University of Plymouth

Faculty of Arts and Humanities
Plymouth Institute of Education

Programme Specification

Secondary PGCE all pathways

Definitive Document Approved: 16.5.19

Implementation Date: September 2019

1. PGCE

The PGCE (Secondary) programme is designed to meet QAA and SEEC descriptors for Level 7 study for two modules and for Level 6 (Level 7) across all other modules.

Passes in modules at Level 7, combined with Level 6 passes in all other modules will be awarded **Postgraduate Certificate in Education,** and recommendation for QTS.

Passes in either one of modules at Level 7, combined with Level 6 passes in all other modules or passes in all modules at level 6 will be awarded **Professional Graduate Certificate in Education,** and recommendation for QTS.

	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) Professional Graduate Certificate in Education Secondary (Art and Design)

Postgraduate Certificate in Education Secondary (Drama) Professional Graduate Certificate in Education Secondary (Drama)

Postgraduate Certificate in Education Secondary (English) Professional Graduate Certificate in Education Secondary (English)

Postgraduate Certificate in Education Secondary (Geography) Professional Graduate Certificate in Education Secondary (Geography)

Postgraduate Certificate in Education Secondary (History) Professional Graduate Certificate in Education Secondary (History)

Postgraduate Certificate in Education Secondary (Mathematics) Professional Graduate Certificate in Education Secondary (Mathematics)

Postgraduate Certificate in Education Secondary Music Professional
Graduate Certificate in Education Secondary Music

Postgraduate Certificate in Education Secondary (Science with Biology)
Professional Graduate Certificate in Education Secondary (Science with Biology)

Postgraduate Certificate in Education Secondary (Science with Chemistry)
Professional Graduate Certificate in Education Secondary (Science with Chemistry)

Postgraduate Certificate in Education Secondary (Science with Physics) Professional
Graduate Certificate in Education Secondary (Science with Physics

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:**   University of Plymouth
      Teaching institution(s):   University of Plymouth

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.
      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**

The University of Plymouth pioneered the dual outcome award for the PGCE. We recognise that
students are ready to take on Level 7 work at different stages but that some may not achieve the
high standard required to gain recognition at Level 7, 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 Level 7 would be awarded
    the Postgraduate Certificate in Education.

2. Students who complete the programme with up to 30 credits at Level 7 would be awarded the Professional Graduate Certificate in Education.

Features of the programme and student experience:

- A closely linked school and faculty schedule from very early in the course

- An integrated approach to developing a holistic understanding of the nature of professional, teaching practice and academic study

- A steadily tapered entry to the professional demands of teaching in which teaching skills can be practised within a supportive structure

- Confidence in classroom skills is enhanced by working with experienced practising teachers on carefully directed activities. Student teachers compare theoretical perspectives on educational policy and issues with how these are implemented in schools

- Students support each other, building subject knowledge within specialist groups, and examine the nature and practice of subject disciplines as a constructed school subject.

- An integrated approach that places practical experience alongside carefully constructed written assignments to provide a critically reflective understanding of educational theory, teaching and schooling.

- The programme is designed to articulate closely with the Masters level work with a goal of developing research informed practitioners. The completion of a Masters degree can lead towards the Professional Doctorate in Education (EdD).

5.   Relevant QAA Subject Benchmark Group(s)

The overall programme aims and objectives have been devised from the QAA Level 6 Honours Degree descriptors, and some from Level 7. These are shown in the tables 1 and 2 (see appendix) as a means of differentiating the levels of demand for the separate awards identifies for this programme.
http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf

The PGCE programme is mapped to these QAA SEEC descriptors for Level 7, and to Level 6 descriptors, for use in all modules as appropriate. These are set out in more detail in Section 13 .

Module assessment criteria below refer directly to QAA SEEC descriptors for Level 7.

We have ensured that our current Programme Intended Learning Outcomes match with the updated SEEC level descriptors. See Appendix, Table 4.

6.   Programme Structure

The programme, PGCE Secondary, is a combined QAA Level 6 and Level 7 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 (Level 7). The programme offers a large number of specialist subject pathways that are offered according to allocations by NCTL. 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 Level 7. 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 Level 7 credits.

The Level 7 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 and enhance subject specialist knowledge and subject knowledge for teaching. All pathways on all programmes take all modules. The teaching on EPGS615 and EPGS710 is subject specific.

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

All modules are Pass/Fail

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 a Masters level award in Education. Therefore, 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).

2) transferable skills such as may be required by other professions, including reflective practice, independence, teamwork and communication skills. The PGCE is a valuable qualification in its own right. It is considered to be the 'gold standard' of teaching qualifications in England, the UK and around the world and a valuable addition to your CVs. The skills, knowledge and expertise gained by completing a PGCE are transferable to other professions in areas such as recruitment, training and development. More generally the PGCE supports the transition from being an undergraduate to being a professional because of its emphasis on critical reflection on practice. A central feature of all the PGCE programmes at Plymouth Institute of Education is reflecting on how theory informs practice and how practice informs theory.

3) being an academically rigorous programme, the PGCE is an excellent foundation for further study at postgraduate level. The programmes are tailored to introduce students to Masters level work and obtaining credits which may contribute to a Masters qualification in the future.

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.

8.6. Research skills

On successful completion graduates should have developed capacity to:

1) reflect critically on their own practice;

2) begin to research their own practice;

3) access and critically reflect on published education research;

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 Level 7. The Programme is dual award, so applicants are screened in the same way. All successful applicants are taught and assessed at Level 7, with any differentiation between Level 7 and Level 6 being at the outcome stage. Faculty tutors and partnership school colleagues will be involved in reading applications and interviewing candidates. All selected 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.

Entry Requirements for Secondary PGCE – conditions for taking up a place, so may be achieved after application.	
GCSE	All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.
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.
Interview	All applicants are interviewed. For School Direct this will take place in school and a tutor from the university will be on the interview panel. The interview is designed to identify the skills, potential and qualities required for teaching. Some recent secondary school experience is beneficial before interview.
Professional Skills Tests	Must be completed before starting the programme.
School Experience; Compliance (including enhanced DBS) clearance; Fitness to Teach clearance	Evidence, normally in the form of a reference of a minimum of 10 days 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 or educational interaction with a class or small group of pupils.

10.   Progression criteria for Final and Intermediate Awards

Progression through the programme is dependent on achieving EPGS413 - Practical Teaching 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 student's engagement in the programme remains insufficient they will not achieve the module and will normally be asked to retake the it in the following year and would not be allowed to continue on the programme until EPGS413 had been achieved.

Where a coursework element in Semester 1 is not achieved, student teachers may be offered an in-year referral opportunity. This referred work is submitted by a specified date prior to the programme final assessment board in the summer. If a student does not achieve the EPGS413 - Practical Teaching 1 module, and the Award Assessment Board permits the opportunity to take the module again, they will usually be required to interrupt study and repeat the module in the following academic year. EPGS413 -

Practical Teaching 1 is a pre-requisite for EPGS618 - Practical Teaching 2. Normally only two attempts are allowed at any module. Students would normally be required to leave the programme if they do not achieve a module on the second attempt.

The Placement Allocation Policy sets out the process for attempting to secure repeat placements. If it is not possible to secure a repeat placement then the student may be required to interrupt from the programme, in line with the Academic Regulations, until a suitable placement can be found.

In exceptional cases where all opportunities for securing a repeat placement have been unsuccessful due to the student's performance profile the student may be withdrawn from study under AST5.3 the Exclusion of a Student on the Grounds of Unsatisfactory Progress (either Academic or in Terms of Professional Development) regulation. If it is not possible to secure a repeat placement due to a fitness to teach/study or conduct issue the student may be withdrawn from the programme under the Study Wellbeing and Review Policy or the Code of Conduct and Disciplinary Procedure as appropriate.

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.

Where student teachers achieve both modules at Level 7 and all other Level 6 modules, they will progress towards the University's award of **Postgraduate Certificate in Education**.

Where a student teacher achieves only one of the modules at Level 7, but achieves the other at Level 6 along with all remaining Level 6 modules, they will be advised of their options:

1. accepting the Level 6 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 6 for an Level 7 pass as a second attempt, in the full knowledge that should this resubmitted assignment subsequently fail at Level 6 it would normally mean being required to leave the programme; the original Level 6 pass could not subsequently be reinstated to count towards an award. If the re-submitted assignment passes at Level 7 the student teacher would progress towards the University's award of **Postgraduate Certificate in Education**. See diagram below

11. Exceptions to Regulations
N/A

12. Transitional Arrangements
N/A

13. Mapping and Appendices:

13.1. ILOs against Modules Mapping

	EPGS615 Induction into Professional Teaching and Learning	EPGS413 Practical Teaching 1	EPGS719 Professional Studies	EPGS710 Developing Subject Pedagogy	EPGS618 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 Induction into Professional Teaching and Learning	EPGS413 Practical Teaching 1	EPGS719 Professional Studies	EPGS710 Developing Subject Pedagogy	EPGS618 (SD) Practical Teaching 2
Written Assignments	X		X	X	
Lesson Observations		X			X

13.3. Skills against Modules Mapping

	EPGS615 Induction into Professional Teaching and Learning	EPGS413 Practical Teaching 1	EPGS719 Professional Studies	EPGS710 Developing Subject Pedagogy	EPGS618 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 university and school settings, making appropriate use of ICT;	X	X	X	X	X
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	X	X	X	X	X

personal responsibility in professional practice and study;					
apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.	X	X	X	X	X

13.4. Appendices

Table 1: Mapping QAA Honours Degree, Level 6, Descriptors to Programme Aims and Outcomes Table

QAA Descriptors for qualifications at Level 6 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;	Aim 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);	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;	Aim 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;	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;	Aim 4 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); Aim 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;	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;	Aim 3 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).	Aim 3 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; Aim 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.	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;	Aim 3 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; Aim 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.	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;	Aim 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;	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;	Aim 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;	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. | Aim 3 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;

 Aim 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. | 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. |

Table 2: Mapping QAA Level 7 Descriptors to Programme Aims and Outcomes Table

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;	Aim 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);	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;	Aim 3 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;	Aim 3 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; Aim 4 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.	Aim 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; Aim 3 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;	Aim 3 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; Aim 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.	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;	Aim 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;	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;	Aim 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;	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.	Aim 3 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; Aim 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.	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;

Table 3: Mapping PGCE Assessment Criteria to Masters level work and research skills

PGCE Level 7 criteria	PGCE Level 6 criteria	Masters level/research skills
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	Research and investigation
Locate your work within a broader context of literature and practice	Evidence of range of relevant reading and reference to your own experience.	Understanding of relevant historical, critical and cultural contexts
Adopt a questioning, evaluative and critically aware stance throughout your study.	Adopt a critically reflective stance relevant to your study.	Critical awareness and evaluation
Frame, choose and justify methodology relevant to your investigation/ study choice.	Justify an appropriate method and approach to your study.	Appropriateness of medium and process
Demonstrate clarity,	Ensure your assignment is	Coherence and legibility

fluency and coherence throughout your whole assignment. Structure your work to provide effective communication of your intended meaning. Reference your work accurately & consistently.	clearly expressed, coherent and well structured. Reference your work accurately & consistently.	
Generate new ideas and connections; take risks and use rational and intuitive thinking.	Identify and synthesise implications from your own practice and reading.	Inventiveness and independence of Thought

Table 4: Mapping of Programme Intended Learning Outcomes to SEEC 2014 Level Descriptors

Programme Intended Learning Outcomes (See Appendix: Tables 1 & 2 for Mapping)	SEEC Level 6 and Level 7 2010 Descriptors http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf
13.5. Knowledge and understanding On successful completion graduates should have developed knowledge of: 6) 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. 7) The diversity of learners, their needs and the complexity of the education process. 8) The elements that comprise the Standards for QTS. 9) The relationship of their specialist subject area within the wider secondary school 11-19 curricula;	Knowledge & Understanding Cognitive skills - Analysis and evaluation

10) 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: 8) reason critically; 9) apply educational concepts; 10) identify and solve problems; 11) analyse and interpret; 12) demonstrate and exercise independence of mind and thought; 13) search, synthesise and evaluate primary and secondary data; 14) challenge received conclusions and educational policy to develop personal practical theories.	Cognitive skills - Conceptualisation and Critical Thinking Cognitive skills - Problem Solving, Research & Enquiry Cognitive skills - Synthesis and Creativity Cognitive skills - Analysis and evaluation
8.3. Key and transferable skills On successful completion graduates should have developed the ability to: 9) structure and communicate ideas effectively both orally and in writing; 10) manage time and work to deadlines; 11) manage their work effectively in both university and school settings, making appropriate use of ICT; 12) be self-reliant; 13) work effectively within groups and teams; 14) manage information within research tasks; 15) evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback; 16) solve problems independently and collaboratively.	Cognitive skills - Problem Solving, Research & Enquiry Performance and practice - Adaptation to Context Performance and practice – Performance Performance and practice - Team and organisational Working Personal and enabling skills - Personal evaluation and development Personal and enabling skills - Interpersonal and communication skills
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).	Performance and practice - Ethical awareness & application
8.5. Practical skills On successful completion graduates should have developed capacity to: 4) apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice; 5) work autonomously, exercising initiative and personal responsibility in professional practice and study; apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.	Cognitive skills - Synthesis and Creativity Setting - Operational context & Autonomy and responsibility for actions Performance and practice - Adaptation to Context Performance and practice - Performance Performance and practice - Team and organisational working Personal and enabling skills - Personal evaluation and development

Table 5: Teaching, Learning and Assessment

Programme Learning Outcomes □ Strategies and Assessment

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	Teaching/learning methods and strategies
On completion graduates should have developed capacity to	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.
1 structure and communicate ideas effectively both orally and in writing;	
2 manage time and work to deadlines;	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.
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;	Skills 6 – 7 are learned particularly through reading, research and evaluation in Level 7 assignments.
6 manage information within research tasks;	
7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;	Skill 7 is a product of the reflective cycle that forms the basis for self-review and monitoring professional development throughout the programme.
8 solve problems independently and collaboratively.	**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 Level 7 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 Level 7 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 Level 7 written assignments.

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.

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

7   The elements that comprise the Standards for QTS.

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

9   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:

8   reason critically;

9   apply educational concepts;

10 identify and solve problems;

11 analyse and interpret;

12 demonstrate and exercise independence of mind and thought;

13 search, synthesise and evaluate primary and secondary data;

14 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.

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10 manage time and work to deadlines;	
11 manage their work effectively in both university and school settings, making appropriate use of ICT;	Skills 6 – 7 are learned particularly through reading, research and evaluation in Level 7 assignments.
12 be self-reliant;	Skill 7 is a product of the reflective cycle that forms the basis for self-review and monitoring professional development throughout the programme.
13 work effectively within groups and teams;	
14 manage information within research tasks;	
15 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;	**Assessment**
16 solve problems independently and collaboratively.	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 Level 7 assignments.

Practical skills

On completion graduates should have a developed capacity to

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

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

6   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.

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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 Level 7 written assignments.

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 Level 7 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.