

PROGRAMME SPECIFICATION

for the award of

PGCE Postgraduate Certificate in Education

PGCE Professional Graduate Certificate in Education

PGCert Postgraduate Certificate in Education Studies

Managed by the Faculty of Humanities and Social Science

delivered by HSS/School of Education

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	Sept 2018

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
Sept 2018	Updated template	Updated template

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award/s:	PGCE Postgraduate Certificate in Education PGCE Professional Graduate Certificate in Education PGCert Postgraduate Certificate in Education Studies
Programme title:	Campus Based PGCE with QTS 5-11
Interim exit awards and award titles available:	N/A
Brookes course code:	ED87 course positions: ED87A1 - Primary Professional Graduate Certificate in Education (Brookes based) ED87A2 - Primary Postgraduate Certificate in Education (Brookes based) ED87A3 - Postgraduate Certificate in Educational Studies (Brookes based: EXIT AWARD no QTS) ED87B1 - Primary Professional Graduate Certificate in Education (School based) ED87B2 - Primary Postgraduate Certificate in Education (School Based) ED87B3 - Postgraduate Certificate in Educational Studies (School based: EXIT AWARD no QTS) The following subjects are available: Primary 3-7 (with QTS) (PPP) Primary 5-11 (with QTS) (PPR)
UCAS code:	PGCE (5-11) 2254 ; PGCE (3-7) 2253
JACS code:	X120 (5-11); X110 and X121 (3-7)
HECoS code:	100511
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time)
Duration of study:	One year.
Subject benchmark statement/s which apply to the programme:	Education Studies (2007)
Professional accreditation attached to the programme:	The Department for Education The Teaching Regulation Agency
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ A variation to regulation [insert regulation number] was approved by AESC 2016

SECTION 2: WHY STUDY THIS PROGRAMME?

Oxford Brookes University has a long-standing reputation as an excellent provider of primary teacher education. There are over five hundred partnership schools who share with us in the training of the next generation of primary teachers. Our training is, in every sense, a joint venture with these schools who work with us to enable each trainee to reach their full potential. Many of the hundreds of schools in the vicinity of the University have staff who trained at Oxford Brookes and this is again a testament to our success.

The University staff are specialists in their field and most are active educational researchers. As one of our External Examiners noted trainees have 'access to tutors who are specialists in their areas with a deep understanding of their subjects and a passion for promoting their value'.

The primary team at Oxford Brookes University is at the forefront of various educational developments and its reputation is such that it has been successful in attracting funding to undertake both research and educational consultancy. Oxford Brookes and Science Oxford have been funded by the Education Endowment Fund to work with 42 Oxfordshire primary schools over three years to explore a link between creative and challenging primary science lessons with a focus on the development of children's thinking, and their consequent attainment. Our aim is to be a vibrant hub of learning and innovation for our local schools and beyond.

The training on the PGCE has both academic and professional rigour, with a focus on educational developments and sound educational research. Theory is very clearly linked to practice and critical reflection is encouraged throughout the training. The team is keen to embrace all aspects of learning and a variety of electronic tools is used to promote interactive learning, such as students using YouTube clips to show action plans and gathering feedback on lectures via social media. The teaching team are all qualified teachers with teaching experience.

The Primary PGCE is either undertaken through the 'traditional Oxford Brookes route' where trainees spend blocks of time on campus and in our partnership schools, or through School-Based training, which includes that run by Teaching Schools or through School Direct places.

SECTION 3: PROGRAMME LEARNING OUTCOMES

The course aims to provide high-quality professional training and education through a cohesive programme of school-focused work and academic study at postgraduate level.

The programme will enable trainees to:

- become reflective practitioners, with well-developed skills of criticality and self-reflection;
- make links between theory and practice in education through a consideration of evidence-based research;
- understand the nature of learning, and the similarities and differences in children's learning needs and to plan suitable activities and learning experiences to meet the variety of needs;
- know and understand the prerequisite cognitive skills and how these inform development in the primary curriculum within later developmental stages
- understand the need to build effective relationships with children in order to teach effectively, and to manage individuals, groups and whole classes;
- know and understand the National Curriculum and its application in schools;
- know and understand the subject knowledge required to plan, teach and assess;
- understand the relationship between effective planning, teaching, assessment and evaluation, and to monitor children's learning, keep clear records, and use these to inform planning;
- understand that primary school staff work as interdisciplinary teams, and to establish good relationships and work professionally within this context;

- understand the importance of continuing professional development and to know how to work with others in order to achieve this;

- develop depth of knowledge and understanding of a chosen area of interest to support and extend effective teaching and learning;
- know and understand the whole primary curriculum, including the place of global citizenship;
- make effective and professional use of ICT to enhance pupils' learning

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

Trainees who complete their studies on the Postgraduate Certificate programme will be able to:

3.1 ACADEMIC LITERACY

- demonstrate a critical awareness of current issues and developments in education;
- demonstrate an in-depth knowledge and understanding of the purposes, scope, structure and balance of school education and the Primary Curriculum;
- understand how children's learning helps shape approaches to teaching and be able to critically appraise related theories;
- understand the relationship between theory and practice in education, showing a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- within their professional practice deal with complex issues both systematically and creatively;
- demonstrate their awareness of and commitment to meeting the professional requirements of the role of the teacher, including professional values, professional duties, and the statutory framework relating to teachers' responsibilities;
- use their initiative and take responsibility in order to plan successfully for, teach and manage classes of primary-aged children;
- demonstrate their ability to monitor, assess, record and report on children in primary-aged classes;

3.2 RESEARCH LITERACY

- analyse and evaluate critically subject specific and multi-disciplinary literatures;
- demonstrate knowledge and understanding of appropriate research in relation to educational practice, showing the ability to appraise the validity of that research and the potential applications for primary teaching;
- independently identify, gather and analyse multiple source materials
- critical self-awareness and personal literacy
- undertake systematic critical self-reflection, within the planning, teaching and assessment cycle; *
- forge positive, effective working relationships with colleagues; *
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively; *
- reflect on their strengths and weaknesses as a learner and as a practitioner;
- show independence of thought and be able to make decisions in complex and unpredictable situations *
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level *

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- undertake systematic critical self-reflection, within the planning, teaching and assessment cycle; *
- forge positive, effective working relationships with colleagues; *
- attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
- work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively; *
- reflect on their strengths and weaknesses as a learner and as a practitioner;

- show independence of thought and be able to make decisions in complex and unpredictable situations *
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level *

3.4 DIGITAL AND INFORMATION LITERACY

- use digital media responsibly and critically, to identify appropriate source material, support research, and enhance presentations;
- demonstrate their ability to plan successfully for the inclusion of ICT resources within the teaching of classes of primary-aged children *
- communicate information, skills, understanding, ideas and arguments effectively by a variety of appropriate oral and visual means, and relate material to intended audiences
- undertake independent/self-directed study/learning

3.5 ACTIVE CITIZENSHIP

- demonstrate their ability to plan for primary-aged children's wider educational development beyond the demands of the National Curriculum, including global citizenship; *
- demonstrate their understanding of education within a global context, at both a national and international level. *
- show critical self-awareness of their own beliefs, commitments and prejudices

Trainees who exit having completed the Professional Certificate in Education will demonstrate the above attributes at level 6 standard.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

There are different routes for the award of the Primary PGCE – for trainees applying as individuals, and for trainees who are associated with school-led training initiatives such as School-Centred Initial Teacher Training (SCITT), a Teaching School, or School Direct. In addition, teachers who have successfully completed the Graduate Teacher Programme may wish to undertake the Primary PGCE after having achieved Qualified Teacher Status (QTS).

Some trainees will study for PGCE and QTS with the University; others will only require PGCE. The recommendation for Qualified Teacher Status (to the Department for Education) is a co-requisite for the award of the Primary PGCE. This recommendation can be undertaken by the University or by another accredited body, which includes individual schools, alliances of schools and Teaching Schools.

All trainees will enrol on the Postgraduate Certificate in Education but may elect during the course of their studies to register instead for the Professional Graduate Certificate in Education. The award of PGCert Education Studies (for students who do not pass QTS) is available only to those who have passed 3 modules at Level 7.

Available exit awards

Requirements	Credit	Award
Must be on a programme where QTS is part of the overall programme	Either all 3 modules completed at level 7 Or 2 of the 3 completed at Level 7	Postgraduate Certificate in Education (PGCE)
Must be on a programme where QTS is part of the overall programme	Either all 3 modules completed at Level 6 or 2 of the 3 completed at Level 6	Professional Certificate in Education (PGCE)
Exit award for students not completing the QTS element of the programme.	3 modules completed all at Level 7	Postgraduate Certificate in Education Studies (PGCert)

Postgraduate Certificate in Education/Professional Certificate in Education

Whatever the route, the first of the level 7 modules will be completed in the first term and the skills gained from that used within the second two modules which will be focused on an area of personal interest.

Module name	Module number, credits and level	Timing
Compulsory for all students:		
The Excellent Practitioner	P70326 20 credits: Level 7 or U77101 15 credits: Level 6	Term 1
Key Issues in Learning and Teaching	P70327 20 credits: Level 7 or U77102 30 credits: Level 6	Term 2
Supporting Evidence-Informed Practice	P70328 20 credits: Level 7 or U77103 15 credits: Level 6	Term 3
Compulsory for Oxford Brookes to recommend QTS:		
School Based Training 1, 2 and 3	U77104 non-credit bearing: Level 6 U77105 non-credit bearing: Level 6 U77106 non-credit bearing: Level 6	All year (min 24 wks)
Compulsory for Oxford Brookes to recommend QTS:		
Professional Studies	U77116 non-credit bearing: Level 6	Term 1, 2 and 3
English	U77117 non-credit bearing: Level 6	Term 1, 2 and 3
Mathematics	U77118 non-credit bearing: Level 6	Term 1, 2 and 3
Science	U77119 non-credit bearing: Level 6	Term 1, 2 and 3
Humanities	U77120 non-credit bearing: Level 6	Term 1, 2 and 3
Arts	U77121 non-credit bearing: Level 6	Term 1, 2 and 3
PE, Health and Wellbeing	U77122 non-credit bearing: Level 6	Term 1, 2 and 3
Design and Computing	U77123 non-credit bearing: Level 6	Term 1, 2 and 3

4.2 PROGRESSION AND AWARD REQUIREMENTS

The programme's regulations comply with the University's Postgraduate Taught Programmes Regulations, which can be found at:

<http://www.brookes.ac.uk/regulations/current/specific/b4/>

However, there is some programme-specific variance as follows:

The Level 7 assessment elements will be graded in accordance with the mark requirements for Level 7 programmes. The Level 6 assessment elements will be graded Pass, Refer or Fail.

To pass the Postgraduate Certificate in Education a trainee must take and pass 2 or 3 of the Master's modules at Level 7.

To pass the Professional Graduate Certificate in Education a trainee must pass all three modules at Level 6, or two modules at level 6 and one module at level 7.

In addition, all assessments for the compulsory modules, including the non-credit bearing modules, must be passed for a candidate to complete and pass the programme. The required compulsory modules are set out in full in the table above.

Successful completion of the School Based Training module includes the trainee completing the required number of days in school in two consecutive age phases, as set out in the Initial Teacher Training (ITT) Criteria. The assessment of this module includes the requirement to meet government prescribed Teachers' Standards (DfE 2012)

For trainees seeking recommendation of QTS from Oxford Brookes, after the approval by the University of the award of the Primary PGCE the Head of the School of Education will take appropriate steps to arrange for the communication of the list of those successful candidates to the DfE.

To pass the PGCE a trainee must either already have QTS or, on completion of the programme, be recommended for QTS.

The programme is normally completed in one academic year. To qualify for the award the trainee must normally fulfil the conditions within the period stated but, in certain circumstances, this may be extended and this will normally require successful completion of all assessed elements within two years of first registering.

Resit and re-take options

Level 7 Modules (TEP P70326, KILT P70327 and SEIP P70328):

A trainee who is studying for the Postgraduate Certificate and is referred on a Level 7 module will be reassessed at Level 6.

If a trainee completes two or three modules at Level 7 they will be awarded the Post Graduate Certificate. If they complete no modules or one module at Level 7 they will be awarded the Professional Graduate Certificate.

If a trainee's assignment is not of a high enough quality to pass at Level 6, they will be given two options for resubmission in writing:

1. Resubmit the assignment once in advance of the annual Examination Committee. In practice, resubmitted work that is of a pass standard can be recognised as such by the Examination Committee at its annual meeting and is recorded as a resubmission of referred work. Trainees should note that this resubmission will likely require the assignment to be re-written whilst also on a Teaching Placement, and so may have an impact on their ability to teach in school at the required level.

OR

2. Resubmit the assignment once after the annual Examination Committee, in the summer of the same academic year. A Resit Exam Board will be held as appropriate in September to consider such resubmissions. Trainees should note that this will delay their ability to be recommended for QTS until after the Primary School year has begun, and so may impact on their employability.

If a trainee fails the resubmission then they will be deemed unable to satisfy the conditions for the relevant award. They will be informed and must leave the programme. Such a trainee will receive a transcript showing the elements of the programme passed or for which credit has been awarded.

Level 6 School Based Training Modules (U77104, U77105 and U77106):

A trainee who refers a school based training module will be allowed to resit the module for a fee. The module will run in the next Primary School term where a suitable placement can be arranged.

For example, a referred SBT2 placement will be taken for a second time in the summer term where SBT3 was due to be taken. This will mean that the trainee will extend the end date of their course, and take SBT3 for the first time in the autumn term of the next academic year. A referred SBT3 placement will be taken for a second time in the autumn term of the next academic year.

Trainees should note that this will delay their ability to be recommended for QTS until after the Primary School year has begun, and so may impact on their employability. Following a resit of a school

placement, an Interim Examination Board will be held in December to recommend the trainee for an award.

If a trainee fails the resit then they will be deemed unable to satisfy the conditions for the relevant award. Placements may only be resat once, unless Mitigating Circumstances are applied for and accepted by the panel. The trainee will be informed and must leave the programme. Such a trainee will receive a transcript showing the elements of the programme passed or for which credit has been awarded. They may move to the PGCert non-QTS exit award if they have sufficient credits to do so.

Level 6 Non-Credit Bearing Subject Modules (U77116, U77117, U77118, U77119, U77120, U77121, U77122 and U77123):

If a trainee's submission for assessment of a non-credit bearing subject module is not of a high enough quality to pass at Level 6 they will be given two options for resubmission in writing:

1. Resubmit the assignment once in advance of the annual Examination Committee. In practice, resubmitted work that is of a pass standard can be recognised as such by the Examination Committee at its annual meeting and is recorded as a resubmission of referred work.

OR

2. Resubmit the assignment once after the annual Examination Committee, in the summer of the same academic year. A Resit Exam Board will be held as appropriate in September to consider such resubmissions. Trainees should note that this will delay their ability to be recommended for QTS until after the Primary School year has begun, and so may impact on their employability.

If a trainee fails the resubmission then they will be deemed unable to satisfy the conditions for the relevant award. They will be informed and must leave the programme. Such a trainee will receive a transcript showing the elements of the programme passed or for which credit has been awarded.

All Modules:

Should a trainee be referred on more than three of any of the modules overall then they will be deemed unable to satisfy the conditions for the relevant award. This will be determined at the Resit Board. They will be informed and must leave the programme. Such a trainee will receive a transcript showing the elements of the programme passed or for which credit has been awarded.

4.3 PROFESSIONAL REQUIREMENTS

When the recommendation for Qualified Teacher Status is made through Oxford Brookes, the professional requirements are assessed through the School Based Training module.

Successful completion of the School Based Training module includes the trainee completing the required number of days in school in two consecutive age phases, as set out in the Initial Teacher Training (ITT) Criteria. The assessment of this module includes the requirement to meet government prescribed Teachers' Standards (DfE 2012).

For trainees seeking recommendation of QTS from Oxford Brookes, after the approval by the University of the award of the Primary PGCE the Head of the School of Education will take appropriate steps to arrange for the communication of the list of those successful candidates to the Teaching Regulation Agency (TRA).

To pass the PGCE a trainee must either already have QTS or, on completion of the programme, be recommended for QTS.

SECTION 5: TEACHING AND ASSESSMENT

The programme provides a framework to support reflection on and evaluation of practice. Trainees are encouraged to work from their own experience and to examine this critically in the light of evaluations of personal own effectiveness, models of good practice and research findings.

Teaching and learning methods also reflect models of good practice in schools, using appropriate techniques in the classroom, and are practical, experiential and include whole class, group and individual teaching. Learning through collaboration is a fundamental principle of this programme so that the skills necessary for being an effective member of a school team are developed.

Assessment for Learning is modelled throughout the programme so the assessments are designed to take learning forward and trainees are expected to be actively involved in this process. Hence teaching, learning and assessment are inextricably linked, as is the case in schools. This also follows the guidance in the University's Assessment Compact and there is more detail of this below.

The programme is designed to develop knowledge, understanding, skills and experience throughout the year. The structure of study of curriculum and pedagogy, and school experience has been designed to ensure the gradual deepening and extension of professional understanding and work, thus ensuring the steady development of both confidence and competence.

During school placements, trainees will be supported through regular observation and lesson evaluation by allocated tutors.

Throughout the year, there will be opportunities to:

- participate in lectures, seminars and workshops which develop understanding of issues related to the teaching of primary aged pupils,
- work in groups to examine and discuss issues related to teaching,
- plan and deliver short presentations to peers,
- observe and analyse teaching (both actual and on video),
- work with a wide range of practical resources including appropriate computer hardware and software,
- work with a number of expert teachers,
- take increasing responsibility for the planning, preparation, teaching and evaluation of lessons,
- work in a variety of school contexts with pupils representing a range of ages and abilities.

The rationale for and pattern of assessment are based on the aims, learning outcomes and rationale of the programme. Thus, assessment is concerned particularly with the development and demonstration of knowledge and understanding and of professional competence. The course team takes seriously its commitment to the University's Assessment Compact in the view that assessment is "intended to shape and develop learning, as much as to judge and measure it" and that it should "enable students to build on their positive achievements." Hence the assessment processes are both formative and summative: formative being developmental and summative being a record of achievements and outcomes.

The purpose of the assessment on this programme is to enable trainees to meet the requirements for a degree in higher education and, if on a route that recommends for QTS, the Teachers' Standards (DfE 2012).

The focus of the assessment is expressed in the Learning Outcomes for the modules. In particular, the assessment is designed to enable the trainee to demonstrate:

- knowledge and understanding of the subjects taught in schools, with a major emphasis on the core subjects of the National Curriculum for schools,
- understanding of the nature of teaching; of planning, assessment and evaluation of teaching and learning,
- professional competence in the classroom managing the children's behaviour and the learning environment and teaching the children.

The design of assessment at the University is guided by the Brookes Assessment Compact, prepared jointly by students and staff of the University. It can be found at:

<http://owww.brookes.ac.uk/services/ocslid/resources/assessment.html>

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Entrants to the programme must normally possess the following minimum qualifications:

English Language GCSE grade A-C, or equivalent;

Mathematics at GCSE grade A-C or equivalent;

Science at GCSE grade A-C or equivalent;

A UK first degree at grade 2:2 or above, degree equivalent, or an appropriate approved equivalent qualification from a higher education institute in another country

Successful completion of the Professional Skills Tests (Department for Education)

All applicants will need to meet the DfE requirements for physical and mental fitness to teach.

These qualifications are requirements set out in the DfE's Initial Teacher Training (ITT) criteria:

<https://getintoteaching.education.gov.uk/explore-my-options/basic-eligibility>

In addition, a rigorous University recruitment and selection process is in place to ensure that all trainees are suitably equipped to participate in this demanding programme. It is requirement of entry that each trainee has been successful in this selection process.

Prior qualifications necessary for entry to the programme, including English language requirements.

For entry requirements, please follow this link:

<https://www.brookes.ac.uk/courses/postgraduate/pgce-primary-campus-based-5-11/>

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

All applicants, prior to admission to the programme, will be required to obtain a satisfactory enhanced check from the Disclosure and Barring Service (DBS) for working with children and young people and as teachers. No applicant or recruit who has been barred from teaching or working with children will be admitted to the programme. Trainees must declare that, as far as they are aware, no members of their household are disqualified from the Childcare Disqualification Regulations.

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

The programme has two integrated elements of training, the University-based element and the School Based element. University-based training feeds into School Based work and, in turn, various aspects of School Based training and experience feed back into the University programme. The amount of time required to undertake School Based training will be a minimum of 24 weeks. Opportunities will be given to observe and work alongside expert practitioners in at least two schools, and work with pupils of differing abilities across the age range. Many of our trainees find employment in these partnership schools.

Our work is in partnership with our linked schools and the school staff have an integral role in all our training, both in the University and on placements. The innovative work that has been developed with the school alliances (joining us for the School Based routes into the PGCE) adds richness and diversity to all aspects of our training. The school staff from these alliances will be integrally involved in the University training and will be giving inputs linked to their areas of expertise.

SECTION 7: PREPARATION FOR EMPLOYMENT

This programme is designed to train primary teachers and there is great demand for such professionals. In previous years, the percentage of our leavers who were employed or were in study as teaching professionals within 6 months of graduation has varied between 92%-100%.