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| Programme Aim and Title  | Postgraduate Certificate in Education (PGCE) - Secondary |
| Intermediate Awards Available  | None   |
| Teaching Institution(s)  | UEL  |
| Alternative Teaching Institutions (for local arrangements see final section of this specification) | None   |
| UEL Academic School  | Cass School of Education and Communities                 |
| UCAS Code  |  |
| Professional Body Accreditation  | Recommendation for Qualified Teacher Status (QTS)        |
| Relevant QAA Benchmark Statements  | Master's Degree Characteristic Statement March 2010      |
| Additional Versions of this Programme  | None   |
| Date Specification Last Updated  | August 2017  |

## Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

- develop your knowledge, skills and understanding of what it means to be a professional in school;
- engage you in practical and theoretical enquiry as a key element in your development as teachers;
- enable you to reflect on and take responsibility for your own professional development;
- provide the necessary experiences to meet the Teachers' Standards;

- enable you to respond proactively and positively to change and thus enable you to make informed contributions to Education;
- develop your ability to read and write critically.

What you will learn:

#### Knowledge

- to have appropriate knowledge and understanding in curriculum subjects/areas;
- to demonstrate knowledge and understanding at an appropriate level of the underpinning theories of professional practice appropriate for a beginning teacher;
- to have an understanding of relevant pedagogy and to be able to relate this to teaching and learning;
- to have a detailed knowledge and understanding of the relevant National Curriculum and/or Foundation Stage assessment frameworks;
- to be aware of expectations, typical curricula and teaching arrangements in the Key Stages before and after the ones you are trained to teach;
- to be aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

#### Thinking skills

- to be able to analyse and synthesise evidence from research, inspection and professional debate to develop a personal philosophy of teaching;
- to theorise key issues relating to educational practice;
- to be reflectively critical about transferable skills and personal progress in professional development;
- to engage in educational debates in a professional manner;
- to exercise critical judgement on professional ideas;
- to be able to reflect critically on the relationship between theory and practice in order to inform professional decision making;
- to be able to read and write critically at Masters Level.

#### Subject-Based Practical skills

- to be an effective class teacher of children aged 11 to 16;
- to teach effectively in inner city schools and be responsive to the needs of a multi-ethnic and multilingual community and to the differing backgrounds of children;
- to assess pupils' progress accurately using the appropriate frameworks;
- to plan, teach and assess effectively within the appropriate frameworks;

- to accept professional accountability for determining and implementing informed pedagogical judgements;
- to take responsibility for teaching a class over a sustained and substantial period of time;
- to record pupils' progress and achievements systematically;
- to differentiate teaching to meet the needs of pupils, especially those with special educational needs, which includes the more/most able and for children for whom English is an Additional Language;

Skills for life and work (general skills)

- to use ICT effectively;
- to develop positive relationships with other adults/professionals and children;
- to communicate effectively orally and in writing;
- to make decisions in complex and unpredictable situations;
- to take responsibility for your own professional development;
- to work co-operatively in a group and as part of a team;
- to systematically gather and use data for decision making.

## Learning and Teaching

Knowledge is developed through

- Guided reading
- Knowledge-based activities with feedback
- Lectures and seminars

Thinking skills are developed through

- Reflective activities with feedback
- Lectures and seminars

Practical skills are developed through

- Applying skills during school based placements
- Research skills-based activities with feedback

Skills for life and work (general skills) are developed through

- The demands of the study medium
- Planning activities with feedback
- Project work

## Assessment

Knowledge is assessed by

- Coursework
- Assignments
- Practical demonstration and application in schools
- Feedback and discussion

Thinking skills are assessed by

- Coursework
- Project work
- Feedback and discussion

Practical skills are assessed by

- Portfolio completion
- Practical demonstration and application in schools

Skills for life and work (general skills) are assessed by

- Project work
- Group work
- Practical demonstration and application in schools

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

## Work or Study Placements

There are two assessed placements of 12 weeks each in a secondary school (KS3). UEL select placements for students although for some they may self-select if, for example, they live in a location that is not easily accessible or are training to teach in a subject where it is difficult to find placement schools, e.g. maths or physics.

## Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

| Level | Module Code | Module Title   | Credit Weighting | Core/Option | Available by Distance Learning?<br>Y/N |
|-------|-------------|--|------------------|-------------|--|
| 6     | PG6106      | Developing subject expertise and subject specialism              | 30               | Core        | N                                      |
| 6     | PG6001      | School based learning: reflections on practice                   | 15               | Core        | N                                      |
| 6     | PG6009      | Researched informed practice                                     | 15               | Core        | N                                      |
| 7     | PG7001      | Securing pupil progress  | 30               | Core        | N                                      |
| 7     | PG7008      | Active inquiry and intervention: impacting upon student progress | 30               | Core        | N                                      |

*Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

Additional detail about the programme module structure: N/A

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

The overall credit-rating of this programme is equivalent to 120 credits, 60 credits at level 6 and 60 at level 7 to be awarded a Postgraduate Certificate in Education.

An alternative exit award of a Professional Graduate Certificate in Education is available if 60 level 7 credits are not secured.

An alternative exit award of a Postgraduate Certificate is available if 60 level 6 credits are not secured and 60 level 7 credits are secured.

### Programme Specific Regulations

N/A

### Typical Duration

PG  
The duration of this programme is one calendar year full-time.  
The time limit for completion of a programme is 3 years after first enrolment on the programme.

### Further Information

More information about this programme is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

Students will pay the cost of travel to their placement school.

### Alternative Locations of Delivery

None.