

**PGCE Secondary**  
**For students entering in 2015/6**

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:	years
Date of specification:	09/Sep/2015
Programme Director:	Miss Deb Heighes
Programme Advisor:	
Board of Studies:	
Accreditation:	Department for Education

**Summary of programme aims**

This programme aims to equip students with the professional attributes, knowledge, understanding, and skills necessary to become committed, effective, reflective newly qualified teachers and to be awarded Qualified Teacher Status (QTS). It aims to train effective, critical and reflective teachers capable of teaching across at least two consecutive age ranges and engage them with the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are trained to teach. It aims to provide specialist understanding of appropriate subject curricula and pedagogy and understanding of, and ability to work within, schools and wider communities.

The programme will furnish candidates with the knowledge, skills and understanding to plan, deliver and evaluate lessons that meet statutory curricula and assessment requirements, monitor pupils' achievements and understand how to help each individual child reach their potential.

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 schools).

Students may follow either a Primary (School Direct route only) or a Secondary pathway on this programme with a variety of subject specialisms available.

**Transferable skills**

In following this programme and achieving the Teachers' Standards (the Standards), students 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 assimilate and critically evaluate existing policies and practices in a professional field
5. Ability to undertake independent or collaborative research

**Programme content**

The Postgraduate Certificate in Education is a 180 credit programme comprising five inter-related modules. All candidates must take all five modules.

The Postgraduate Certificate in Education (Reflective Practice) is a 60 credit programme comprising 2 level 7 modules. All candidates must take all of the level 7 modules.

The Professional Graduate Certificate in Education is a 120 credit programme comprising 3 level 6 modules. All candidates must take all of the level 6 modules.

The three level 6 modules articulate with the Teachers' Standards.

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
ED3PTS	Shared teaching	40	6
ED3PTG	Guided teaching	20	6
ED3PTI	Independent teaching	60	6
EDMPRT	The reflective teacher	20	7
EDMPIP	Investigating Practice	40	7

The programme provides University-based and school-based training and involves substantial practical experience relating to their knowledge and understanding of appropriate subjects and associated pedagogical considerations. Students develop their knowledge and understanding of relevant subjects and issues related to

pedagogy, linked to relevant research and national initiatives, through professional studies and subject-specific studies, including development of their own subject knowledge.

Subject and route options are dictated by DfE allocations and may change from year to year. At present these are:

Primary (School Direct route only): Primary or Subject Specialist in Primary (Mathematics) (SSPIP)

Secondary: Art and Design, Design and Technology, Drama, English, History, Computer Science, Mathematics, Modern Foreign Languages, Music, Physical Education or Science (Biology, Chemistry, Physics and Physics with Mathematics).

### **Part-time or modular arrangements**

The 180 credit PGCE and the 120 credit Professional Graduate Certificate in Education programmes are not available as a part-time option.

Students who already hold QTS or are undertaking a QTS only programme may be eligible to take modules EDMPT and EDMPI only on a part-time basis in order to achieve the award of Postgraduate Certificate in Education (Reflective Practice).

### **Progression requirements**

Students will be required to make satisfactory progress in ED3PTS showing potential towards achieving the Standards in order to proceed to ED3PTG. Those students identified as making insufficient progress at an interim assessment board will be visited by an external examiner who will be asked to confirm whether they should be able to progress.

Students who fail to progress 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 students who are making strong progress towards the Standards within ED3PTI 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. This will include observations and feedback, in-service sessions and working collaboratively

Assessment of University based assessment tasks will involve meeting the stated criteria for each task. Students will be given feedback on their practical teaching and will be assessed against the Teachers' Standards.

#### *Postgraduate Certificate in Education*

Students qualifying for this award will be recommended for QTS to the DfE.

To qualify for a Postgraduate Certificate, students must:

- gain an overall average mark of 50 or more over the 60 level 7 credits
- have no mark in the level 7 modules below 40
- pass all level 6 modules

#### *Professional Graduate Certificate in Education*

Students qualifying for this award will be recommended for QTS to the DfE.

To qualify for a Professional Graduate Certificate, students must:

- pass all level 6 modules

#### *Postgraduate Certificate in Education (Reflective Practice)*

To qualify for a Postgraduate Certificate, students must:

- gain an overall average mark of 50 or more over the 60 level 7 credits
- have no mark in the level 7 modules below 40
- have achieved QTS

The 180 credit Postgraduate Certificate in Education and the Professional Graduate Certificate in Education will award a classification (pass, merit or distinction) based upon a student's Independent teaching (ED3PTI) school experience summative grade.

The Professional Graduate Certificate in Education is available as an exit award for those suitably qualified candidates who, having attempted all modules, fail to pass the Postgraduate Certificate in Education.

In cases where a student, having attempted all modules, achieves an overall average of 50 or more over the 60 level 7 credits with no modules marked below 40 but does not achieve QTS, the student will be recommended for the award of PGCert Education.

The Department for Education will formally award Qualified Teacher Status.

### **Admission requirements**

Candidates for the programme may be admitted to this programme via one of two possible routes: the University route (where students are recruited by the University) and the School Direct route (where students are recruited by schools working in partnership with the University). Potential candidates should check the University website for the potential entry routes for their area of specialism.

Candidates for the 180 credit Postgraduate Certificate in Education or the Professional Graduate Certificate in Education are required to meet the criteria set out below.

- Candidates must satisfy all the DfE entry criteria for Initial Teacher Training.

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

- Entrants to this programme are required to have obtained

- an honours degree from a UK higher education institution, or an equivalent qualification
- an honours degree in their specialist subject (or where appropriate a related discipline), if applying to teach at Secondary level
- GCSE grade C or equivalent in English and Mathematics.
- GCSE grade C or equivalent in a science subject, if applying to teach at Primary level
- A satisfactory criminal records check (normally a DBS check; references and certificates of good conduct from the relevant authority overseas may be required for trainees who have spent time living overseas)
- A health assessment resulting in confirmation of meeting the requirements for health and physical capacity to teach
- legal permission to work full-time in the UK (for the salaried route).

Candidates for the Postgraduate Certificate in Education (Reflective Practice) must:

- hold QTS (which must have been awarded within the past 5 years) or be undertaking a QTS only programme for which they must satisfy all the DfE entry criteria for Initial Teacher Training
- be employed in a school in England or Wales.

School Direct route: schools undertake the recruitment;

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

Postgraduate Certificate in Education (Reflective Practice): the relevant Programme Director acts as the Admissions Tutor

**Admissions Tutor:** N/A

### **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](http://www.reading.ac.uk/student)

Students are also supported on each placement by a mentor and an ITT Co-ordinator. The Blackboard online learning environment provides discussion boards, to enable students to keep in touch, even when on block school placements. The Institute of Education has a range of specialist rooms and resources appropriate to the school curriculum.

### **Career prospects**

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

School placements (currently 120 days) are a core element of the 180 credit PGCE and therefore an essential aspect of the programme.

Those taking the Professional Graduate Certificate in Education or Postgraduate Certificate in Education (Reflective Practice) programmes will be based in a school and, therefore, this work experience will inform their studies.

For some suitably qualified students, there may be the opportunity to spend some time on a placement abroad. There may be the opportunity for students who are making suitable progress to participate in a shorter placement abroad as part of ED3PTI.

### **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 as set out in the Teachers' Standards required for achievement of QTS.

##### **Teaching/learning methods and strategies**

Knowledge and understanding of each of these areas is developed through professional practice in schools and through all the modules. Modules will involve lectures, tutorials, seminars, project supervision or school placements. School experience will involve: observation, teaching individuals, small groups and whole classes, participating in whole school life, undertaking teachers' pastoral and administrative responsibilities, mentoring, school based professional studies sessions.

##### *Assessment*

Each of these areas of knowledge and understanding is assessed as part of the assessment of school experience and through written assignments. Assessment methods include portfolios, literature review, classroom observations, reflections on practice, research proposals, presentations and assessment of school experience with reference to the Teachers' Standards,

#### **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 information on teaching and learning, including requirements of government and examination board requirements,
3. Critically evaluate their own classroom practice, making informed judgements,
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**

Students assimilate, evaluate and analyse observations and practice in school based tasks, contribution to seminars, presentations, written reports and assignments. Students are required to provide reflective evaluations of taught lessons and school based activities, to discuss with teachers, mentors and University based tutors. Students contribute to and lead seminars. Students are required to make informed judgements about their planning, teaching and assessments in school. Each student undertakes an individually researched

school-based piece of work.

*Assessment*

Students are assessed through their school experience with reference to the Teachers' Standards.

They also produce written assignments and reports that require critical analysis of practice linked to theory.

**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. Demonstrate self-direction and originality in tackling and solving problems,
6. Undertake subject specific research, interpreting and presenting data.

**Teaching/learning methods and strategies**

All of these practical skills are developed through school experience. 5 is the focus of teaching to prepare students for writing assignments and in presenting the results of their research to peers and, where possible, to school staff.

School experience will involve: observation, teaching individuals, small groups and whole classes, participating in whole school life, undertaking teachers' pastoral and administrative responsibilities, mentoring, school based professional studies sessions.

*Assessment*

All practical skills are assessed as part of the assessment of school experience with reference to the Teachers' Standards.

Students also produce a number of written assignments and reports, which critically relate theory to practice.

**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,
6. Exercise initiative and personal responsibility,
7. Make decisions in complex and unpredictable situations,
8. Learn independently with an appreciation of the need for continuing professional development.

**Teaching/learning methods and strategies**

All of these transferable skills are developed through school experience and in assignment-based modules, and are embedded in the Teachers' Standards

Modules will involve lectures, tutorials, seminars, project supervision or school placements. School experience will involve: observation, teaching individuals, small groups and whole classes, participating in whole school life, undertaking teachers' pastoral and administrative responsibilities, mentoring, school based professional studies sessions.

*Assessment*

All transferable skills are assessed as part of the assessment of school experience and in assignments and reports.

Assessment methods include portfolios, literature review, classroom observations, reflections on practice, research proposals, presentations and assessment of school experience with reference to the Teachers' Standards,

**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.**