

PROGRAMME SPECIFICATION

1	Awarding institution/body University of Worcester
2	Teaching institution University of Worcester
3	Programme accredited by University of Worcester (QTS recommendations made by University of Worcester)
4	Final awards Post-Graduate Certificate in Education (PGCE {M}) and Professional Graduate Certificate in Education (PGCE)
5	Programme title PGCE Secondary
6	<p>Routes available Business Studies & Economics (14-19)*; Design & technology*(food & textiles); English*; History; Mathematics*; Modern Foreign Languages*; Physical Education; Science* (Biology, Chemistry, Physics); and Psychology (14-19)*.</p> <p>All 11-16 or 11-18 unless otherwise stated.</p> <p>*can be taken as a flexible route (p/t or f/t with more independent study)</p> <p>There are also three pathways which provide an emphasis on Special Educational Needs, Citizenship and EAL .These pathways can be combined with the other subjects.</p> <p>There is also a 14-19 pathway option within PE.</p>
7	Mode and/or site of delivery Taught sessions at UW and schools, and school based practice
8	Mode of attendance Full time for all subjects Full or part time for subjects which offer a flexible route
9	GTR Codes L1X1; W9X1; Q3X1; V1X1; G1X1; R9X1; X9C6; C1X1; F1X1; F3X1; C8X1.
10	Subject Benchmark statement Current DfES/DCSF Circular on courses leading to QTS and TDA Standards for QTS
11	Date of Programme Specification preparation/revision September 2010 Amended January 2012 (EAL)

12	<p>Educational aims of the programme</p> <p>To train student-teachers to meet the standards for qualified teacher status (QTS)</p> <p>In addition to create teachers who</p> <ul style="list-style-type: none"> ▪ are skilled; ▪ are reflective; ▪ are critically evaluative; ▪ are able to form effective relationships; ▪ are able to promote their own development; ▪ can demonstrate the values inherent in the profession.
----	--

To provide the opportunity for student-teachers to gain 60 credits at Masters level

13 Intended learning outcomes and learning, teaching and assessment methods

- All students will meet the current Government standards for Qualified Teacher Status
- In Addition for the award of the Professional Certificate (PGCE) students will
 - Critically review, consolidate and extend a systematic and coherent body of subject pedagogy
 - Utilise research skills in relation to school policy and teaching
 - Critically evaluate educational concepts and evidence from a range of sources
 - Demonstrate accountability for determining their own progress and that of pupils
- In addition for the award of the Post Graduate Certificate (PGCE {M})
 - Display mastery of a complex and specialised area of subject pedagogy
 - Demonstrate expertise in research skills related to developing practice
 - Conduct research into school policy and teaching and learning, using and modifying advanced educational research methods
 - Design and apply appropriate research methodologies to classroom and policy practice
 - Communicate results of research to peers
 - Develop and critically evaluate new educational skills and techniques
 - Act appropriately in a wide variety of unpredictable and advanced professional contexts across the school
 - Demonstrate accountability for working with other adults

14 Assessment Strategy

MODULE	TITLE	CREDITS	ASSESSMENT
Module 1 PGCS4001	Introduction to teaching and learning	20 credits level 6	Assignment 1
Module 2 PGCS 4002	Developing teaching and learning	20 credits level 6	Assignment 2
Module 3A PGCS 4003A PGCS 5003A	Educational Investigation	20 credits at level 6 or level 7	Assignment 3
Module 3B PGCS 4003B PGCS 5003B	Educational Investigation	20 credits at level 6 or level 7	Research Project
Module 4 PGCS 4004 PGCS 5004	Becoming a Professional	20 credits at level 6 or level 7	Portfolio
Module 5 PGCS 4005	Meeting the standards	20 credits at level 6	School Experience Report

Assessment consists of:

3 written assignments of 3000 words

- Assignment 1 on learning theory
- Assignment 2 on a scheme of work
- Assignment 3 on a whole school policy
-

A portfolio with a reflective commentary 3000 words

An oral presentation of the school-based research project.

Additionally for the M-level award the completion a 1500 word literature review.

A successful main school experience as shown by the school report

It is necessary to pass all assessments and hence each module.

The Portfolio will be formatively assessed prior to final submission

The first school experience is assessed formatively.

Assignment 3, the final portfolio and the research project are available as M-level assessments

(Full assessment criteria are to be found in the DVD)

15 Programme structures and requirements

Despite the discrete nature of the modular structure, all content is seen both as a continuum and intertwined. It is revisited in increasing detail as the programme progresses and with ever more specific links to the teaching practice as this develops. The curriculum is thus spiral in its form.

The course is framed by the Professional Studies Programme. This teaches generic, whole-school issues such as behaviour management, assessment and aspects of 'meeting pupils' needs'. Subject studies build on this and provide specific exemplification of these areas as well as pedagogy.

Whilst modules 1, 2 and 4 are chronological, and aligned with three phases of the teaching practice, module 3 (A&B) provides an overarching emphasis on the research and reflection expected of students throughout the course. Module 3 will be taught through professional studies and subject studies and provide the basis for research methods and M-level work. Module 5 runs concurrently with the other modules as the standards are always being practised.

On all routes all aspects of the course are compulsory and full attendance is compulsory for all aspects. Acceptance onto the citizenship, SEN or PE 14-19 pathways will be dependent on a successful first school experience and will require formal application once on the course (see details in DVD).

The standard full-time course consists of five modules for convenience, although it is taught in a more integrated, holistic, way.

MODULE	TITLE	CREDITS	ASSESSMENT
Module 1 PGCS4001	Introduction to teaching and learning	20 credits level 6	Assignment 1
Module 2 PGCS 4002	Developing teaching and learning	20 credits level 6	Assignment 2
Module 3A PGCS 4003A PGCS 5003A	Educational Investigation	20 credits at level 6 or level 7	Assignment 3
Module 3B PGCS 4003B PGCS 5003B	Educational Investigation	20 credits at level 6 or level 7	Research Project
Module 4 PGCS 4004 PGCS 5004	Becoming a Professional	20 credits at level 6 or level 7	Portfolio
Module 5 PGCS 4005	Meeting the standards	20 credits at level 6	School Experience Report

The Flexible (part-time or full-time) course is the same course delivered differently (see DVD) and it can be taken full time in one year or part-time over two years. The modules are largely supported self-study, but there will be some taught sessions and some study days in school attached to all modules. The final 10 week teaching placement has to be taken full time. For those with demonstrable prior teaching experience some modules, or parts of modules, may be exempted and the length of training reduced after confirmatory assessment has been taken.

Masters Level Work

Students will be able to apply to register for the PGCE (M). On the standard course this will occur in December (end of module 2) and decisions will be made after assessment of assignment 2. On the flexible course application may be made on completion of module 2 and decisions will be made after assessment of assignment 2.

In order to be accepted Masters students should have demonstrated they:

- Can analyse their own practice using appropriate research methods
- Can critically reflect on their own practice, both orally and in writing
- Can synthesize ideas drawn from literature, teaching and their own practice
- Can present their work to a professional standard
- Have organised and managed their work time effectively
- Have successfully completed their first school experience

Candidates who opt for M-level but who fail to gain 60 M credits may still achieve the award of Professional Certificate in Education and credits gained will be indicated.

16 QAA Academic Infrastructure

The course is bound by the standards for QTS and has been mapped to the FHEQ qualification descriptors at levels 6 & 7

17 Support for students

- Subject tutor groups.
- Subject tutors who also act as personal tutors.
- Subject mentor in school.
- Professional mentor in school.
- Students have detailed handbooks with support details for assignments and projects and portfolio and all materials are also on WebCT
- Induction includes library, media and facilities.
- Learning support services are all introduced to students at the start of the course
- Students will be supported by Learning Support Services (Library, IT, Media and Print) and by Student Welfare Services (Careers, Counselling)
- Registry services support students through handbooks and SOLE page information
- Accommodation office supports students in finding dwellings
- Equal opportunities department in University also supports those with disabilities
- Tutors provide support for the skills test and there is a test centre on campus
- Student views are represented through a consultative committee and by representation on the Course Committee
- There may be opportunities for research abroad during the project study period but this will usually be at students' own expense

18 Admissions policy, criteria and procedures

The PGCE course seeks to recruit suitably qualified graduates within the subjects offered. We welcome applicants from ethnic minorities or those with disabilities (subject to the needs of 'Fitness to teach'). We are also keen to support applicants to become teachers whose careers and academic backgrounds are untypical.

All applicants must have a degree (normally an honours degree) in a subject that is 50% related to the one they hope to teach. Degree equivalencies will be sympathetically considered as will alternative relevant experience (e.g. running a business for a Business Studies applicant).

All must have a grade 'C' in English and Mathematics or an equivalent. (The University offers equivalence tests in these subjects).

Candidates who present a suitable GTTR application will be interviewed. The interview will consist of a written task; a group task; a presentation and an individual interview. The criteria for acceptance are:

From the GTTR Forms

Essential

- Honours degree (unless overt mitigating circumstances) or an equivalent
- Degree at least 50% subject related (exception MFL for native speakers)
- A-levels /equivalent in appropriate subjects for the subject(s) to be taught, except in the case of candidates for psychology.
- Good range of GCSEs/equivalents
- Clearly written personal statement
- Positive reference with no caveats
- GCSE English & Maths/equivalents at grade C or above before starting the course

Particular consideration will be given to people who have come through unusual routes but whose experience can be considered to be equivalent to the above.

At Interview

General Criteria

1. Appropriateness of subject knowledge and ICT capability
2. Communication skills: listening, speaking, and writing
3. Understanding of Professional Values of a teacher
4. Personal qualities: organisation, teamwork, attitudes to children
5. Self awareness: ability to analyse strengths and development needs

Please contact the Registry Admissions Office for further information or guidance 01905 855111

19 Methods for evaluating and improving the quality and standards of teaching and learning

The course has an overarching Partnership Advisory Committee (PAC) consisting of partnership Headteachers; a Course Committee (CC) made up of student-teachers, tutors and mentors, which is responsible for the normal running of the course; a Student Consultative Committee with representatives from each subject.

We employ 4 External Examiners two of whom are subject specialists; 4 internal moderators who are partnership mentors, two of whom are subject specialists.

School placement evaluations are received from student teachers twice yearly and other aspects of the course are evaluated each year.

Mentors also provide an annual evaluation of their links with the University.

The course AMR (Annual Monitoring Report) sets out the long and short term plans for the course and is agreed by CC and PAC.

The course has been regularly inspected by OfSTED and judged as 'Outstanding' (April 2010)

NQTs are surveyed annually nationally by TDA and biennially by the University.

All tutors are engaged in subject specific or generic educational research. Specialisms include, 'Citizenship', 'Collaborative learning in teacher education', 'How to be a Brilliant English Teacher' 'How to be a Brilliant Mentor'. Tutors are regularly engaged with subject and pedagogical developments and keep up to date through pursuit of their own CPD.

20 Regulation of assessment

The course operates within the Postgraduate Regulatory Framework, with provision for the following course specific regulations:

All level 6 assessment items will be marked on a Pass/Fail basis. Those at M-level will be given a mark which relates to the University grade boundaries of Pass/Merit/Distinction.

All modules must be passed according to the rules set out in the validated module specification.

Students may apply to register for modules 3 and 4 at level 7 (M) following completion of module 2.

A student who fails an assessment for module 3 or 4 will be permitted two attempts to retrieve the failure. In retrieving the failure, a student may choose to change registration for modules 3 and /or 4 from level 7 (M) to level 6, in which case the reassessment will be for the level 6 module. Change of registration for modules 3 and/or 4 from level 6 to level 7 is not permitted.

Assignment reassessments will take place within the course year to ensure completion of the course in time for employment as a qualified teacher in September.

Assessment of school experience is based on the judgement of the professional mentor and the subject mentors of the school(s) in which the placement takes place, and the University subject tutor, who make a joint recommendation to the Examination Board.

A student teacher who fails to satisfy the Examination Board in the requirements for school experience may be permitted to retake the school experience on not more than one occasion. Retakes will only be permitted on the advice of mentors and tutors where there is evidence that progress can be made. The retake will be within one year of the decision of the Board and shall take place after a further period of school experience whose form, duration, and timing will be determined by the Board of Examiners. All such further experience will be subject to the availability of a suitable partnership school. Student teachers will be required to fund the school placement fee and University fees on a pro-rata basis.

The following awards will be available to students who meet the credit requirements and have maintained a satisfactory attendance record.

AWARD	CREDITS
Professional Graduate Certificate in Education (PGCE)	120 credits at level 6
Post-Graduate Certificate in Education (PGCE{M})	60 credits at level 6 plus

The awards of PGCE and PGCE (M) are not graded.

Anonymous marking is not possible due to the personal and context bound nature of the writing, so 15% of assignments are double marked and the course leader acts as arbitrator in the absence of consensus.

External examiners and moderators all view samples of all assignments and portfolios
External examiners and moderators are part of the final Exam Board which judges the awards to be given.

Additional course regulations are contained in the main DVD

21 Indicators of quality and standards

The course has been regularly inspected by OfSTED and judged 'Outstanding' (April 2010)

OfSTED noted that the "Key Strengths were

- the comprehensive and rigorous cycle of self-evaluation, improvement planning, implementation and monitoring with absolute clarity of focus on improving the outcomes for trainees
- the coherence between the elements of the course and the impact of this on trainees' progress
- the close attention to meeting trainees' individual needs, particularly in allocating school placements
- extremely high quality personal support for trainees and the impact this has on their progress and on retention
- the additional features of the course that lead to trainees being extremely well prepared for all aspects of teaching
- the effectiveness of selection procedures in identifying trainees' potential to become at least good teachers.

Other quotes include:

- 'The quality of the outcomes for trainees is very high as a result of outstanding provision.'
- 'Trainees demonstrate marked commitment and enthusiasm for teaching and for their subjects. They are confident teachers and build effective working relationships with the students they teach.'
- 'There is strong coherence between the different elements of the course and trainees are able to combine these well to ensure their overall progress; this coherence is generally supported well by mentors.'
- 'The extremely high quality personal support for all trainees is a noticeable feature of the training. When trainees experience difficulties and need additional support there is very rapid detection and speedy and effective intervention.'

22 Career Opportunities & Links with Employers

Successful student teachers have gained employment almost universally over recent years. Many have been offered jobs in their placement schools and about 50% in the local area. The exceptions are those who have chosen to take time out to travel before returning to complete their NQT year, or those who are constrained by geography and

family circumstances who wanted part-time employment (and even here most are usually successful within 12 months of finishing the course).

We have links with over 130 secondary schools, FE colleges and HEIs regionally. Schools are heavily involved in course design and development.

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 s/he 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 study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in: course handbooks, subject handbooks, university website