

Programme Specification for Postgraduate Programme



Leading to:

Postgraduate Certificate in Education (PGCE) in Secondary Education (*with subject specialism*) with recommendation for Qualified Teacher Status

Applicable for all postgraduate students starting on or after 1st September 2021

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	October 2021	Programme specification created for 2021/22	WEA

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Department of Education
4. Contributing college/department/division/associated institution	N/A
5. Programme accredited by	Brunel University London Teaching Regulation Agency (TRA)
6. Final award(s) and FHEQ Level of Award	Postgraduate Certificate in Education (PGCE) in Secondary Education (English) with recommendation for Qualified Teacher Status (FHEQ level 7) Postgraduate Certificate in Education (PGCE) in Secondary Education (Mathematics) with recommendation for Qualified Teacher Status (FHEQ level 7) Postgraduate Certificate in Education (PGCE) in Secondary Education (Physical Education) with recommendation for Qualified Teacher Status (FHEQ level 7) Postgraduate Certificate in Education (PGCE) in Secondary Education (Physics with Mathematics) with recommendation for Qualified Teacher Status (FHEQ level 7) Postgraduate Certificate in Education (PGCE) in Secondary Education (Science with Biology) with recommendation for Qualified Teacher Status (FHEQ level 7) Postgraduate Certificate in Education (PGCE) in Secondary Education (Science with Chemistry) with recommendation for Qualified Teacher Status (FHEQ level 7) Postgraduate Certificate in Education (PGCE) in Secondary Education (Science with Physics) with recommendation for Qualified Teacher Status (FHEQ level 7)
7. Programme title	Postgraduate Certificate Secondary Education (with subject specialism) with recommendation for Qualified Teacher Status
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	One year full time
10. Maximum period of registration for each mode of study	Two Years
11. Variation(s) to September start	None
12. Modes of study	Full time
13. Modes of delivery	Standard

14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Certificate in Education (PGCE) in Secondary Education Studies [FHEQ level 7] Graduate certificate in Secondary Education with recommendation for Qualified Teacher Status [FHEQ level 6] Graduate Certificate in Secondary Education Studies [FHEQ level 6]
15. UCAS Code	N/A
16. HECoS Codes	tba
17. Route Code	X130TEng X130TMTHPGC X130TPEPGC X130TPHYMATH X130TSCIBIO X130TSCICHEM X130TSCIPHY Students entering through School Direct are distinguished from other entry routes by the SITS programme code (PRG field) of 'TIAFEDPDPGCX' . (Mainstream)
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. Most Recent QAA Subject Benchmark Statement: there are currently no relevant subject benchmark statements. Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.
19. Admission Requirements	Details of entry requirements are provided on the University's website and the College website . Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	Students on this programme are required to study a specialism in either: English, Mathematics, Physical Education (PE), Physics with Mathematics, or Science with Biology, Science with Chemistry, Science with Physics.
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	<u>Requirements for the recommendation for QTS:</u> To be recommended for QTS, students must pass all TRA National Skills tests prior to enrolling on the course <u>AND</u> successfully meet the 'Teachers' Standards for the Award of Qualified Teacher Status evidenced from University-based work and school-based work, (DfE Sept 2012). The successful attainment of the Teachers' Standards is through a combination of the assessment of school experience placements and continual assessment in the University context. The Board of Examiners, with direct reference to school experience/professional practice evidence* may recommend the student for the award of QTS, if the student has successfully demonstrated meeting all Teachers' Standards in the required key stages; A) recommend that a student is eligible to proceed to the next placement, having been judged to be making satisfactory progress in ED5627 B) recommend the student is failed in the Teachers' Standards module ED5627 and not recommend that the student progresses to the next placement. . Students will be failed and ineligible if a Professional Suitability concern is upheld or if there is inadequate progress made towards meeting the Teachers' Standards for award of QTS. (There is no automatic right to re-assessment.); C) recommend that a student be allowed exceptionally a re-assessment of the Teachers' Standards on a placement on one occasion only, as a 2 nd attempt. (There is no automatic right to re-assessment.) Where a placement is terminated due to the unsuitability of the placement, an alternative placement will be found and will be regarded as a first

	<p>attempt. In these circumstances a student can normally be granted up to a year's extension to complete the programme;</p> <p>D) recommend that a student be allowed a re-assessment of the Teachers' Standards on a placement as a 1st attempt (if extenuating circumstances are accepted).</p> <p>E) recommend that a student has failed a placement if they withdraw from a placement where the school have been deemed to provide appropriate support.</p> <p>Attendance Requirements: 100% attendance is expected on all taught elements of the programme and on school experience placements. Attendance records are taken and attendance is monitored. The Board of Examiners may consider cases of unauthorised absence and may require a student to withdraw from the programme based on attendance alone if the absences are not supported by accepted extenuating circumstances. Students who are unable to attend due to extenuating circumstances must follow the Department of Education procedure for submitting extenuating circumstances as outlined in the College handbook. For further details about attendance requirements refer to the Student and Placement Handbook.</p> <p>Professional Suitability: Certain behaviours may indicate that a student is professionally unsuitable. Where the professional suitability of a student is questioned the suitability procedures of Senate Regulations will be followed.</p> <p>* School experience/professional practice evidence can include the profile, file evidence, support and intervention documentation, link tutor visits, mentor feedback, meetings with personal tutor/programme leader/Director of ITE/Head of Department, Partnership Development Unit feedback, email and other written communication.</p>
<p>22. Further information about the programme is available from the College website.</p>	<p>http://www.brunel.ac.uk/education/initial-teacher-education</p>

23. EDUCATIONAL AIMS OF THE PROGRAMME

Schools and Local Authorities are increasingly seeking to employ teachers with not only high levels of competence and skill in classroom practice, but practitioners who have advanced subject knowledge for teaching and enhanced knowledge of systems and theories relevant to education, schools and young people. The aims of this programme are:

- To enable students to develop a critical understanding of issues and theories that impact upon classroom practice in teaching, learning and assessment in schools;
- To support students in their critical exploration and analysis of a range of general professional and subject specific research literature and policy documents;
- To engage students in critical reflection on their own and others' practice in relation to national policies and current research, relevant to the key stages for the programme making connections to whole school matters;
- To promote student teachers' practical teaching skills and subject knowledge for teaching across the relevant key stages, making links with theory to inform practice.

The programme aims to further develop students existing transferable skills in communication, literacy, numeracy and critical reasoning. It is suitable for those who wish to gain employment as teachers and who aspire to progress to leadership and management roles in schools or in the wider world of education. It will provide a foundation for progression to either higher academic or advanced professional qualifications.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	MastersAward Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7						
	K	Knowledge and understanding of the nature of each of the core and foundation subjects and the statutory documentation relating to their teaching and learning in secondary schools				ED55019 ED55020 ED55021
	K	Knowledge and understanding of theory, practice and legislation related to inclusion (i) ability to identify, assess and provide for pupils with SEN, drawing on academic literature, theory and practice (ii) awareness of common principles and practices of inclusive practice in the secondary school sector (iii) ability to identify and provide for the needs of pupils considered to be Gifted and/or Talented, drawing on academic literature, theory and practice (iv) ability to identify a range of needs in pupils with EAL, drawing on academic literature, theory and practice				ED55019 ED55020 ED55021
	K	Knowledge and understanding of underlying values, ideologies and issues related to learning and teaching within the relevant subjects				ED55019 ED55020 ED55021
	K	Knowledge and Understanding of theoretical perspectives underpinning learning and development and how these can be applied to their own professional practice				ED55019 ED55020 ED55021
	K	Knowledge and understanding of a range of research relating to strategies for managing and organising a secondary classroom for effective learning, including planning for a range of abilities, the management				ED55019 ED55020 ED55021

		of behaviour and managing other adults and theories about effective teaching skills				
	K	Knowledge and understanding of theories about effective teaching skills, such as questioning, demonstrating, explaining and giving feedback to pupils				ED55019 ED55020 ED55021
	K	Knowledge and understanding of the statutory frameworks relating to teachers' responsibilities				ED55019 ED55020 ED55021
	C	Able to engage in critical thinking and discussion of issues and concepts relating to the teaching and learning of English, Mathematics, Science or Physical Education as appropriate				ED55019 ED55020 ED55021
	C	Able to engage in critical review and evaluation of different models and theories of assessment, including pupils with SEN, EAL and those considered able/gifted and talented.				ED55019 ED55020 ED55021
	C	Able to engage in critical reflection on their own and others' practice and provision for pupils with SEN in English, Mathematics, Science or Physical Education as appropriate, including in the context of their school experience				ED55019 ED55020 ED55021
	C	Able to engage in critical evaluation of research-based and policy-based literature relating to curriculum development				ED55019 ED55020 ED55021
	C	Able to engage in critical evaluation of their own strengths and development needs relevant to teaching, and the setting of challenging targets to further their professional development				ED55019 ED55020 ED55021
	C	Able to engage in critical evaluation and analysis, to identify areas of strength and development needs relevant to their on-going professional development in the wider educational context				ED55019 ED55020 ED55021

	C	Able to engage in critical analysis, reflection upon and evaluation of chosen issues of policy and practice in education				ED55019 ED55020 ED55021
	C	Able to engage in application of pedagogical research and theories in relation to classroom practice in secondary schools.				ED55019 ED55020 ED55021
	C	Able to engage in the development of the core interpersonal skills of questioning, listening, giving feedback and preparing action				ED55019 ED55020 ED55021
	C	Able to develop an awareness of how to promote moral and spiritual values in the secondary classroom				ED55019 ED55020 ED5627 ED5628
	S	Able to demonstrate subject knowledge suitable for the teaching at Secondary level of English, Mathematics, Sciences or Physical Education as appropriate				ED55019 ED55020 ED5627 ED5628
	S	Able to show the ability to read research and theoretical sources critically, and apply new knowledge and understanding in both practical contexts and written assignments				ED55019 ED55020 ED5627 ED5628
	S	Able to show the development of enquiry based learning for teaching				ED55019 ED55020 ED55021
	S	Able to show personal capacity to utilise ICT based resources				ED55019 ED55020 ED55021
	S	Able to show inter-personal and presentation skills				ED55019 ED55020 ED55021
	S	Able to demonstrate appropriate pedagogical knowledge, understanding and skills sufficient for the successful attainment of the Teachers Standards				ED55019 ED55020 ED55021

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The relevant benchmarks for the award of M level credits for a PGCE inform teaching and learning strategies across the partnership. The programme and partnership team aims to offer a structured curriculum that utilises and builds upon the knowledge and expertise the students bring from their previous study and experience in schools before and throughout the programme. The programme and partnership team aims to promote personal initiative, enthusiasm and positive study habits, and to encourage professional formation through reflection on practice and research.

Modules combine weekly large group lectures and smaller seminars. Some provide workshops or a tutorial component. Large class sizes in block lecture sessions require audio-visual teaching aids and electronic delivery of teaching materials.

On-line learning resources via the VLE and University website give access to lecture guides, notes/slides, templates and other resources such as e-communication forum. Thus students learn quickly how to access on-line materials and how to make the best use of databases and other electronic resources.

Seminars and practical workshop sessions provide smaller group contact and the opportunity to review, discuss and debate topics. They sometimes require students to make presentations to the peer group and the tutor, either individually or as part of a group, using a range of ICT.

Visiting staff, including professionals such as senior teachers from schools, help to balance theory with practice. External visits both to schools and to other off-site venues, such as galleries or museums further stimulate learning.

Individual and small group tasks and presentations build awareness and give opportunities to explore and develop the practical implications of theory.

The assessments include a small-scale research project which involves the cycle of literature search and review, practical work, analysis and final reporting. Students are guided by core-subject tutors who support the research whilst professionals in schools advise on the practical elements. Cognitive and thinking skills are frequently co-developed with subject specific knowledge, and the same learning and teaching strategies apply. The assessments address analytical and critical thinking skills in particular, and the gathering and analysis of data, sometimes in the context of their school placements.

Students are expected to demonstrate an increasing ability to understand, analyse compare, evaluate, synthesise and apply ideas. They are required to show evidence of learning via critical reflection on their own practice and that of others and show that they can apply concepts and theories and not merely re-iterate facts. Group activities and presentations are designed to encourage critical interaction and debate between students and to promote problem solving skills. Such approaches build critical awareness as students explore the robustness of theory and its application in practice.

Significant emphasis is placed on cognitive skills in written work, presentations and analysis of practice. These skills come together in the second and third modules and the completion of the associated assignments.

All the modules cover issues relating to professional practice relevant to education and teaching in relation to the Teachers' Standards for Qualified Teacher Status. Some work is required to be presented using ICT, to ensure relevant computer literacy and skills of presentation appropriate to classrooms.

The assessments and the compilation of the School Experience documentation require students to engage in task-orientated research and various activities, including organising activities in schools and other contexts outside the University.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Forms of assessment are designed to measure individual levels of knowledge and understanding in relation to each module's aims and content. Knowledge assessments include subject knowledge audits, written coursework assignments including individual essays, reports and case studies, group presentations and evidence from learning diaries. Assessments evaluate individual capabilities fairly and consistently. Each piece of work has clear assessment criteria which are made available to the students. Marking tutors use specific marking schemes and University Grade Descriptors, with Departmental feedback sheets to ensure consistency of marking within and between modules, and to provide both summative and formative feedback on individual performance.

Assessments are increasingly designed to extend students' analytical and other cognitive abilities in relation to particular module aims and content. The programme challenges students to think and reason critically and constructively.

The programme and partnership team places high importance upon students having effective communication skills in speech and writing. This priority is reflected in the requirements for assignments and how they are marked. Good command of written English is essential in the teaching profession. Students are set assignments and tasks to pre-determined deadlines to encourage good time management skills and are penalised for lateness to encourage good time management skills.

Peer feedback, including peer monitoring contributes to the assessment process. One of the assessments has a presentation requirement

Eligibility for the recommendation for the award of QTS is assessed by means of a portfolio of evidence and by three profiles completed against the full range of Professional Standards for QTS by school mentors in association with university tutors. In addition the Professional skills tests in, Numeracy and Literacy must be successfully completed in an approved test centre prior to enrolment on the course.

Criteria for the assessment against the Teacher Standards are outlined fully in the following publication: *Teachers' Standards* (DfE, 2012).

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

Level 5	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits ED55019 Education Studies I (0 credits) ED55020 Education Studies II (30 credits) ED55021 Education Studies III (30 credits) ED5627 PGCE secondary education Teachers' Standards for QTS Phase 1 (0 credits) ED5628 PGCE secondary education Teachers' Standards for QTS Phase 2 (0 credits) <u>Full-time Mode:</u> All three modules commence in Term 1.. All students will complete modules ED55019, ED55020, ED55021, ED5627 and ED5628	Optional modular block codes, titles and credits N/A

Level 5 Progression and Award Requirements

As per Senate Regulation 3

For the award of a PGCE with QTS, candidates must:

- A) achieve the required grade profile for PGCE awards AND
- B) pass the assessment for ED55019 – Education Studies I
- C) meet in full the Teachers' Standards for QTS by the end of the programme – as published in the Teachers' Standards: (DfE, 2012). This will be demonstrated by passing both modules ED5627 and ED5628

For the award of a PGCE in Secondary Education Studies, candidates must achieve the required grade profile for PGCE awards AND pass ED55019.

For the award of a GradCert with QTS, candidates must achieve the above, BUT with a minimum grade profile of D-, D-.

For the award of a GradCert in Secondary Education Studies, candidates must achieve the above, BUT with a minimum grade profile of D-, D-.

Exceptionally, if a student does not achieve the grade profile for a PGCE or GradCert OR has not passed ED55019 but successfully meets the standards required for QTS (see below), a recommendation for QTS only may be made at the discretion of the Board of Examiners.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.