

School of Education

Title of Programme: Postgraduate Certificate in Education (PGCE) (Secondary)

Programme Code: HEPGCES

Course Codes:

HEPGCEAD, HEPGCEBI, HEPGCECH, HEPGCECP, HEPGCEES, HEPGCEGE, HEPGCEHI, HEPGCEPH, HEPGCEMT, HEPGCEMFL, HEPGSSDUAD, HEPGSSDUBI, HEPGSSDUBE, HEPGSSDUCH, HEPGSSDUCS, HEPGSSDUCZ, HEPGSSDUDT, HEPGSSDUES, HEPGSSDUFO, HEPGSSDUGG, HEPGSSDUHS, HEPGSSDUMT, HEPGSSDUMFL, HEPGSSDUMU, HEPGSSDUPE, HEPGSSDUPH, HEPGSSDUDR, HEPGSSDUME, HEPGSSDUSS, HEPGSSDUSO, HEPGSSDUPS, HEPGSSDUSC, HEPGSSDURE, HEPGSSDULA, HEPGSSDUCL, HEPGSSDUHC, HEPGSSDUDA, HEPGSSDUEC, HEPGSSDUPEMT, HEPGSSDUPEGG, HEPGSSDUPEHI, HEPGSSDUPEGR

## Programme Specification

This programme specification is relevant to students entering:  
07 September 2020

Associate Dean of School (Academic Quality Assurance):



Signature

17.02.20

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

---

### Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification

## Postgraduate Certificate in Education (PGCE) Secondary

---

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

### Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	de Havilland
<b>Programme accredited by</b>	In line with the Department of Education (DfE) Requirements and Standards.
<b>Final Award (Qualification)</b>	Postgraduate Certificate in Education (PGCE) (Secondary)
<b>All Final Award titles (Qualification and Subject)</b>	Postgraduate Certificate in Education (PGCE) (Secondary)
<b>FHEQ level of award</b>	7
<b>UCAS codes</b>	W1X1, CX11, F2X1, 38C8, 38C7, 38C9, 38CB, RXD1, G1X1, F3X2
<b>Language of Delivery</b>	English

---

### A. Programme Rationale

This is an Initial Teacher Education programme designed to recruit postgraduates who wish to learn to teach in a secondary school. This is a full-time programme in which students are registered at Level 7, pursuing masters credits in addition to Qualified Teacher Status (QTS). On successful completion of the programme, students will be recommended for QTS and awarded 60 Level 7 credits, resulting in a Postgraduate Certificate in Education (PGCE). For students who do not achieve Level 7 requirements, there is an opportunity to be assessed at Level 6. Those who successfully meet the standard at Level 6 will achieve a Professional Graduate Certificate in Education.

All students will undertake four modules over the course of the academic year and work as a community of practitioners to develop subject specific expertise and curriculum knowledge across the secondary phase. All students on Initial Teacher Education programmes develop professional characteristics and intellectual skills to support life-long learning.

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

#### **Additionally this programme aims to:**

Educate our students so that they:

- Develop the professional characteristics, attitudes and attributes that align with our Partnership Vision for Initial Teacher Education: agency; resilience; professional voice; and social justice.
- Become the best teachers they can be and to enable them to embark confidently on their NQT year and beyond.
- Have the knowledge and understanding of how children develop and learn, which informs their pedagogy and practice so that all pupils in their care make progress.
- Are challenged to engage critically and reflectively with current educational research, issues, philosophies and priorities.

- Develop sustainable habits to manage workload.

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
<p>To acquire a critical understanding of:</p> <p><b>At level 6:</b>            A1-the subject as it is outlined in secondary national curriculum and/or relevant relevant curricula frameworks across the secondary phase            A2-the pedagogy of language acquisition and development, literacy and numeracy through their subject in the secondary phase            A3-assessment and monitoring requirements and use of data to enable pupil learning and progression            A4-policies, legal requirements, support mechanisms, contextual factors to support the health, well-being and achievement of pupils            A5-diversity, equality and inclusion and how to adapt practice to remove barriers to learning            A6-a range of pedagogical approaches and resources to enact best practice in a specific context  <b>Additionally at level 7:</b>            A7-structured and systematic approaches to small-scale enquiry, including ethical considerations of practice-based research            A8-a range of theoretical models and their application in the classroom</p>	<p>Acquisition of knowledge and understanding is through</p> <p><b>At level 6:</b>            A1-A6 Lectures, seminars, workshops and school-based activities.            Modelling by tutors and mentors.            Mentoring by experienced school-based colleagues to identify and assist in professional learning and development opportunities.            Student observation and practice in school.</p> <p><b>Additionally at level 7:</b>            A7-A8 Lectures, seminars and tutorial support to teach the skills of small-scale practice-based enquiry particular to the field of education research.</p> <p>Throughout the programme, students are encouraged and expected to undertake independent study to develop their depth and breadth of individual knowledge and understanding as life-long learners.</p>	<p>Knowledge and understanding are assessed through</p> <p><b>At level 6:</b>            A1-A6 Planning and teaching sequences of learning in the subject area as part of school-based assessment.            Formal observations of teaching.            Formal record of professional learning and development on school-based training.</p> <p><b>Additionally at level 7:</b>            A7-A8 Extended summative practice-based assessments demonstrating level 7 learning outcomes.</p>
Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p><b>At level 6:</b></p>	<p>Intellectual skills are developed through</p>	<p>Intellectual skills are assessed through</p>

<p>B1-plan and teach sequences of lessons, which demonstrate logical progression and respond to individual pupils' needs</p> <p>B2-choose and apply appropriate pedagogical approaches in context and critically evaluate their impact on pupil learning and progression</p> <p>B3-assess, monitor, give feedback, set targets, record and critically analyse the impact of this on pupil learning</p> <p>B4-develop a critical understanding of social, intellectual and dispositional aspects of learning to create an effective learning environment</p> <p>B5-critically reflect on the role of the teacher in contemporary society</p> <p>B6-develop as a critically reflective practitioner</p> <p><b>Additionally at level 7:</b></p> <p>B7-select appropriate data gathering strategies suitable for small-scale enquiry, synthesising and analysing findings.</p> <p>B8-formulate ways of applying the implications of their research findings to their own practice in the classroom.</p> <p>B9-demonstrate some originality in the interpretation and practice-based application of findings.</p>	<p><b>At level 6:</b> B1-B6 Lectures, seminars, workshops and school-based activities. Modelling by tutors and mentors. Mentoring by experienced school-based colleagues to identify and assist in professional learning and development opportunities. Student observation and critical evaluation of practice as part of school-based training.</p> <p><b>Additionally at level 7:</b> B7-B9 Lectures, seminars and tutorial support to teach the skills of small-scale practice-based enquiry particular to the field of education research.</p> <p>Throughout the programme, students are encouraged and expected to develop intellectual skills through independent study and engagement with academic journals and research.</p>	<p><b>At level 6:</b> B1-B6 Planning and teaching sequences of learning in the subject area as part of school-based assessment. Formal observations of teaching. Formal record of professional learning and development on school-based training.</p> <p><b>Additionally at level 7:</b> B7-B9 Extended summative small-scale practice-based research assignment demonstrating level 7 learning outcomes.</p>
<p>Practical skills:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p><b>At level 6:</b></p> <p>C1- organise and manage the learning environment, including ensuring statutory requirements to keep children safe are met</p> <p>C2- produce appropriate resources to support learning and teaching in the secondary phase</p> <p>C3- rigorously and systematically plan and critically evaluate a range</p>	<p>Practical skills are developed through</p> <p><b>At level 6:</b> C1-C6 Lectures, seminars and workshops. Modelling by tutors and mentors. Formative and summative professional learning opportunities undertaken in school and at UH. Observation and practice in school.</p> <p><b>Additionally at level 7:</b></p>	<p>Practical skills are assessed through</p> <p><b>At level 6:</b> C1-C6 Planning and teaching sequences of learning in the subject area as part of school-based assessment. Formal observations of teaching. Formal record of professional learning and development on school-based training.</p>

<p>of routine and complex activities</p> <p>C4-use digital learning technologies and develop digital capability to enhance pupil engagement and learning in the secondary phase</p> <p>C5-identify personal professional learning and development needs</p> <p>C6-demonstrate evidence of achieving the current Teachers' Standards for recommendation of the award of Qualified Teacher Status (QTS)</p> <p><b>Additionally at level 7:</b></p> <p>C7-critically evaluate and apply new developments in teaching, learning and assessment, considering research and inspection evidence</p>	<p>C7 Lectures, seminars and tutorials exploring professional literature and inspection data in the context school.</p> <p>Throughout the programme, students are expected to engage with their training school context to develop and apply practical skills.</p>	<p><b>Additionally at level 7:</b></p> <p>C7 Extended summative small-scale practice-based research assignment demonstrating level 7 learning outcomes.</p>
<p><b>Transferable skills:</b></p>	<p><b>Teaching/learning methods &amp; strategies</b></p>	<p><b>Assessment</b></p>
<p><b>At level 6:</b></p> <p>D1-have high expectations and model positive behaviour</p> <p>D2-communicate confidently both orally and in writing and in a range of contexts</p> <p>D3-work effectively as an individual, in pairs, teams and as a collective, as a member and/or leader</p> <p>D4-be reflective, evaluative, act upon advice and demonstrate kindness</p> <p>D5-use problem solving skills and have a solution-focused attitude</p> <p>D6-be self-regulated, take responsibility for personal development and act with professional integrity</p> <p><b>Additionally at level 7:</b></p> <p>D7-hypothesise, plan and raise further questions as a result of small-scale enquiry</p>	<p>Transferable skills are developed through</p> <p><b>At level 6:</b></p> <p>D1-D6 Lectures, seminars, workshops and school-based teaching practice. Modelling by tutors and mentors. Self-study and directed eLearning.</p> <p><b>Additionally At level 7:</b></p> <p>D7 Lectures, seminars and tutorial support to teach the skills of small-scale practice-based enquiry particular to the field of education research.</p> <p>Through the programme, students are expected to keep a systematic record of professional learning and development.</p>	<p>Transferable skills are assessed through</p> <p><b>At level 6:</b></p> <p>D1-D6 Planning and teaching sequences of learning in the subject area as part of school-based assessment. Formal observations of teaching. Formal record of professional learning and development on school-based training.</p> <p><b>Additionally at level 7:</b></p> <p>D7 Extended summative small-scale practice-based research assignment demonstrating level 7 learning outcomes.</p>

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered as a one year full-time course and leads to the award of a Post Graduate Certificate in Education (PGCE) Secondary. There is an option to be assessed at Level 6 and successful students are

awarded a Professional Certificate in Education. Recommendations for the award of QTS are made by the University to the DfE.

Intake is Semester A (September). Students will either be enrolled on the University-Led PGCE Secondary route or enrolled on the School Direct Unsalaries (PGCE) Secondary route. Irrespective of route, all students are required to undertake and pass all four modules to aggregate to 120 credits in total to be awarded a PGCE.

School-Based Training modules are undertaken at Level 6. It is a DfE requirement that all students enrolled on Initial Teacher Education routes leading to a recommendation for QTS undertake School-Based Training for a minimum of 120 days and are assessed against the Teachers' Standards. This is the case whether the student is assessed at Level 6 or Level 7 in their centre-based taught modules.

In order to maintain beginner teacher currency and professional standards, the School of Education undertakes to allow one referral re-take of any failed module, including School-Based Training modules.

#### Professional and Statutory Regulatory Bodies

The DfE confers Qualified Teacher Status (QTS). For this to be awarded the student must have met all aspects of the Teachers' Standards through the centre-based and school-based elements of the programme. This means that all modules must be passed for the chosen award to be conferred. No compensations for failed modules are permitted on this programme.

Prior to the award of QTS, all students must demonstrate that they meet the DfE requirement for competency in fundamental English and maths.

#### Work-Based Learning, including Sandwich Programmes

All students undertake work based placements as an integral part of the programme. School-Based Training must be undertaken and passed in two contrasting schools and in the subject and consecutive age-ranges of trainings. This is a DfE requirement. Students are encouraged to critically reflect on both the theory and practice of teaching, learning and assessment throughout the programme.

#### Programme Structure

The programme structure and progression information below (Figure 1 and Table 1a) is provided for the award. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

**Mode of study** Full time

**Entry point** Semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
School Based Training 1	6EDU1136 or 6EDU1140	30	English	0	100	0	A
School Based Training 2	6EDU1137 or 6EDU1141	30	English	0	100	0	B
Secondary Professional Learning and Development	7EDU1112/ 6EDU1138 or 7EDU1122/ 6EDU1138	30	English	0	100	0	AB

And one subject specific module:							
Either							
Secondary Subject and curriculum knowledge	7EDU1123/ 6EDU1139	30	English	0	100	0	AB
Or							
English subject and curriculum knowledge	7EDU1113/ 6EDU1139	30	English	0	100	0	AB
Science subject and curriculum knowledge	7EDU1114/ 6EDU1139	30	English	0	100	0	AB
Maths subject and curriculum knowledge	7EDU1115/ 6EDU1139	30	English	0	100	0	AB
History subject and curriculum knowledge	7EDU1116/ 6EDU1139	30	English	0	100	0	AB
Geography subject and curriculum knowledge	7EDU1117/ 6EDU1139	30	English	0	100	0	AB
MFL subject and curriculum knowledge	7EDU1118/ 6EDU1139	30	English	0	100	0	AB
Art and Design subject and curriculum knowledge	7EDU1119/ 6EDU1139	30	English	0	100	0	AB
Computing subject and curriculum knowledge	7EDU1120/ 6EDU1139	30	English	0	100	0	AB
Business subject and curriculum knowledge	7EDU1121/ 6EDU1139	30	English	0	100	0	AB

\*the module taken will depend on which subject the student is training in and recruited numbers and, consequently, which day that module is timetabled.

### Progression

Progression to School-Based Training 2 requires a pass in the School Based Training 1 module.

The award of a Post Graduate Certificate in Education (Secondary) requires 120 credit points passed at Level 7 including 60 credits at Level 7 and 60 credits at Level 6, upon successful completion of the requisite modules.

Students who successfully complete Level 7 modules, but fail School-Based Training (Level 6), will be awarded 60 credits at Level 7. This will not constitute a named award and does not confer QTS.

Students who fail to complete 60 credits at Level 7 will be re-registered for the equivalent modules at Level 6. If successful at Level 6, the award will be a Professional Graduate Certificate in Education (Secondary).

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate in Education (Secondary)	120 credit points, including at least 60 at Level 7	2 Semesters	All programme learning outcomes (see Table 2) A1-A8; B1-B9; C1-C7; D1-D7.
Professional Certificate in Education (Secondary)	120 credit points, all at Level 6	2 Semesters	A1-A6; B1-B6; C1-C6; D1-D6.
Postgraduate Certificate (untitled)	60 credit points, including at least 45 at Level 7	2 Semesters	A1-A8; B1-B7; C2-C5; D1-D7

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

### Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

No compensation for failed modules is permitted; students must pass all modules to achieve the award for which they have registered in order to meet the QTS Standards embedded in the taught programme and the School-Based Training.

Further points of clarification and interpretation relevant to this specific programme are given below:

Students must complete the required number of days of teaching in two schools (or approved settings) across two consecutive age ranges (see pathway points) in order to comply with DfE requirements.

To achieve an award it is necessary to:

- Pass School-Based Training 1, meeting the Teachers' Standards at the minimum level of practice.
- Pass the School-Based Training 1 before being allowed to progress to School-Based Training 2.
- Pass School Based Training 2, meeting the Teachers' Standards at the minimum level of practice.
- Demonstrate evidence of meeting the Teachers' Standards, at a level of competence set out in the DfE documentation and in the UH School-Based Training Handbook.
- Pass each of the formally assessed written assignments at the level of registration.

All students must adhere to the Attendance Policy for ITE Programmes. Full attendance is required on school-based and centre-based training. If a student's attendance and/or punctuality is judged by the Programme Leader and Head of ITE to be of concern, then a *notification of a cause concern* and/or Fitness to Practise process may be initiated.

On a School-Based Training module, students referred to Fitness to Practise following the *notification of a cause for concern* may receive a support plan to help them meet the necessary standards. Where the module outcome is then a fail at the first attempt, a student will normally be recommended for the grade of F(REN) at the Exam Board. A student then has the option to either withdraw from their programme of study or re-enrol on the module the next time it is available and thus attempt to meet the requirements of school-based training. If the student chooses to re-enrol, the School of Education will make every reasonable effort to source an alternative training placement. Typically, this means that the SoE will contact a maximum of three partnership schools. In the event of all three of these schools deciding that they do not to have the capacity to train, the student will be withdrawn from the programme. A student who re-enrols and then is unsuccessful at the first attempt will not be permitted any further attempts and will be recommended for the grade of FNFA.



All modules must normally be completed and passed; including referred and deferred modules, within a maximum time of 3 years from date of registration. Those whose modules have not been completed and passed within these time limits, will normally have to re-register and begin the programme again, as their professional currency will have become outdated without extra study and experience in school.

---

## E. Management of Programme & Support for student learning

### Management

The programme is managed by:

- Dean of School.
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Education.
- Head of Initial Teacher Education who also has responsibility for school partnerships and school-based training.
- A Programme Leader who is responsible for the day to day running of the programme.
- An Admissions Tutor with specific responsibility for promoting the programme and selection.
- A designated Administrator to deal with day to day administration associated with the programme.
- A placements administrator for school teaching practice arrangements.
- Module leaders who are responsible for individual modules.
- A programme committee, chaired by the Programme Leader, including all programme and module staff, a representative from the Learning Resources Centre and student representatives.

### Support

Students are supported by:

#### **The University provides:**

- Extensive learning resources, incorporating a library and computer centre;
- StudyNet, the University's Managed Learning Environment;
- A substantial Student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc.;
- Office of Dean of Students, incorporating Chaplaincy, Counselling service and nursery;
- Careers service for all current students and graduates;
- Medical centre;
- An accommodation office;
- An International Students Centre;
- Overseas orientation;
- An Equal Opportunities Officer;
- The Students' Union.

#### **The School provides:**

- Student representatives on the Programme Committee;
- An induction week;
- A Programme Leader;
- Designated programme administrator and an administrator to arrange school placements;
- Head of Initial Teacher Education to oversee the total support and provision;
- Module leaders;
- Visiting tutors for school-based training to provide academic and placement monitoring;
- Mentor to support training in schools;
- Programme, module and school-based training documentation.

---

## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

---

## G. Entry requirements

The normal entry requirements for the programme are:

- a good honours degree (2:2 or better) awarded by a UK university, or a qualification of degree equivalence, usually in a subject appropriate to the secondary school curriculum;
- GCSE Grade 4 or above (A-C on the old grading structure) passes in English Language and Mathematics
- All International students are required to demonstrate an English Language capability of IELTS Academic (overall score of 6.5 and no less than 6 in any element).

Additionally, as specified in the DfE suitability requirements, all entrants:

Are subject to a satisfactory enhanced disclosure check and /or any other appropriate background check including self-disclosure, and any current requirements by the Independent Safeguarding Authority. All students will be interviewed to assess that they:

- Have the intellectual and academic capabilities needed to meet the Teachers' Standards.
- Possess the appropriate qualities, attitudes and values expected of a teacher.
- Can read effectively and are able to communicate clearly and accurately in Standard English.
- Have met the requirement for physical and mental fitness to teach.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

---

If you would like this information in an alternative format please contact: [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## PGCE Secondary

**Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

Module Title	Module Code	Knowledge and Understanding								Intellectual skills									Practical skills							Transferrable skills						
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
Secondary Professional Learning and Development	7EDU1112/ 7EDU1122	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Secondary Professional Learning and Development	6EDU1138	x	x	x	x	x	x			x	x	x	x	x	x			x	x	x	x	x	x		x	x	x	x	x	x		
Subject and Curriculum Knowledge – various subjects. See table 1	7EDU1: 113/114/115/1 16/117/118/11 9/120/121	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Secondary subject and curriculum knowledge	7EDU1123	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Subject and Curriculum Knowledge – all subjects	6EDU1139	x	x	x	x	x	x			x	x	x	x	x	x			x	x	x	x	x	x		x	x	x	x	x	x		
School Based Training 1	6EDU1136/ 6EDU1140	x	x	x	x	x	x			x	x	x	x	x	x			x	x	x	x	x	x		x	x	x	x	x	x		
School Based Training 2	6EDU1137/ 6EDU1141	x	x	x	x	x	x			x	x	x	x	x	x			x	x	x	x	x	x		x	x	x	x	x	x		

## KEY TO PROGRAMME LEARNING OUTCOMES

<p><b>Knowledge and understanding</b> To acquire a critical understanding of:</p> <p><b>At level 6:</b> A1-the subject as it is outlined in secondary national curriculum and/or relevant relevant curricula frameworks across the secondary phase A2-the pedagogy of language acquisition and development, literacy and numeracy through their subject in the secondary phase A3-assessment and monitoring requirements and use of data to enable pupil learning and progression A4-policies, legal requirements, support mechanisms, contextual factors to support the health, well-being and achievement of pupils A5-diversity, equality and inclusion and how to adapt practice to remove barriers to learning A6-a range of pedagogical approaches and resources to enact best practice in a specific context</p> <p><b>Additionally at level 7:</b> A7-structured and systematic approaches to small-scale enquiry, including ethical considerations of practice-based research A8-a range of theoretical models and their application in the classroom</p>	<p><b>Intellectual skills</b></p> <p><b>At level 6:</b> B1-plan and teach sequences of lessons, which demonstrate logical progression and respond to individual pupils' needs B2-choose and apply appropriate pedagogical approaches in context and critically evaluate their impact on pupil learning and progression B3-assess, monitor, give feedback, set targets, record and critically analyse the impact of this on pupil learning B4-develop a critical understanding of social, intellectual and dispositional aspects of learning to create an effective learning environment B5-critically reflect on the role of the teacher in contemporary society B6-develop as a critically reflective practitioner</p> <p><b>Additionally at level 7:</b> B7-select appropriate data gathering strategies suitable for small-scale enquiry, synthesising and analysing findings. B8-formulate ways of applying the implications of their research findings to their own practice in the classroom. B9-demonstrate some originality in the interpretation and practice-based application of findings.</p>
<p><b>Practical skills</b></p> <p><b>At level 6:</b> C1- organise and manage the learning environment, including ensuring statutory requirements to keep children safe are met C2- produce appropriate resources to support learning and teaching in the secondary phase C3- rigorously and systematically plan and critically evaluate a range of routine and complex activities C4-use digital learning technologies and develop digital capability to enhance pupil engagement and learning in the secondary phase C5-identify personal professional learning and development needs C6-demonstrate evidence of achieving the current Teachers' Standards for recommendation of the award of Qualified Teacher Status (QTS)</p> <p><b>Additionally at level 7:</b> C7-critically evaluate and apply new developments in teaching, learning and assessment, considering research and inspection evidence.</p>	<p><b>Transferable skills</b></p> <p><b>At level 6:</b> D1-have high expectations and model positive behaviour D2-communicate confidently both orally and in writing and in a range of contexts D3-work effectively as an individual, in pairs, teams and as a collective, as a member and/or leader D4-be reflective, evaluative, act upon advice and demonstrate kindness D5-use problem solving skills and have a solution-focused attitude D6-be self-regulated, take responsibility for personal development and act with professional integrity</p> <p><b>Additionally at level 7:</b> D7-hypothesise, plan and raise further questions as a result of small-scale enquiry</p>

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	None
<b>Type of programme</b>	Taught Postgraduate
<b>Date of validation/last periodic review</b>	November 19
<b>Date of production/ last revision of PS</b>	January 2020
<b>Relevant to level/cohort</b>	Level 7 entering September 2020
<b>Administrative School</b>	School of Education

Table 3 Course structure

Pathways are in line with the DfE QTS age range requirements for school-based training experience. The taught programme addresses the 11-16 age range, with the exception of business and psychology which is undertaken in the 14-19 age-range:

Course details		
Course code	Course description	HECOS Code
<b>University Led Route</b>		
HEPGCEAD	Art and Design	101361
HEPGCEBI	Biology	100346
HEPGCECH	Chemistry	100417
HEPGCECP	Computing	100366
HEPGCEES	English	100320
HEPGCEGE	Geography	100409
HEPGCEHI	History	100302
HEPGCEPH	Physics	100425
HEPGCEMT	Mathematics	100403
HEPGCEMFL	Modern Foreign Languages	100329
<b>School Direct Unsalariied</b>		
HEPGSSDUAD	Art and Design	101361
HEPGSSDUBI	Biology	100346
HEPGSSDUBE	Business Education	100079
HEPGSSDUCH	Chemistry	100417
HEPGSSDUCS	Computer Science	100366
HEPGSSDUCZ	Citizenship	100610
HEPGSSDUDT	Design and Technology	100048
HEPGSSDUES,	English	100320
HEPGSSDUFO	Food	100247
HEPGSSDUGG	Geography	100409
HEPGSSDUHS,	History	100302
HEPGSSDUMT	Maths	100403
HEPGSSDUMFL	MFL	100329
HEPGSSDUMU	Music	100070
HEPGSSDUPE	PE	100433
HEPGSSDUPH	Physics	100425
HEPGSSDUDR	Drama	100069
HEPGSSDUME	Media	100444
HEPGSSDUSS	Social Science	100471
HEPGSSDUSO	Sociology	100505

HEPGSSDUPS	Psychology	100497
HEPGSSDUSC	Science	100390
HEPGSSDURE	Religious Education	100339
HEPGSSDULA	Latin	101420
HEPGSSDUCL	Classics	100300
HEPGSSDUHC	Health and Social Care	100476
HEPGSSDUDA	Dance	100069
HEPGSSDUEC	Economics	100450
HEPGSSDUPEMT	Unsalariated PE with Maths	100433 and 100403
HEPGSSDUPEGG	Unsalariated PE with Geography	100433 and 100478
HEPGSSDUPEHI	Unsalariated PE with History	100433 and 100302
HEPGSSDUPEGR	Unsalariated PE with German	100433 and 100323