PGCE Secondary

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty of Economic and Social Sciences	Programme length: full time 12 months
For students entering in 2004	Date of specification: 25 June 2004
Programme Director: Andy Kempe	
Board of Studies: PGCE Secondary	

Summary of programme aims
The course aims to train effective and reflective teachers capable of teaching across the 11 – 19 age range. The course will provide candidates with a critical insight into a range of key educational principles, issues concerning the organisation of schools, the role of the form tutor and the importance of cross-curricular elements such as literacy, numeracy, ICT, PSHE and Citizenship. As a subject specialist the course will provide candidates with an understanding of what young people need to learn, why they need to learn it and what methods might best promote such learning. The course will furnish candidates with the knowledge and skills to plan, deliver and evaluate lessons that meet National Curriculum and examination requirements, monitor pupils' achievements and understand how to help each individual child reach their potential.

Transferable skills
In following this programme and achieving the Standards for QTS, trainees will hav had the opportunity to develop their skills of analysis, oral and written communication, planning self-management, research and dealing with professional issues. These will be demonstrated by students:
  ❖ assimilating and critically analysing statutory requirements, policies and practices in a professional field;
  ❖ critically evaluating their own work and using this reflection to set targets for their own professional development;
  ❖ making oral presentations to a range of different audiences, using visual aids and ICT to enhance the presentation;
  ❖ working as a member of a professional team.
  ❖ using library, internet and other academic resources in their personal research;
  ❖ articulate their thoughts and research findings in writing;

Programme content
The PGCE Secondary Course is a 180 Credit course comprising of 8 inter-related modules. Candidates must take all 8 modules. Initially, they will be expected to opt to take Modules which will give 60 of those credits at M level though PGCE can still be awarded to students achieving all 180 Credits at H Level. Students' academic standing will be reviewed as the PGCE course progresses and Tutors will advise them if it is deemed more appropriate for them to transfer from M Level modules to H Level modules.

In accordance with University policy, students may carry 'failed modules' to achieve a PGCE Pass as long as their overall profile exceeds the minimum pass requirement. A caveat to this however is that, in order to be awarded the PGCE, students will not be allowed to Fail those modules concerned with Practical teaching. The assessment criteria for these modules are governed by the Standards for the Award on Qualified Teacher Status as laid down by the Teacher Training Agency.

In order to achieve the award of PGCE, candidates must successfully complete Modules Two (OR Three), Seven and Eight and achieve an overall pass profile in Modules One, Four and Five (OR Six).

Modules One - Seven run concurrently through the PGCE year. Module Eight is a discrete unit that takes place at the end of the PGCE year.

Routes
PGCE students will start the course by embarking on a programme of modules that will give them 120 credits at H Level and 60 credits at M Level. The Modules that students will be expected to take will be:

Module	Code	Credits	Level
1 Issues in Education	ED3CS1	30	H
2 Developing the role of the Form Tutor	EDMPT1	20	M
4 Subject Knowledge and Methodology	ED3CS2	20	H
5 Innovation and Practice in the Subject Classroom	EDMCS3	40	M
7 The Reflective Subject Practitioner	ED3PT2	50	H
8 Further Initial Development	ED3PT3	20	H

After assessment of their work in the first term, students may thereafter be advised to transfer to the following scheme resulting in them gaining 180 credits at H Level:

Module	Code	Credits	Level
1 Issues in Education	ED3CS1	30	H
3 The Role of the Form Tutor	ED3PT1	20	H
4 Subject Knowledge and Methodology	ED3CS2	20	H
6 Developing Practice in the Subject Classroom	ED3CS3	40	H
7 The Reflective Subject Practitioner	ED3PT2	50	H
8 Further Initial Development	ED3PT3	20	H

Part-time/Modular arrangements
The PGCE Secondary Course may not be taken as a part-time option.

Progression requirements
All candidates are expected to take each of the 8 modules that make up the PGCE. The modules are inter-related and articulate with the Standards for the Award of Qualified Teacher Status. QTS may be recommended to candidates who have taken all of the modules yet have not been successful in achieving a Pass profile against the stated criteria for Modules ED3CS1, ED3CS2, ED3CS3 (or EDMCS3),

Summary of teaching and assessment

Teaching is by a variety of methods including lectures, tutor and student led seminars and workshops, and feedback on individual and group research and presentation work. Assessment of University based assessment task will involve meeting the stated criteria for each task. A sample of submissions will be second marked and moderated. In addition to University based work, candidates will be tutored and mentored in the context of school placements. They will be given feedback on their practical teaching and assessed against the Standards for the Award of Qualified Teacher Status.

Successful completion of each H level module is achieved by gaining a mark of at least 40% against the stated assessment criteria for that module. Successful completion of an M Level

module is achieved by gaining a mark of at least 50% against the stated assessment criteria for that module.

The award of PGCE will be accompanied by an indication on the University Certificate of the student's overall profile in terms of Distinction, Merit, Pass or Fail under the two headings:
1) Practical Teaching
2) Contextual Studies.

Classification of Practical Teaching will be based upon a student's overall profile in each of the five categories of the Standards for the Award of Qualified Teacher Status, as demonstrated on the final assessment grid. Recommendation for the classification will be made at the Institute examiners meeting.

A student's level of achievement may be different in the two strands but a Fail in either will result in the PGCE not being awarded.

Modules	Pass*	Merit	Distinction
H Level Modules ED3CS1 ED3PT1* ED3CS2 ED3CS3 ED3PT2* ED3PT3*	Average of 40%. The total credit value of all modules marked below 40% must not exceed 30 credits.	N/A	N/A
One or two M Level Modules EDMPT1* EDMCS3	Average of 40%. The total credit value of all modules marked below 40% must not exceed 30 credits.	Average of 60% or over. No mark of below 40%	Average of 70% or over. No mark of below 40%
* Must pass ED3PT1 The role of the Form Tutor OR EDMPT1 Developing the role of the Form Tutor ED3PT2 The Reflective Subject Practitioner ED3PT3 Further Initial Development			

QTS without PGCE
In the case of students failing to achieve an overall Pass and does not meet the requirements for the award of the PGCE, it is still possible for candidates to be recommended to the DfES for the Award of Qualified Teachers Status **if** they have successfully completed Modules Two (EDMPT1) or Three (ED3PT1), Seven (ED3PT2) and Eight (ED3T3), the assessment criteria for these modules being driven by the Standards for the Award of Qualified Teacher Status.

Admission requirements
Entrants to this programme are normally required to have obtained a 2.1 degree and undertaken a preliminary visit to a state comprehensive school of at least one day and a one-week placement in a primary school.

Admissions Tutor:
PGCE Subject Method Tutors act as the Admissions Tutor for their particular subject.

Support for students and their learning
University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Career prospects
The expectation is that the majority of candidates successfully completing the PGCE course will be appointed to a full time teaching post in the academic year following the course. The course will also provide an invaluable grounding for those candidates who wish to work in other educational fields such as education officers for museums and theatres.

Opportunities for study abroad or for placements
At present the PGCE course does not include any specific opportunities for candidates to study abroad.

Educational aims of the programme
Students are required to broaden, deepen and extend the subject knowledge they acquired through prior study of their subject specialism and demonstrate that they can draw on this in their teaching across the 11 – 18 age range. They are furthermore expected to achieve an understanding of a range of educational issues and attain a working familiarity with the requirements of the National Curriculum, examination specifications and government strategies for teaching and learning. Students will be supported in their work as independent researchers and their presentational and communication skills will be enhanced throughout the course.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Teaching as a professional and research based activity 2. Key issues in educational theory and provision 3. Key issues affecting teaching and learning 4. Current policies and practice 5. How teachers develop classroom skills and improve on their practice 6. Ways of managing the learning environment and the behaviour of young people	1 – 6 are covered in all 8 of the PGCE Course modules *Assessment* Assessment is through coursework comprising of a variety of assessment tasks which include essays, reports, presentations and reflective files.

Skills and other attributes

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
1. Critically reflect upon observations and first hand experience of the learning environment 2. Critically evaluate the requirements of government and examination board requirements 3. Critically evaluate their own classroom practice 4. Understand the complex professional framework within which teachers operate 5. Understand the complex matrix of factors that affect the process of teaching and learning	1. This is a feature of Modules 2/3, 5/6 and 7. It involves reflecting on observations and practice in written assessment tasks seminars. 2. This is a feature of Modules 1, 4, 5/6 and 7 and involves contribution to seminars, presentations, written reports and assignments. 3. This is a feature of Module 7 principally involving reflective evaluations of taught lessons. 4. This is a feature of Module 1 involving contributing to and leading seminars and undertaking a series of school based/individually researched assessment tasks 5. This is a feature of Modules 1, 2/3 and 4 demanding involvement in workshops and seminars and a critical evaluation of school based experience. *Assessment* 1 – 5 are all assessed through the matrix of assessment tasks that make up the assessment procedure of the PGCE course.
C. Practical skills – able to:	**Teaching/learning methods and strategies**
1. Observe teachers at work and reflect upon personal experience 2. Plan, deliver and reflect on their own classroom teaching 3. Work as a member of a professional team to teach a subject specialist 4. Contribute to the pastoral welfare of pupils and be able to administer essential organisational tasks 5. Undertake subject specific and action research 6. Critique research findings and personal experience in writing and through oral presentation	1 – 6 are covered in all 8 of the PGCE modules *Assessment* 1. is assessed in all Modules 2. and 3. are assessed in Modules 2/3 and 7 4. is assessed in Modules 2/3 and 7 5. is assessed in Modules 1, 2/3 , 4/5 and 8 6. is assessed in all modules

D. Transferable skills – able to:	**Teaching/learning methods and strategies**
1. Undertake a range of research activities 2. Communicate accurately in writing 3. Give oral presentations using a range of supportive media 4. Work collaboratively as a part of a professional team 5. Predict and manage behaviour 6. Work within set time constraints 7. Adhere to externally set requirements 8. Use ICT for a range of personal and professional purposes	1. and 2. are developed through formative feedback on assessment tasks 3. is incorporated into Modules 1 and 5/6 in University level work and is an essential component of school based work in Modules 2/3 and 7 4. permeates all PGCE Modules 5. is a feature of Modules 2/3 and 7 6. permeates all PGCE Modules and is particularly developed through the school based Modules, 2/3, 7 and 8 7. and 8 are integral features of all PGCE Modules *Assessment* All transferable skills are assessed through the coursework tasks pertaining to the PGCE course.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.