

PGCE Secondary

For students entering in 2013/4

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	
Date of specification:	29/Nov/2013
Programme Director:	Dr James Stephen Garnett
Programme Advisor:	
Board of Studies:	
Accreditation:	QTS awarded by the DfE

Summary of programme aims

This programme aims to equip trainees with the professional attributes, knowledge, understanding, and skills necessary to be awarded Qualified Teacher Status (QTS). It aims to train effective, critical and reflective teachers capable of teaching across the 11-19 age range. It aims to provide specialist understanding of subject curricula and pedagogy and understanding of, and ability to work within, schools and wider communities. There are two routes to access this programme: the University route (where students are recruited by the University) and the School Direct route (where students are recruited by secondary schools).

Transferable skills

In following this programme and achieving the Teachers' Standards (the Standards), trainees will have had the opportunity to develop their skills of oral and written communication, planning, self-management, research and dealing with professional issues. Students will develop the following transferable skills at an appropriate level:

1. Ability to use library and other academic resources
2. Writing skills: writing of papers/essays/professional reports, abstraction of others' work from written, oral and audio-visual material, reviewing work and practice of peers
3. Ability to make oral presentations
4. Ability to critique existing policies and practices in a professional field
5. Ability to undertake independent or collaborative research

Programme content

The PGCE Secondary Programme is a 180 Credit programme comprising 6 inter-related modules. All candidates are must take all of the 6 modules that make up the PGCE. The modules articulate with the Teachers' Standards.

Within the programme, students follow Professional Studies plus a subject specialism. They are recruited to one subject route and modules ED3RSP and EDMIPC are directly related to their subject. Subject options are dictated by DfE allocations and may change from year to year. At present these are: Art and Design, Drama, English, History, Computer Science, Mathematics, Modern Foreign Languages (French, German and Spanish), Music, Physical Education and Science (Biology, Chemistry, Physics and Physics with Mathematics)

code	title	credits	level
ED3FSE	Foundation School Experience	20	6
ED3DSX	Development School Experience	20	6
ED3CSX	Consolidation/Enrichment School Experience	60	6
ED3RSP	The Reflective Subject Practitioner	20	6
EDMIPC	Innovation and Practice in the Subject Classroom	40	7
EDMTWP	Teachers' Wider Professional Role	20	7

Part-time or modular arrangements

The programme is not available as a part-time option.

Progression requirements

Trainees will be required to make satisfactory progress in ED3FSE showing potential towards achieving the Standards in order to proceed to ED3DSX. 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.

Likewise, trainees are required to make satisfactory progress towards achieving the Standards in ED3DSX in order to proceed to ED3CSX. Trainees who fail ED3FSE or ED3DSX will have the opportunity to resit, but this will result in the need to suspend further studies until the following academic year. (The ability to resit these modules is, in practice, subject to a school being willing to offer the student a placement.) Those trainees who are making strong progress towards the Standards within ED3CSX will be given the opportunity to undertake enrichment activities in the same or another placement.

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. In addition to University based work, candidates will be tutored and mentored in the context of school placements. Assessment of University based assessment tasks will involve meeting the stated criteria for each task. Trainees will be given feedback on their practical teaching and will be assessed against the Teachers' Standards.

In order to achieve the award of PGCE, trainees must successfully complete ED3FSE, ED3DSX and ED3CSX and achieve at least 40% in each of ED3RSP, EDMIPC and EDMTWP. A pass in ED3RSP is achieved by gaining a mark of at least 40% against the stated assessment criteria for that level 6 module. A pass in EDMIPC and EDMTWP is achieved by gaining a mark of at least 50% against the stated assessment criteria for those level 7 modules.

If a grade of between 40 – 49% is awarded for EDMIPC and EDMTWP, the work will be accepted as valid for the award of PGCE but will not accrue any M Level 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 – 49% the work may be re-submitted in an attempt to raise it to Level 7.

Trainees are awarded a **Post-Graduate** Certificate of Education if they achieve over 50% in at least one Masters module: EDMIPC or EDMTWP

Trainees who do not achieve 50% or more in either module EDMIPC or EDMTWP are awarded a **Professional** Certificate of Education. They will have passed Module ED3RSP with a mark of at least 40% as well as passing modules ED3FSE, ED3DSX and ED3CSX.

The award of PGCE will be accompanied by an indication on the University transcript/diploma supplement of the student's overall profile in terms of Distinction, Merit or Pass under the two headings:

- 1) Practical Teaching
- 2) Contextual Studies.

Classification of Practical Teaching will be based upon a trainee's Final School Experience (ED3CSX) summative grade.

If a trainee fails Modules, ED3RSP, EDMIPC or EDMTWP but, having attempted all modules, passes modules ED3FSE, ED3DSX and ED3CSX then this will lead to the recommendation for the award of QTS only.

Classification of Contextual Studies within the PGCE will be

For those students being awarded a **Professional** Graduate Certificate in Education:

- Pass only

For those students being awarded a **Post-Graduate** Certificate of Education

- Pass: if ED3RSP is at least a pass and at least one from EDMIPC or EDMTWP is 50% or over
- Merit if ED3RSP is at least a pass and both EDMIPC and EDMTWP are 40% or over with one grade of 60% or over and the average 60% or over
- Distinction if ED3RSP is at least a pass, both EDMIPC and EDMTWP are 50% or over with one grade of 60% or over and an average of 70% or over

Admission requirements

Candidates may be admitted to this programme via one of two possible routes. Some are recruited directly by the University. Others are recruited by secondary schools working in partnership with the University. All candidates, regardless of route, are required to meet the criteria set out below.

Candidates must satisfy all the DfE entry criteria for Initial Teacher Training. Entrants to this programme are required to have obtained an honours degree in their specialist subject (or where appropriate a related discipline) and GCSE grade C or equivalent in English and Mathematics.

They need to obtain DBS clearance and be deemed fit to teach.

Candidates are required by the DfE to pass numeracy and literacy skills tests before starting the programme.

Admissions Tutor: Admissions Tutor: PGCE Subject Leaders act as the Admissions Tutor for their subject.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

PGCE trainees are also supported on each placement by a subject mentor and an ITT Co-ordinator.

Career prospects

The expectation is that the majority of candidates successfully completing the PGCE Programme will be appointed to a full time teaching post in the academic year following the programme.

Opportunities for study abroad or for placements

Programme Outcomes

Knowledge and Understanding

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.

Teaching/learning methods and strategies

Knowledge and understanding of each of these areas is developed through school experience in Modules ED3FSE, ED3DSX and ED3CSX. Each are also the focus of teaching in each of Modules ED3RSP, EDMIPC and EDMTWP

Assessment

Each of these areas of knowledge and understanding is assessed as part of the assessment of school experience in Modules ED3FSE, ED3DSX and ED3CSX and through assignments in Modules ED3RSP, EDMIPC and EDMTWP.

Skills and other attributes

B. Intellectual skills - able to:

- 1- Critically reflect upon observations and firsthand 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 factors that affect teaching and learning.

Teaching/learning methods and strategies

All of these intellectual skills are developed through school experience in modules D3FSE, ED3DSX and ED3CSX. 1, 3, 4, and 5 the subject of teaching in modules ED3RSP, EDMIPC and EDMTWP. 2 is the focus of teaching in ED3RSP.

Assessment

All intellectual skills are assessed as part of the assessment of school experience in modules ED3FSE, ED3DSX and ED3CSX. 1, 3, 4, 5 and 6

are assessed in assignment in modules ED3RSP, EDMIPC and EDTW, 2 is assessed particularly in the assignment in ED3RSP.

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 research.

D. Transferable skills - able to:

- 1- Demonstrate effective oral and written communication skills,
- 2- Demonstrate the ability to plan effectively,
- 3- Manage their own time and work adhering to set deadlines,
- 4- Research effectively,
- 5- Deal with professional issues.

Teaching/learning methods and strategies

All of these practical skills are developed through school experience in modules ED3FSE, ED3DSX and ED3CSX. 1, 2 and 3 are the subject of teaching in modules ED3RSP, EDMIPC and EDTW. 4 is the focus of EDTW and 5 is the focus of teaching in EDMIPC.

Assessment

All practical skills are assessed as part of the assessment of school experience in modules ED3FSE, ED3DSX and ED3CSX. 1 and 2 are assessed formatively in tasks in modules ED3RSP and EDMIPC. 5 is assessed in an assignment in EDMIPC.

Teaching/learning methods and strategies

All of these transferable skills are developed through school experience in modules ED3FSE, ED3DSX and ED3CSX. 3 is a focus of teaching in EDMIPC and 5 is a particular focus in the teaching of EDTW.

Assessment

All transferable skills are assessed as part of the assessment of school experience in modules ED3FSE, ED3DSX and ED3CSX and in assessed tasks in modules ED3RSP, EDMIPC and EDTW.

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.