

Programme Specification

Postgraduate Certificate in Secondary Education

or

Professional Graduate Certificate in Secondary Education

Valid from: September 2012

Faculty of Humanities and Social Sciences

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Harcourt Hill Campus
Final award:	Postgraduate Certificate in Secondary with QTS Or Professional Graduate Certificate in Secondary Education with QTS
Programme title:	PGCE
Interim exit awards and award titles:	none
Brookes course code:	ED59
UCAS/UKPASS code:	GTRR codes: English Q3X1; Maths G1X1; MFL R9X1; Science with Chemistry CX3A ; Science with Physics FX3A ; Physics with Maths F3GX
JACS code:	X130
Mode of delivery:	Face-to-face on campus and at partner schools
Mode/s of study:	Full time
Language of study:	English
Relevant QAA subject benchmark statement/s:	N/A
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	Name of professional body/ies: Teaching Agency (award of QTS) URL of PSRB website/s http://www.education.gov.uk/get-into-teaching
Faculty managing the programme:	Humanities and Social Sciences
Date of production (or most recent revision) of specification:	September 2012

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

Teaching is a complex intellectual and practical profession, requiring a range of personal and professional knowledge, skills and qualities. This PGCE Programme is based on a model of the teacher as an independent, reflective, critical problem-solver. The Programme is devised to reflect the best in current practice, building on the substantial experience of the tutor team gained over many years, working jointly with experienced and skilled mentors in schools. A strong feature of the Secondary PGCE Programme at Oxford Brookes University is the close working relationship we have with our partner schools across a wide and diverse region in Oxfordshire, Buckinghamshire, Milton Keynes, Berkshire, Wiltshire and Northamptonshire. The Programme is also distinctive in its close linking of subject studies and professional

studies ('Contemporary Issues in Education'), recognising the importance of shared generic principles and aims.

2.2 Aim/s of the programme

The Programme aims to provide high-quality, school-focused, academic and professional training, including:

- appreciation of the place of education and schooling in pupils' experience and development
- appreciation of the nature and variety of secondary schooling, including post-16 education
- understanding of the nature of learning and the variety of needs in pupils' learning requirements
- the confidence and skills in building interpersonal relationships with pupils as a basis for effective learning and management
- the confidence and interpersonal skills to work with colleagues, parents and other professionals
- knowledge and understanding of the purpose and nature of the curriculum, the National Curriculum and your subject specialism
- knowledge of internal and national assessment and examinations
- understanding of the knowledge, skills and values in planning, managing, using a variety of teaching strategies, assessing and evaluating teaching and learning experiences for pupils, and of relevant research in relation to teaching and learning
- knowledge and understanding of the skills required to undertake the pastoral role of the teacher, including that of form tutor
- understanding of your roles as a member of the whole school staff and of the departmental team
- understanding and skills to build continuity between school and home, including recording and reporting pupils' progress
- knowledge of government legislation, including your legal responsibilities, inspection procedures and ways to compare data about schools
- knowledge of the various external agencies which support the work of schools
- appreciation of the importance of continuing professional development and of ways to achieve this.

SECTION 3: PROGRAMME LEARNING OUTCOMES

3.1 *Academic literacy*

By the end of the course of study, graduates of the PGCE programme will be able to:

- demonstrate in-depth subject-specific knowledge, as dictated by the subject specialism
- demonstrate sound understanding of educational principles, research, theory and practice
- justify perspectives and arguments by reference to relevant literature
- demonstrate effective teaching, writing and presentation skills
- articulate the ways in which schools are organised and managed for pupils and staff

In addition, at Level 7, graduates will be able to:

- analyse and evaluate critically subject specific and multi-disciplinary literatures both of a national and an international provenance (cross-reference to: Global Citizenship)
- demonstrate increased professional and personal knowledge of a range of theoretical perspectives on teaching and learning
- demonstrate effective teaching, writing and presentation skills and the ability to justify perspectives and arguments by reference to educational principles, research, theory and practice (cross-reference to: Research Literacy)

3.2 *Research literacy*

By the end of the course of study, graduates of the PGCE programme will be able to:

- understand the relationship between theory and practice in education

- demonstrate knowledge and understanding of appropriate research methodology in relation to education practice.

In addition, at Level 7, graduates will be able to:

- critically interrogate appropriate research in relation to educational practice
- demonstrate detailed knowledge and a sophisticated understanding of appropriate research methodology in relation to education practice

3.3 *Critical self-awareness and personal literacy*

By the end of the course of study, graduates of the PGCE programme will be able to:

- reflect on their own developing professional strengths and needs in a range of educational settings
- demonstrate increased professional and personal knowledge of a range of theoretical perspectives on teaching and learning
- plan pupils' wider educational development beyond the demands of a specific subject or the statutory National Curriculum

In addition, at Level 7, graduates will be able to:

- reflect critically on their own developing professional strengths and needs in a range of educational settings
- take part actively in the provision of high quality education through critically informed debate and practice

3.4 *Digital and information literacy*

By the end of the course of study, graduates of the PGCE programme will be able to:

- demonstrate competence in using information technology to support own learning and wider professional development
- design opportunities for other learners to develop their ICT skills
- select, as appropriate, a range of bibliographic technologies and search engines for use in educational research
- understand e-safety issues in the context of schools and other educational settings

In addition, at Level 7, graduates will be able to:

- make a critically informed selection from a range of bibliographic technologies and search engines for use in educational research

3.5 *Global citizenship*

By the end of the course of study, graduates of the PGCE programme will be able to:

- understand how children's learning helps shape approaches to teaching
- demonstrate an awareness of the way social and cultural factors affect learning outcomes
- demonstrate an understanding of equality and diversity in an educational context, and a commitment to social justice
- demonstrate awareness of and commitment to meeting the professional values and requirements of the role of the teacher, including the forging of positive, effective working relationships with pupils and colleagues

In addition, at Level 7, graduates will be able to:

- demonstrate a critically reflective awareness of the complex ways in which social and cultural factors affect learning outcomes

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

Provide a list of modules at each level, showing their credit value and status (core/optional/etc). Indicate the requirements for progression and awards.

In order to be awarded a PGCE at whatever level students must pass all 8 modules. In order to pass at Postgraduate level, students must take and pass two of the three available modules at QCF Level 7. They may choose which two of the three available QCF Level 7 modules to submit that this higher level. They must take and pass the remaining six modules at QCF Level 6.

In order to pass at Professional level, students must pass all modules at QCF Level 6.

	Postgraduate route	Professional route
Module 1 15 credits	U70801 Introduction to Learning and Teaching <i>QCF level 6</i>	
Module 2 15 credits	U70802 Developing Learning and Teaching <i>QCF level 6</i>	
Module 3 20 credits	P70313 Subject Pedagogy <i>QCF level 7</i>	U70803 Subject Pedagogy <i>QCF level 6</i>
Module 4 15 credits	U70804 Subject Studies – school placement 2a <i>QCF level 6</i>	
Module 5 15 credits	U70805 Professional Studies <i>QCF level 6</i>	
Module 6 15 credits	U70806 Subject Studies: Consolidation and Extension (<i>QCF level 6</i>)	
Module 7 20 credits	P70317 Professional Studies: Consolidation and Extension <i>QCF level 7</i>	U70807 Professional Studies: Consolidation and Extension <i>QCF level 6</i>
Module 8 20 credits	P70318 Subject Knowledge Development <i>QCF level 7</i>	U70808 Subject Knowledge Development <i>QCF level 6</i>

Modules 1 and 2 link specialist Subject Studies and Professional Studies. Modules 3, 4, 6 and 8 focus on specialist subjects. Modules 5 and 7 focus on Contemporary Issues in Education.

Module 6 is a preparatory module for Module 7.

4.2 Professional requirements

For programmes with professional accreditation, indicate which modules are required in order to achieve accreditation.

Progress in fully meeting the Teachers' Standards (2012) as set out in current Government circulars (see the TA website) is monitored across the course; each module supports the achievement of the Teachers' Standards.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

Describe the approaches to teaching and learning that will be employed to promote learning and enable students to meet the programme learning outcomes, how the Post/Graduate Attributes are addressed, and how the intended learning outcomes will be assessed.

Programme delivery reflects models of good practice in schools. Teaching and learning methods model appropriate techniques in the classroom and are practical, experiential and include whole class, group and individual teaching. The Subject Studies and Professional Studies/CIE elements of the Programme include lectures, workshops and seminars. There is a range of support material for use in completing directed tasks and studies and during school placements. Students must also successfully complete a number of formal assignments. These take a variety of forms, and represent a balanced combination of portfolios, essays, posters and presentations; assessment is made of learning and for learning in accordance with the University's Assessment Compact. For example, assessment criteria are transparent and shared with students; modes of assessment are varied, including students undertaking regular self assessment, and having opportunities to peer assess. Formally assessed assignments are marked and moderated by University tutors, and always include formative feedback.

During School Placements, students are supported through regular observation and lesson evaluation by teachers in the schools and by regular visits by University staff. Students are provided with guidance on monitoring your work in school.

Throughout the year, students are given opportunities to:

- participate in lectures, seminars and workshops which develop knowledge and understanding of issues relating to the teaching of a specific subject;
- work in groups to examine and discuss issues relating to the teaching of a specific subject;
- plan and deliver short presentations to peers (micro-teaching);
- observe and analyse teaching (both actual and on video);
- compile an individual portfolio of Programme notes, supported by a confidential journal of thoughts and reflections;
- work with a wide range of practical resources, including appropriate computer hardware and software;
- work with a number of expert teachers during School Placements, offering training and support;
- take increasing responsibility for the planning, preparation, delivery and evaluation of their own lessons;
- work in a variety of school contexts with pupils representing a range of ages and abilities.

How each Graduate Attribute is addressed

Academic literacy	Taught	Practised	Assessed
• demonstrate in-depth subject-specific knowledge, as dictated by the subject specialism		✓	✓
• demonstrate sound understanding of educational principles, research, theory and practice	✓	✓	✓
• justify perspectives and arguments by reference to relevant literature	✓	✓	✓
• demonstrate effective teaching, writing and presentation skills	✓	✓	✓
• articulate the ways in which schools are organised and managed for pupils and staff	✓	✓	✓
And at level 7			
• analyse and evaluate critically subject specific and multi-disciplinary literatures both of a national and an international provenance (cross-reference to: Global Citizenship)		✓	✓

<ul style="list-style-type: none"> demonstrate increased professional and personal knowledge of a range of theoretical perspectives on teaching and learning 	✓	✓	✓
<ul style="list-style-type: none"> demonstrate effective teaching, writing and presentation skills and the ability to justify perspectives and arguments by reference to educational principles, research, theory and practice (cross-reference to: Research Literacy) 	✓	✓	✓

Research literacy	Taught	Practised	Assessed
<ul style="list-style-type: none"> understand the relationship between theory and practice in education 	✓	✓	✓
<ul style="list-style-type: none"> demonstrate knowledge and understanding of appropriate research methodology in relation to education practice 	✓	✓	✓
And at level 7			
<ul style="list-style-type: none"> critically interrogate appropriate research in relation to educational practice 	✓	✓	✓
<ul style="list-style-type: none"> demonstrate detailed knowledge and a sophisticated understanding of appropriate research methodology in relation to education practice 	✓	✓	✓

Critical self-awareness and personal literacy	Taught	Practised	Assessed
<ul style="list-style-type: none"> reflect on their own developing professional strengths and needs in a range of educational settings 	✓	✓	✓
<ul style="list-style-type: none"> demonstrate increased professional and personal knowledge of a range of theoretical perspectives on teaching and learning 		✓	✓
<ul style="list-style-type: none"> plan pupils' wider educational development beyond the demands of a specific subject or the statutory National Curriculum 	✓	✓	✓
And at level 7			
<ul style="list-style-type: none"> reflect critically on their own developing professional strengths and needs in a range of educational setting 	✓	✓	✓
<ul style="list-style-type: none"> take part actively in the provision of high quality education through critically informed debate and practice 	✓	✓	✓

Digital and information literacy	Taught	Practised	Assessed
<ul style="list-style-type: none"> demonstrate competence in using information technology to support own learning and wider professional development 		✓	✓
<ul style="list-style-type: none"> design opportunities for other learners to develop their ICT skills 	✓	✓	✓
<ul style="list-style-type: none"> select, as appropriate, a range of bibliographic technologies and search engines for use in educational research 	✓	✓	✓

<ul style="list-style-type: none"> understand e-safety issues in the context of schools and other educational settings 	✓	✓	✓
And at level 7			
<ul style="list-style-type: none"> make a critically informed selection from a range of bibliographic technologies and search engines for use in educational research 		✓	✓

Global citizenship	Taught	Practised	Assessed
<ul style="list-style-type: none"> understand how children's learning helps shape approaches to teaching 	✓	✓	✓
<ul style="list-style-type: none"> demonstrate an awareness of the way social and cultural factors affect learning outcomes 	✓	✓	✓
<ul style="list-style-type: none"> demonstrate an understanding of equality and diversity in an educational context, and a commitment to social justice 	✓	✓	✓
<ul style="list-style-type: none"> demonstrate awareness of and commitment to meeting the professional values and requirements of the role of the teacher, including the forging of positive, effective working relationships with pupils and colleagues 	✓	✓	✓
And at level 7			
<ul style="list-style-type: none"> demonstrate a critically reflective awareness of the complex ways in which social and cultural factors affect learning outcomes 	✓	✓	✓

5.2 Assessment regulations

The programme conforms to the University Postgraduate Regulations, except in the following particulars:

- A limit of three referrals allowed across the course
- Separate Cause for Concern procedures, designed to identify students who are making insufficient progress during school practice and who are in danger of failing unless provided with focused support and close monitoring.

SECTION 6: ADMISSIONS

6.1 Entry criteria

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

- English GCSE or equivalent, grade A* to C;
- Mathematics GCSE or equivalent, grade A* to C;
- A UK degree (usually gained at 2:2 or above), or a recognised degree equivalent, which normally includes significant elements clearly related to the specialist subject chosen by the student.
- All applicants must meet the DfE requirements for physical and mental fitness to teach. Trainees who exhibit an inability to attend the Programme through periods of extended absence may be required to produce further medical certification of their good health before rejoining the Programme.
- There are clear DfE/TA guidelines specific to the medical requirements of those deemed Fit to Teach. Trainees identified as a cause for concern may be required to demonstrate their standing in this respect.

- f) All applicants must successfully complete a Suitability Declaration issued by the TA. A criminal record may disqualify a candidate from teaching.

6.2 CRB checks

All students on the PGCE programme are subject to an enhanced CRB check completed once they have accepted a place on the course.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Induction

The first week of the PGCE course provides an induction programme which helps students settle quickly within their new learning environment, introducing them to the discourse of education both within their subject area and more broadly as part of the CIE course. Students are also introduced to library systems, including an online induction activity.

Programme Information

All students are directed to the following contextual information to enable them to familiarise themselves with the programme:

- Programme handbook, including specification
- Relevant subject files (issued to all students in hard copy)
- Any additional regulations and policies governing the programme

Support for students

We recognise the need to support students throughout their studies and offer advice so students can make the best of their time at Oxford Brookes. Thus there is a range of support mechanisms for students, including:

- Personal subject tutor assigned to each student
- Structured readings, week by week
- Additional writing workshops/assignment 'surgeries'
- A wide range of modes of assessment
- Opportunities for individual students to choose whether they submit assignments at level 6 or level 7
- Additional research methods support sessions
- 'Generic' school visits designed to check that each student is settling into their first school placement
- Mock interview day in January involving local school managers

Central Support Services for students

The university's support services include Upgrade, which provides advice on study skills such as planning and writing essays, assignments and dissertations, research. They also give advice on statistics and mathematics.

There is a dedicated Student Disability and Dyslexia Service, which provides support for students with disabilities including sensory and mobility impairments, dyslexia and other specific learning difficulties, mental health problems and medical conditions. Here, staff offer advice and support on a range of issues, including physical access, funding, alternative assessment arrangements and liaison with teaching staff.

SECTION 8: GRADUATE EMPLOYABILITY

The course is specifically designed to lead to a career in secondary school teaching and outcomes are consistently above the sector average in terms of employment rates. Support for job applications and interview techniques is built into the programme.

SECTION 9: LINKS WITH EMPLOYERS

- School placements/visits: each student undertakes a minimum of two school placements as part of the PGCE programme (24 weeks in total). All students must complete pre-course observations in both secondary and primary settings. A visit to a special school is a compulsory part of the programme. In addition, students may make short visits to other schools as part of their subject programmes, and there are opportunities for a small number of students to participate in an alternative placement during the final term.
- Speakers: teachers from schools play a vital part in the delivery of the university programme. This may include: speakers (CIE and subject studies sessions); workshop facilitators (eg mock interview day); seminar leaders (subject studies).

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

(e.g. PSRB accreditation; Brookes QA system: external examiners' reports, annual and periodic programme review; student surveys; employer/other stakeholder engagement, student representation system, etc.)

Quality assurance of the Programme is addressed in a number of ways. Indicators of quality include:

- a) compliance with the current DfE and TA criteria for initial teacher training Programmes;
- b) meeting the requirements for Ofsted Inspection (as updated annually in relation to inspection procedures by Ofsted);
- c) the structure, coherence and content of the Programme;
- d) use of a range of approaches to teaching, learning and assessment;
- e) the nature of Partnership between the University and schools;
- f) the quality of the staff involved in the Programme;
- g) the professional learning environment and support for students provided by the University and the schools;
- h) effective use of available resources for the Programme;
- i) the standard of professional understanding, competence and approach achieved by the students, and feedback from staff involved in the Programme;
- j) evaluation of teaching and learning by staff involved in the Programme and by students;
- k) evaluation of the school partnership experience, drawing on data collected as a result of a Trainee experience questionnaire, and from data collected through evaluations from School Mentors and Professional Tutors;
- l) comparison with other institutions through the examinations and External Examiners' moderation process.

The Programme has set out to address the indicators above through an appropriate quality assurance structure. In particular, the Programme is subject to a variety of quality assurance procedures, including:

- informal and formal module and Programme evaluations by staff and students;
- a Self Evaluation Document (SED), as required by Ofsted and the University's quality assurance procedures.

The most recent Ofsted inspection report (May 2012) rated provision as being of Good quality (grade 2).