

Plymouth University

Faculty of Arts and Humanities

Plymouth Institute of Education

Programme Specification

**PGCE Secondary all pathways
(Incorporating School Direct and
SCITT)**

Re-approved on: 19 May 2015

Approved by:

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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 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.

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
Professional Graduate Certificate in Education Secondary Art and Design
Postgraduate Certificate in Education Secondary Computer Science
Professional Graduate Certificate in Education Secondary Computer Science
Postgraduate Certificate in Education Secondary Design and Technology
Professional Graduate Certificate in Education Secondary Design and Technology
Postgraduate Certificate in Education Secondary Drama
Professional Graduate Certificate in Education Secondary Drama
Postgraduate Certificate in Education Secondary Engineering
Professional Graduate Certificate in Education Secondary Engineering
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 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
Postgraduate Certificate in Education Secondary Physical Education (SCITT)
Professional Graduate Certificate in Education Secondary Physical Education
(SCITT)
Postgraduate Certificate in Education Secondary History (SCITT)
Professional Graduate Certificate in Education Secondary History (SCITT)
Postgraduate Certificate in Education Secondary Modern Foreign Languages
(SCITT)
Professional Graduate Certificate in Education Secondary Modern Foreign
Languages (SCITT)

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
Marine Academy Plymouth
Peninsula Teacher Training Cornwall School Centred
Initial Teacher Training (SCITT)
Plymouth Teaching School Alliance

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 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.

A further distinction of this PGCE programme is carefully structured to draw on the diverse subject strengths of the specialist subject groups. Students 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.

Assessment is 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. (See Appendix: Table 5)

Schools working in partnership with Plymouth University to deliver the PGCE Secondary Programme Partnership recognise the close integration of students' school and university practice.

The programme is designed to articulate closely with the MA Education (MAEd) 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 MAEd. The level 6 modules have been designed to support students to develop knowledge of educational literature and critical thinking skills in preparation for the further level 7 modules. The completion of an MAEd can lead towards the Professional Doctorate in Education (EdD).

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.

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) below as a means of differentiating the levels of demand for the separate awards identified for this programme.

(<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>).

The programme is also related to the University's MA Education Deep Criteria that are mapped to QAA SEEC descriptors for Level 7 (See Appendix: Table 3). 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.

Module assessment criteria refer directly to QAA SEEC descriptors for Level 7, and identify how the programme has linked its differential awards, at Level 6 and Level 7, to the award of Level 7 passes in the existing Masters in Education (See Appendix: Table 3: Mapping PGCE Assessment Criteria to MA in Education).

We have ensured that our current Programme Intended Learning Outcomes match with the 2010 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.

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

SCITT

Autumn Term	EPGS615ST Induction into Professional Teaching and Learning		EPGS413ST Practical Teaching 1
Spring/Summer Term	EPGS719ST Professional Studies	EPGS710ST Developing Subject Pedagogy	EPGS618ST 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 a Level 7 award in Education. So, the PGCE Secondary programme aims to build student teachers' practical, conceptual and research capacity to:

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);

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 student teachers' educational study and practice, and facilitate 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.

8. Programme Intended Learning Outcomes (See Appendix: Tables 1 & 2 for Mapping)

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 Level 7. 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	
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.
Professional Skills Tests	Must be completed before starting the programme.
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 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 students are allowed three attempts for modules, which are assessed through coursework, but only two attempts are allowed for any module which includes professional practice.

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.

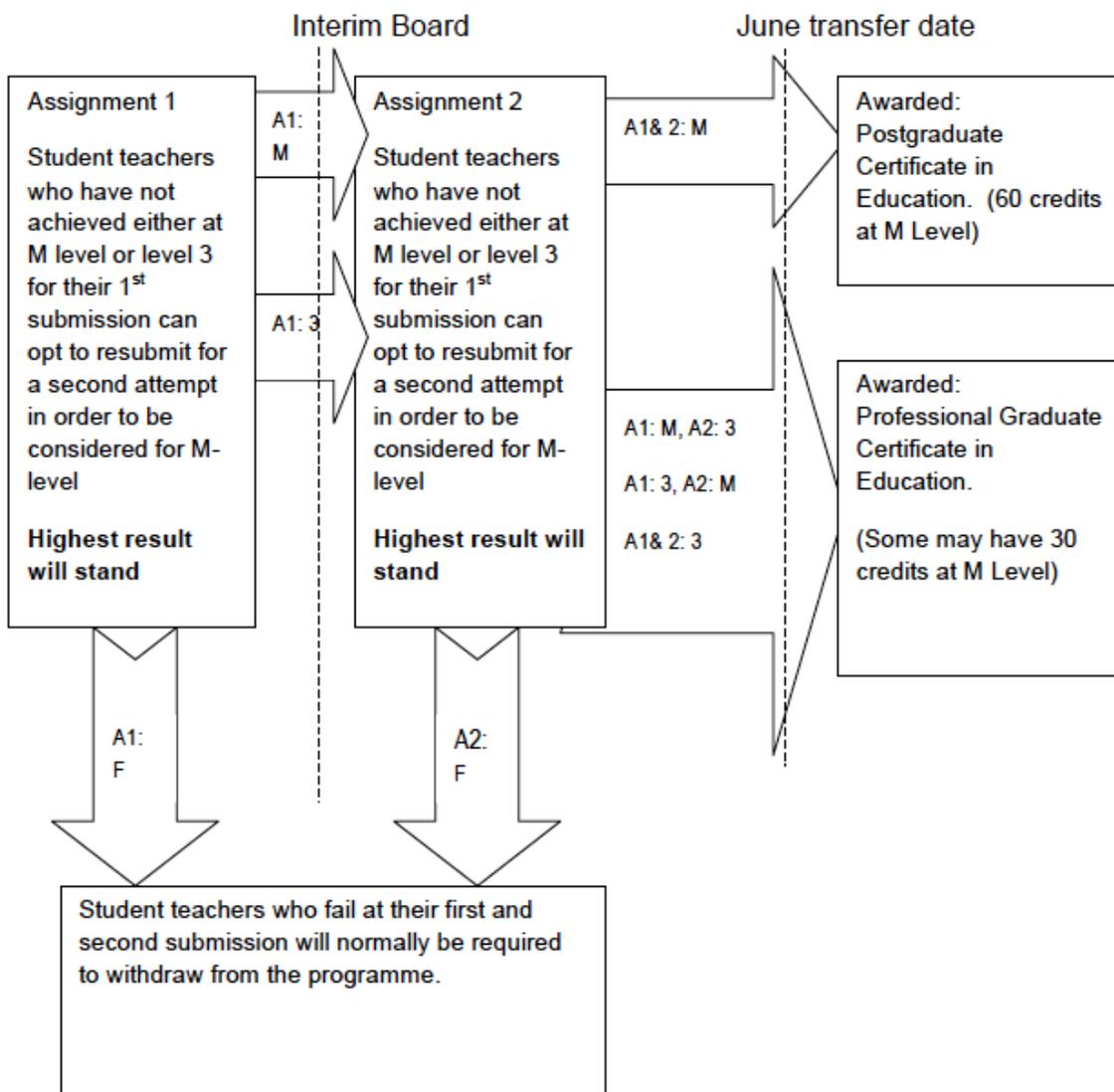
Progression to Term 2 will be determined by satisfying all demands of the Term 1 modules. An Interim Assessment Board will confirm, or not, all student teachers' progression to Term 2 as appropriate.

Where student teachers pass both modules at 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 passes only one of the modules at Level 7, but passes the other at Level 6 along with all remaining Level 6 modules, s/he will be guided towards:

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.

This diagram assumes that all other modules and tasks are completed successfully



*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

Exemptions from regulations have been sought for two attempts only on modules EPGs413, EPGs413SD, EPGs618 and EPGs618SD. These are practice based modules assessed at level 6.

12. Transitional Arrangements

N/A

13. Mapping and Appendices:

13.1. Mapping of Programme Intended Learning Outcomes (see section 8) against Modules

	EPGS615(S D/ST) Induction into Professional Teaching and Learning	EPGS413 (SD/ST) Practical Teaching 1	EPGS719 (SD/ST) Professional Studies	EPGS710 (SD/ST) Developin g Subject Pedagogy	EPGS618 (SD/ST) 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. Mapping of Assessment against Modules

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

13.3. Mapping Skills against Modules

	EPGS615 (SD/ST) Induction into Professional Teaching and Learning	EPGS413 (SD/ST) Practical Teaching 1	EPGS719 (SD/ST) Professional Studies	EPGS710 (SD/ST) Developin g Subject Pedagogy	EPGS618 (SD/ST) 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, <i>Teaching Standards</i> , 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,	X	X	X	X	X

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.	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;

<p>iii conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> 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; 	<p>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);</p> <p>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;</p>	<p>Cognitive and intellectual skills to:</p> <p>O1 reason critically;</p> <p>O2 apply educational concepts;</p> <p>O3 identify and solve problems;</p> <p>O4 analyse and interpret;</p> <p>O7 challenge received conclusions and educational policy to develop personal practical theories.</p> <p>Key transferable skills to</p> <p>O1 structure and communicate ideas effectively both orally and in writing;</p> <p>O5 work effectively within groups and teams;</p> <p>O6 manage information within research tasks;</p>
<p>iv an appreciation of the uncertainty, ambiguity and limits of knowledge;</p>	<p>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;</p>	<p>Cognitive and intellectual skills to:</p> <p>O3 identify . . . problems;</p> <p>O4 analyse and interpret;</p> <p>O5 demonstrate and exercise independence of mind and thought;</p> <p>O7 challenge received conclusions and educational policy to develop personal practical theories.</p>

<p>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).</p>	<p>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;</p> <p>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.</p>	<p>Cognitive and intellectual skills to:</p> <p>O6 search, synthesise and evaluate primary and secondary data;</p> <p>Key transferable skills</p> <p>O3 manage their work effectively in both university and school settings, making appropriate use of ICT;</p> <p>O4 be self-reliant;</p> <p>O5 work effectively within groups and teams;</p> <p>O6 manage information within research tasks;</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p> <p>O2 work autonomously, exercising initiative and personal responsibility in professional practice and study;</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>
<p>Typically, holders of the qualification will be able to:</p>		
<p>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;</p>	<p>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;</p> <p>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.</p>	<p>Cognitive and intellectual skills to:</p> <p>O2 apply educational concepts;</p> <p>O3 identify and solve problems;</p> <p>O4 analyse and interpret;</p> <p>O7 challenge received conclusions and educational policy to develop personal practical theories.</p> <p>Key transferable skills to</p> <p>O1 structure and communicate ideas effectively both orally and in writing;</p> <p>O5 work effectively within groups and teams;</p> <p>O6 manage information within research tasks;</p>

<p>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;</p>	<p>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;</p>	<p>Cognitive and intellectual skills to:</p> <p>O1 reason critically;</p> <p>O2 apply educational concepts;</p> <p>O3 identify and solve problems;</p> <p>O7 challenge received conclusions and educational policy to develop personal practical theories.</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>
<p>c communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;</p>	<p>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;</p>	<p>Key transferable skills to</p> <p>O1 structure and communicate ideas effectively both orally and in writing;</p> <p>O5 work effectively within groups and teams;</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p>
<p>and will have:</p>		

<p>d qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> 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. 	<p>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;</p> <p>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.</p>	<p>Key transferable skills</p> <p>O5 work effectively within groups and teams;</p> <p>O6 manage information within research tasks;</p> <p>O7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;</p> <p>O8 solve problems independently and collaboratively.</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>
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Table 3: 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
<p>Masters degrees are awarded to students who have demonstrated:</p>	<p>‘... the PGCE Secondary programme aims to build student teachers’ practical, conceptual and research capacity to: ’</p>	<p>‘On completion student teachers should have developed ... ’</p>
<p>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;</p>	<p>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);</p>	<p>Knowledge of</p> <p>O1 Educational issues pertinent to Secondary phase schooling, and education policy</p> <p>O2 The diversity of learners, their needs and the complexity of the education process.</p> <p>O4 The relationship of their specialist subject area within the wider secondary school 11-19 curricula;</p> <p>O5 Scholarship skills and ethics for educational study and on-going professional development.</p>

<p>ii a comprehensive understanding of techniques applicable to their own research or advanced scholarship;</p>	<p>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;</p>	<p>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.</p>
<p>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;</p>	<p>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);</p>	<p>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 O1 structure and communicate ideas effectively both orally and in writing; O6 manage information within research tasks;</p>
<p>iv conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • 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. 	<p>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;</p>	<p>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.</p>
<p>Typically, holders of the qualification will be able to:</p>		

<p>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;</p>	<p>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;</p> <p>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.</p>	<p>Cognitive and intellectual skills to:</p> <p>O3 identify . . . problems;</p> <p>O4 analyse and interpret;</p> <p>Key transferable skills to</p> <p>O6 manage information within research tasks;</p> <p>Practical skills</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>
<p>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;</p>	<p>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;</p>	<p>Cognitive and intellectual skills to:</p> <p>O3 identify and solve problems;</p> <p>O7 challenge received conclusions and educational policy to develop personal practical theories.</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>
<p>c continue to advance their knowledge and understanding, and to develop new skills to a high level;</p>	<p>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;</p>	<p>Key transferable skills to</p> <p>O7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;</p> <p>Practical skills</p> <p>O2 work autonomously, exercising initiative and personal responsibility in professional practice and study;</p> <p>O3 apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>

and will have:		
<p>d the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development. 	<p>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;</p> <p>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.</p>	<p>Key transferable skills</p> <p>O5 work effectively within groups and teams;</p> <p>O6 manage information within research tasks;</p> <p>O7 evaluate and assess their ability and performance, reflect on personal learning and seek appropriate advice and feedback;</p> <p>O8 solve problems independently and collaboratively.</p> <p>Practical skills</p> <p>O1 apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p>

Table 3: Mapping PGCE Assessment Criteria to MA in Education,

PGCE Level 7 criteria	PGCE Level 6 criteria	MA in Education: Deep Criteria
<p>Identify, critically analyse and evaluate ideas, perspectives and theories relevant to your study.</p> <p>Undertake a critical imaginative and ethical study</p> <p>Organise and manage your study effectively</p>	<p>Identify and critically evaluate ideas related to your study.</p> <p>Undertake a considered & ethical study.</p> <p>Organise and manage your study effectively</p>	<p>Research and investigation</p>
<p>Locate your work within a broader context of literature and practice</p>	<p>Evidence of range of relevant reading and reference to your own experience.</p>	<p>Understanding of relevant historical, critical and cultural contexts</p>
<p>Adopt a questioning, evaluative and critically aware stance throughout your study.</p>	<p>Adopt a critically reflective stance relevant to your study.</p>	<p>Critical awareness and evaluation</p>
<p>Frame, choose and justify methodology relevant to your investigation/ study choice.</p>	<p>Justify an appropriate method and approach to your study.</p>	<p>Appropriateness of medium and process</p>
<p>Demonstrate clarity,</p>	<p>Ensure your assignment is</p>	<p>Coherence and legibility</p>

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 2010 Level Descriptors

Programme Intended Learning Outcomes (See Appendix: Tables 1 & 2 for Mapping)	SEEC Level 6 and Level 7 2010 Descriptors
<p>13.5. Knowledge and understanding</p> <p>On successful completion graduates should have developed knowledge of:</p> <p>6) Educational issues pertinent to Secondary phase schooling, and education policy:</p> <ul style="list-style-type: none"> • its place within the wider education system; • elements of its history and philosophical underpinnings; • its relationship to child development, schooling and society. <p>7) The diversity of learners, their needs and the complexity of the education process.</p> <p>8) The elements that comprise the Standards for QTS.</p> <p>9) The relationship of their specialist subject area within the wider secondary school 11-19 curricula;</p>	<p>Knowledge & Understanding</p> <p>Cognitive skills - Analysis and evaluation</p>

<p>10) Scholarship skills and ethics for educational study and on-going professional development.</p>	
<p>8.2. Cognitive and intellectual skills</p> <p>On successful completion graduates should have developed capacity within educational study to:</p> <ul style="list-style-type: none"> 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. 	<p>Cognitive skills - Conceptualisation and Critical Thinking</p> <p>Cognitive skills - Problem Solving, Research & Enquiry</p> <p>Cognitive skills - Synthesis and Creativity</p> <p>Cognitive skills - Analysis and evaluation</p>
<p>8.3. Key and transferable skills</p> <p>On successful completion graduates should have developed the ability to:</p> <ul style="list-style-type: none"> 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. 	<p>Cognitive skills - Problem Solving, Research & Enquiry</p> <p>Performance and practice - Adaptation to Context</p> <p>Performance and practice – Performance</p> <p>Performance and practice - Team and organisational Working</p> <p>Personal and enabling skills - Personal evaluation and development</p> <p>Personal and enabling skills - Interpersonal and communication skills</p>
<p>8.4. Employment related skills</p>	

<p>On successful completion graduates should have developed:</p> <p>1) competency in the Department for Education, <i>Teaching Standards</i>, and can be recommended for Qualified Teacher Status (QTS).</p>	<p>Performance and practice - Ethical awareness & application</p>
<p>8.5. Practical skills</p> <p>On successful completion graduates should have developed capacity to:</p> <p>4) apply teaching and study skills in complex and sometimes unpredictable situations, drawing on knowledge of recognised good practice;</p> <p>5) work autonomously, exercising initiative and personal responsibility in professional practice and study;</p> <p>apply technical expertise to work and study in precise and effective ways, adapting previously learned skills to new situations.</p>	<p>Cognitive skills - Synthesis and Creativity</p> <p>Setting - Operational context & Autonomy and responsibility for actions</p> <p>Performance and practice - Adaptation to Context</p> <p>Performance and practice - Performance</p> <p>Performance and practice - Team and organisational working</p> <p>Personal and enabling skills - Personal evaluation and development</p>

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

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 Level 7 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 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.