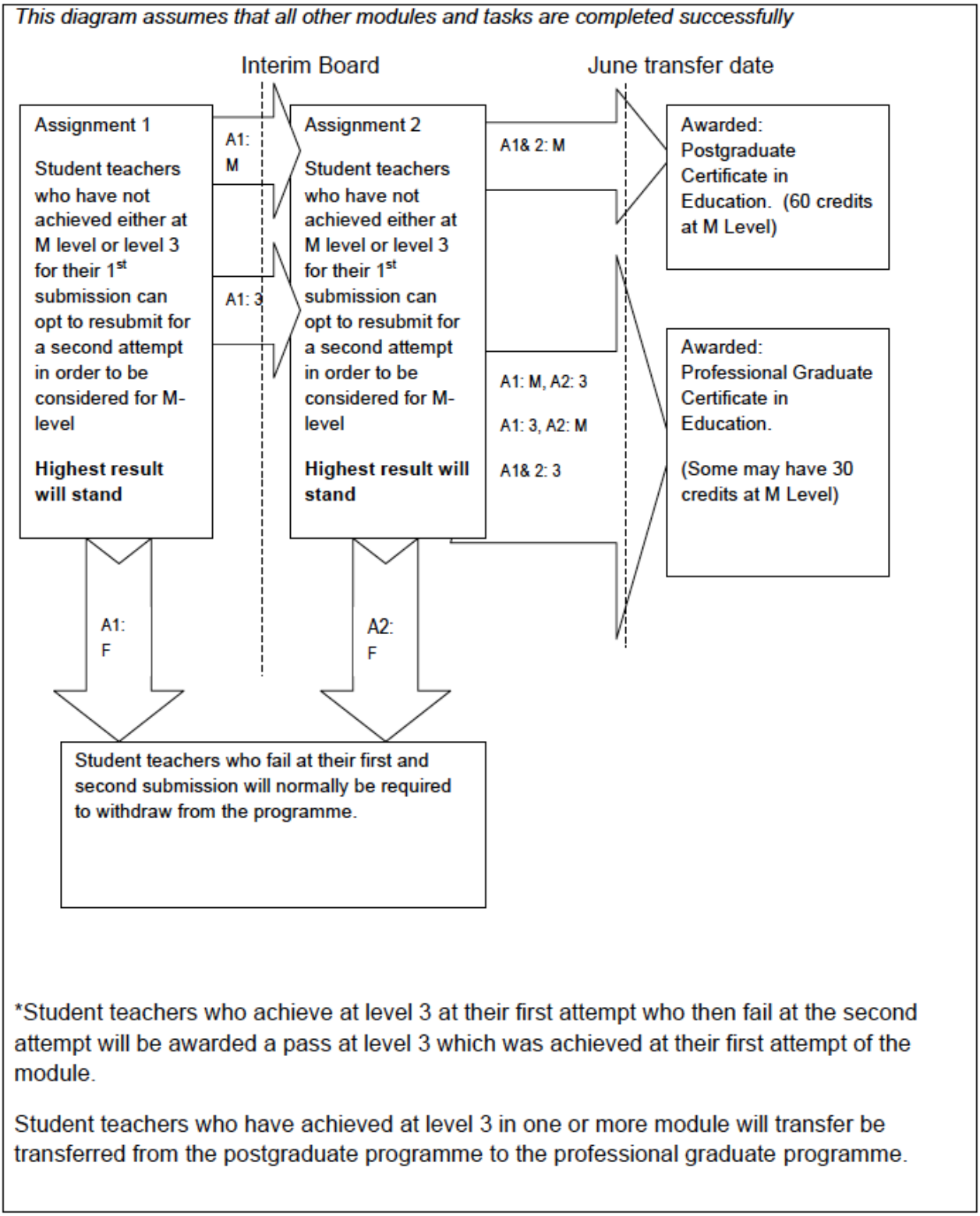
All programme modules must be passed for a Plymouth University award of **Postgraduate Certificate in Education** or **Professional Graduate Certificate in Education**, and for recommendation of QTS.

Progression to Term 2 will be determined by satisfying all demands of the Term 1 modules. An Interim Assessment Board will confirm, or not, all student teachers' progression to Term 2 as appropriate.

Where student teachers pass both modules at M-level and all other H-level modules, they will progress towards the University's award of **Postgraduate Certificate in Education**.

Where a student teacher passes only one of the modules at M-level, but passes the other at Level 3 along with all remaining Level 3 modules, s/he will be guided towards:

1. accepting the Level 3 pass and progressing towards the University's award of **Professional Graduate Certificate in Education**, or
2. re-submitting the module assignment which passed at level 3 for an M-level pass as a second attempt, in the full knowledge that should this resubmitted assignment subsequently fail at Level 3 it would normally mean being required to leave the programme; the original Level 3 pass could not subsequently be reinstated to count towards an award. If the re-submitted assignment passes at M-level the student teacher would progress towards the University's award of **Postgraduate Certificate in Education**. See diagram below.



*Student teachers who achieve at level 3 at their first attempt who then fail at the second attempt will be awarded a pass at level 3 which was achieved at their first attempt of the module.

Student teachers who have achieved at level 3 in one or more module will transfer be transferred from the postgraduate programme to the professional graduate programme.

11. Exceptions to Regulations

These are currently being amended to standardise the Primary, Secondary and Further Education regulations

12. Transitional Arrangements

N/A

13. Mapping and Appendices:

13.1. ILO's against Modules Mapping

	EPGS615(SD) Induction into Professional Teaching and Learning	EPGS413 (SD) Practical Teaching 1	EPGS719 (SD) Professional Studies	EPGS710 (SD) Developing Subject Pedagogy	EPGS618 (SD) Practical Teaching 2
Educational issues pertinent to Secondary phase schooling, and education policy:					
• its place within the wider education system;	X		X		
• elements of its history and philosophical underpinnings;	X		X	X	
• its relationship to child development, schooling and society.	X	X	X	X	X
The diversity of learners, their needs and the complexity of the education process.	X	X	X	X	X
The elements that comprise the Standards for QTS.		X			X
The relationship of their specialist subject area within the wider secondary school 11-19 curricula;	X			X	
Scholarship skills and ethics for educational study and on-going professional development.	X	X	X	X	X

13.2. Assessment against Modules Mapping

	EPGS615 (SD) Induction into Professional Teaching and	EPGS413 (SD) Practical Teaching 1	EPGS719 (SD) Professional Studies	EPGS710 (SD) Developing Subject Pedagogy	EPGS618 (SD) Practical Teaching 2

	Learning				
Written Assignments	**X**		**X**	**X**	
Lesson Observations		**X**			**X**

13.3. Skills against Modules Mapping

	EPGS615 (SD) Induction into Professional Teaching and Learning	**EPGS413 (SD) Practical Teaching 1**	**EPGS719 (SD) Professional Studies**	**EPGS710 (SD) Developing Subject Pedagogy**	**EPGS618 (SD) Practical Teaching 2**
Cognitive and intellectual skills					
reason critically;	**X**	**X**	**X**	**X**	**X**
apply educational concepts;	**X**	**X**	**X**	**X**	**X**
identify and solve problems;	**X**	**X**	**X**	**X**	**X**
analyse and interpret;	**X**	**X**	**X**	**X**	**X**
demonstrate and exercise independence of mind and thought;	**X**	**X**	**X**	**X**	**X**
search, synthesise and evaluate primary and secondary data;	**X**		**X**	**X**	
challenge received conclusions and educational policy to develop personal practical theories.			**X**	**X**	
Key and transferable skills					
structure and communicate ideas effectively both orally and in writing;	**X**	**X**	**X**	**X**	**X**
manage time and work to deadlines;	**X**	**X**	**X**	**X**	**X**
manage their work effectively in both	**X**	**X**	**X**	**X**	**X**

university and school settings, making appropriate use of ICT;					
be self-reliant;	X	X	X	X	X
work effectively within groups and teams;		X			X
manage information within research tasks;			X	X	
evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;	X	X	X	X	X
solve problems independently and collaboratively.	X	X	X	X	X
Employment related skills					
competency in the Department for Education, *Teaching Standards,* and can be recommended for Qualified Teacher Status (QTS).		X			X
Practical skills					
apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;	X	X	X	X	X
work autonomously, exercising initiative and personal responsibility in professional practice and study;	X	X	X	X	X
apply technical expertise to work and study in precise and effective ways, adapting previously learned skills	X	X	X	X	X

to new situations.					

13.4. Appendices

Knowledge and Understanding

On completion student teachers should have developed knowledge of

1 Educational issues pertinent to Secondary phase schooling, and education policy:

- its place within the wider education system;
- elements of its history and philosophical underpinnings;
- its relationship to child development, schooling and society.

2 The diversity of learners, their needs and the complexity of the education process.

3 The elements that comprise the Standards for QTS.

4 The relationship of their specialist subject area within the wider secondary school 11-19 curricula;

5 Scholarship skills and ethics for educational study and on-going professional development.

Teaching and learning methods and strategies

Student teachers undertake faculty- and school-based learning that is combined where possible. Faculty teaching comprises whole cohort lectures with small group subject seminars. Small group and individual tutorials, workshops, directed study tasks, reading and personal research activities, are all designed to model teaching processes appropriate to secondary classrooms and provide practical experience alongside critical discussion and scholarly writing.

School-based tuition includes seminars, small group and individual tutorials, workshops, directed study tasks, as well as personal research activities in which student teachers practise teaching skills and critically reflect on issues within school contexts.

Assessment strategies

Assessment of knowledge of educational issues, national requirements and framework, is by faculty tutors, school mentors, external examiners and students who provide summative and formative evaluations.

Assessment methods include written assignments, display, seminar presentations, peer feedback, self-appraisals and profiling, practical projects, ICT tasks and through practical teaching.

Cognitive and intellectual skills

On completion graduates should have developed capacity within educational study to:

1 reason critically;

2 apply educational concepts;

3 identify and solve problems;

4 analyse and interpret;

5 demonstrate and exercise independence of mind and thought;

6 search, synthesise and evaluate primary and secondary data;

7 challenge received conclusions and educational policy to develop personal practical theories.

Teaching and learning methods and strategies

Students entering the programme are graduates and are therefore expected to have developed many of these skills before entry. However, intellectual skills continue to be developed through the above teaching and learning programme. In a variety of formats, skills of analysis and synthesis are used in systematic ways to evaluate, interpret and apply educational concepts and theories to issues of policy and classroom practice. This involves reading, discussion of key issues, analysis and interpretation of material, and practice in applying concepts both orally and in writing. Students are encouraged to develop an ability to accommodate themselves to new principles and understandings, to reflect on their own understanding of educational issues and to critically question concepts, theories and recommended practices encountered in their study.

Assessment

A variety of assessment methods is employed that enable student teachers to demonstrate skills 1-7 through coherently written and spoken responses to problems and set tasks. Summative assessment criteria reflect these points; critical written and oral feedback on assessed work is designed to inform students in developing their skills.

Key transferable skills

On completion graduates should have developed capacity to

1. structure and communicate ideas effectively both orally and in writing;
2. manage time and work to deadlines;
3. manage their work effectively in both university and school settings, making appropriate use of ICT;
4. be self-reliant;
5. work effectively within groups and teams;
6. manage information within research tasks;
7. evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;
8. solve problems independently and collaboratively.

Teaching/learning methods and strategies

Student teachers have regular opportunities to practise communication and presentation skills. This is primarily through tutorial group discussion, making prepared and spontaneous peer presentations, writing assignments and through practice teaching in school settings.

Skills 2 – 5 & 8 are learned through managing the time demands involved in short tasks, coursework submission, personal target-setting and through learning to work as a professional in school settings.

Skills 6 – 7 are learned particularly through reading, research and evaluation in M-level assignments.

Skill 7 is a product of the reflective cycle that forms the basis for self-review and monitoring professional development throughout the programme.

Assessment

Skill 1 is an important criterion in assessing all areas of a learner's work within the Programme.

Skills 2 - 8 are assessed through regular feedback involving both formative guidance and summative and assessment. This regular feedback is given throughout the year in faculty and school settings.

Skills 1, 6 – 7 are particularly assessed through the M-level assignments.

Practical skills

On completion graduates should have a developed capacity to

1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;

2 work autonomously, exercising initiative and personal responsibility in professional practice and study;

3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.

Teaching and learning methods and strategies

Practical skills are taught both in faculty, and in relevant school settings. The faculty environment provides time and resources for critical reading, tutorial discussion and reflective thinking about issues, as well as for practice in planning, teaching, assessment and behaviour management. Experience in school settings allows student teachers to begin to practise these skills in 'live' contexts, with the support and guidance of class teachers and mentors.

This application of teaching skills is developmental, with student teachers beginning their practice within well structured and supportive group teaching situations before becoming more independent. Experience in appropriate education settings also allows for focussed observation of a range of relevant activities. Skills 2 – 3 are learned in part through reading, research and evaluation in M-level assignments. Students are encouraged to work within a reflective cycle: identifying their needs for professional development, planning to address these and evaluating their success.

Assessment strategies

All skills are assessed through practical tasks in faculty and by school mentors working in educational settings. All students undertaking experience in school settings are assessed and moderated by a mentor and a visiting tutor. Some are assessed by an external examiner. There is also assessment these practical skills through their application within the two M-level written assignments.

SEEC Level 3 descriptors

Development of Knowledge and Understanding (subject specific)

The Learner:

- **Knowledge base:** has a comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth, and an awareness of the provisional nature of knowledge
- **Ethical issues**: is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work

Cognitive/Intellectual skills (generic)

The Learner:

- **Analysis:** can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- **Synthesis**: with minimum guidance can transform abstract data and concepts towards a given purpose and design novel solutions
- **Evaluation**: can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions
- **Application**: is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

Key/transferable skills (generic)

The Learner:

- **Group working**: can interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- **Learning resources**: with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline
- **Self evaluation**: is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback
- **Information management**: can select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance
- **Autonomy**: can take responsibility for own work and can criticise it
- **Communications**: can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- **Problem solving**: is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution

Practical skills (subject specific)

The Learner:

- **Application of skills**: can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- **Autonomy in skill use**: able to act autonomously, with minimal supervision or direction, within agreed guidelines

SEEC M-level descriptors

Development of Knowledge and Understanding (subject specific)

The Learner

- **Knowledge base**: has depth and systematic understanding of knowledge in specialised / applied areas and / across areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline
- **Ethical issues**: has the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions
- **Disciplinary methodologies**: has a comprehensive understanding of techniques / methodologies applicable to their own work (theory or research-based).

Cognitive and Intellectual Skills (generic)

The Learner:

- **Analysis:** with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- **Synthesis**: with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline / practice
- **Evaluation**: has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- **Application**: can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

Key/Transferable Skills (generic)

The Learner:

- **Group working**: can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence
- **Learning resources**: is able to use full range of learning resources
- **Self evaluation**: is reflective on own and others' functioning in order to improve practice
- **Management of information**: can competently undertake research tasks with minimum guidance
- **Autonomy**: is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development.
- **Communications**: can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently

- **Problem solving**: has independent learning ability required for continuing professional study, making professional use of others where appropriate

Practical Skills (subject specific)

The Learner:

- **Application of skills**: can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice
- **Autonomy in skill use**: is able to exercise initiative and personal responsibility in professional practice

  Technical expertise: has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills and/or procedures for new situations.