PGCE Secondary
For students entering in 2009

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
	Faculty of Social Sciences
Programme length:	full time 12 months
Date of specification:	April 2008
Programme Director:	Elizabeth McCrum
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 have 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 6 inter-related modules. Candidates must take all 6 modules. They are expected to take modules worth 120 credits at level 6 and 60 credits at level 7.

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 (Modules Two, Five and Six). The assessment criteria for these modules are governed by the Standards for the Award of Qualified Teacher Status as laid down by the Training and Development Agency.

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

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

Routes

PGCE students will follow a programme of modules that will give them 120 credits at Level 6 and 60 credits at Level 7. The Modules that students will be expected to take will be:

Module	Code	Credits	Level
1 Issues in Education	ED3CS1	30	6
2 Developing the role of the Form Tutor	EDMPT1	20	7
3 Subject Knowledge and Methodology	ED3CS2	20	6
4 Innovation and Practice in the Subject Classroom	EDMCS3	40	7
5 The Reflective Subject Practitioner	ED3PT2	50	6
6 Further Initial Development	ED3PT3	20	6

All candidates are expected to take each of the 6 modules that make up the PGCE. The modules are inter-related and articulate with the Standards for the Award of Qualified Teacher Status.

Part-time/Modular arrangements

The PGCE Secondary Course may not be taken as a part-time option.

Progression requirements

Those trainees identified as making insufficient progress at an interim assessment board will be visited by the chief external examiner who will be asked to confirm whether they should be able to progress to the next stage of the course.

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 level 6 module is achieved by gaining a mark of at least 40% against the stated assessment criteria for that module. Successful completion of a module at Level 7 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 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.

Classification of Contextual Studies will be based on the average of the grades awarded for the assessed elements of each module (see summary diagram below).

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.

Students are awarded a **Post-Graduate** Certificate of Education if they achieve over 50% in at least one Masters module.

If a grade of between 40 – 50% is awarded for a Masters module, the work will be accepted as valid for the award of PGCE but will not accrue any Level 7 credits. If the grade is lower than 40% the work must be re-submitted (if this fails no further re-submission is allowed). If the grade is between 40 – 50% the work may be re-submitted in an attempt to raise it to Level 7.

Students who do not achieve 50% or more in either Masters module are awarded a **Professional** Certificate of Education

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, EDMCS3.

Summary Diagram

Award	Profile
QTS Only	All modules taken. Passed modules EDMPT1, ED3PT2 and ED3PT3 but not successful in achieving a pass profile against the stated criteria for Modules ED3CS1, ED3CS2, EDMCS3
Professional Certificate in Education	Passed modules EDMPT1, ED3PT2 and ED3PT3. Overall pass profile achieved in modules ED3CS1, ED3CS2, EDMCS3 but with achievement in modules EDMPT1 and EDMCS3 (Level 7 Modules) at between 40- 50 %
Post-Graduate Certificate in Education	Passed modules EDMPT1, ED3PT2 and ED3PT3. Overall pass profile achieved in modules ED3CS1, ED3CS2, EDMCS3 but with achievement in module EDMPT1 or EDMCS3 (Level 7 Modules) at over 50%.

The classification of Contextual Studies will be based on the following:

Modules	Pass*	Merit*	Distinction*
Level 6 Modules ED3CS1 ED3CS2 ED3CS3 ED3PT2* ED3PT3* Level 7 Modules EDMPT1* EDMCS3	Average of 40%. The total credit value of all modules marked below 40% must not exceed 30 credits. Students failing to achieve 50% or more in either level 7 module will be awarded a Professional Certificate of Education	Must pass both level 7 modules. Average of 60% or over. No mark of below 50%	Must pass both level 7 modules. Average of 70% or over. No mark of below 65%
* Must pass 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, it is still possible for candidates to be recommended to the DCSF for the Award of Qualified Teachers Status **if** they have successfully completed Modules Two (EDMPT1), Five (ED3PT2) and Six (ED3T3), the assessment criteria for these modules being driven by the Standards for the Award of Qualified Teacher Status, and achieved all of the Standards for QTS.

Admission requirements
Entrants to this programme are normally required to have obtained a good honours 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 Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

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
For some suitably qualified students, there may be the opportunity to spend some time on a placement in France.

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

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A. Knowledge and understanding of:

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

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Teaching/learning methods and strategies

1 – 6 are covered in all 6 of the PGCE Course modules

Assessment
Assessment is through coursework comprising a variety of assessment tasks which include essays, reports, presentations and reflective files.

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Skills and other attributes

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B. Intellectual skills – able to:

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

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Teaching/learning methods and strategies

1. This is a feature of Modules 2, 4 and 5. It involves reflecting on observations and practice in written assessment tasks seminars.
2. This is a feature of Modules 1, 3, 4 and 5 and involves contribution to seminars, presentations, written reports and assignments.
3. This is a feature of Module 5 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 and 3 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.

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C. Practical skills – able to:

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

Teaching/learning methods and strategies

1 – 6 are covered in all 6 of the PGCE modules

Assessment
1. is assessed in all Modules
2. and 3. are assessed in Modules 2 and 5
4. is assessed in Modules 2 and 5
5. is assessed in Modules 1, 2 , 3/4 and 6
6. is assessed in all modules

D. Transferable skills – able to:

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

Teaching/learning methods and strategies

1. and 2. are developed through formative feedback on assessment tasks
3. is incorporated into Modules 1 and 4 in University level work and is an essential component of school based work in Modules 2 and 5
4. permeates all PGCE Modules
5. is a feature of Modules 2 and 5
6. permeates all PGCE Modules and is particularly developed through the school based Modules, 2, 5 and 6
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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.