

Title of Programme: Post Graduate Certificate in Education (PGCE) Secondary

Programme Code: EDPGCEs

Programme Specification

This programme specification is relevant to students entering:
02 September 2024

Associate Dean of School (Academic Quality Assurance):
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Signature



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:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification Post Graduate Certificate in Education 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).

Section 1

Awarding Institution/Body	University of Hertfordshire (UH)
Teaching Institution	University of Hertfordshire
University/partner campuses	de Havilland
Programme accredited by	UH is a Department of Education accredited provider of Initial Teacher Training
Final Qualification	Post Graduate Certificate in Education (PGCE) Secondary
All Final Award titles (Qualification and Subject)	PGCE Secondary
FHEQ level of award	7

A. Programme Rationale

This one-year Initial Teacher Training programme has been designed to enable postgraduate students to develop the professional knowledge, skills and behaviours to become confident and competent teachers in the secondary phase and within a specific subject specialism. By the end of the programme, students will have developed a framework of evidence-based knowledge which they apply competently to their practice, as skilled and reflective practitioners. Students draw on a broad range of experience and apply their professional learning in context. The scholarship of their subject and curriculum knowledge entices the pupils they work with to participate, learn, enjoy, and make progress. Demonstrated through their planning, teaching, evaluation, and assessment, are four key attributes: agency; resilience; professional voice; and a commitment to championing social justice. As a by-product of a well-sequenced curriculum, students meet the Teachers' Standards (DfE, 2012) to be awarded a PGCE, which comprises 60 masters' credits and Qualified Teacher Status (QTS)

Recognising the importance of sustained and structured professional learning, our graduates know their professional strengths and areas for improvement and are ready to begin the next stage of their professional development journey as Early Career Teachers (ECTs).

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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:

- provide students with the professional knowledge, skills and behaviours to equip them for a career in teaching
- provide students with education and training accredited by the Department for Education (DfE)
- develop students' agency, resilience, professional voice, and ability to champion social justice.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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 to the ITT Core Content Framework (2019), 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 (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1. Critical knowledge and understanding of the national curriculum secondary programmes of study and attainment targets in the designated subject specialism: art and design; business; computing; design and technology; drama; English; geography; history; languages; maths; music; psychology, physical education; religious education; sociology; and science.</p> <p>A2. Critical knowledge and understanding of child development through the current statutory frameworks for children's learning and development, and assessment.</p> <p>A3. Critical knowledge and understanding the ITT Core Content Framework as the evidence-base to secure high-quality practice in behaviour management, pedagogy, curriculum, assessment, and professional behaviours.</p> <p>A4. Secure understanding of the statutory policies and safeguarding requirements for keeping children safe in education.</p> <p>A5. Critical knowledge and understanding of the principles</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures (A1 – A8), workshops (A1 – A8), school-based training (A1 – A8) and coursework (A1 – A8). Additionally, at level 7, small-scale enquiry support is provided through small group tutorials (A8).</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through coursework, a combination of extended essays, individual and group presentations, practice-based projects and small-scale enquiry (A1 – A3, A5 – A8) and supervised teaching practice, a portfolio of teaching and assessment resources, formal observations and record of professional knowledge, skills and behaviours, aligned to the Teachers' Standards (A1 – A8) .</p>

<p>and ethical considerations of diversity, equality and inclusion and knowledge of how to adapt practice to remove barriers to learning.</p> <p>A6. Critical knowledge and understanding of the pedagogy of language acquisition, early reading, and disciplinary literacy and numeracy.</p> <p>A7. Critical knowledge and understanding of educational theory, research and practice in a specific context.</p> <p>Additionally at Level 7:</p> <p>A8. Knowledge and understanding of structured and systematic approaches to small-scale enquiry, including ethical considerations of practice-based research.</p>		
<p>Intellectual skills</p> <p>Intellectual skills</p> <p>B1. Critically engage with a range of appropriate academic sources to inform research and develop independent thinking.</p> <p>B2. Deconstruct how children learn to deliberately select and apply teaching, learning and assessment approaches.</p> <p>B3. Evaluate pedagogical strategies to discern their impact on learning and teaching.</p> <p>B4. Critique current initiatives and the role of the teacher in contemporary society to develop one's own professional identity.</p> <p>B5. Critically reflect on the social, political and technological changes taking place in education.</p> <p>B6. Analyse educational concepts, theories and research relating to policy and practice.</p> <p>Additionally at Level 7:</p> <p>B7. Select appropriate data gathering strategies suitable for small-scale enquiry in secondary education settings, synthesise, interpret and analyse findings.</p>	<p>Teaching and learning methods</p> <p>Intellectual skills are developed through methods and strategies outlined in section A, above. Reflection, deconstruction, analysis, and evaluation are developed through in-course exercises (B1 – B7) and school-based training (B2 – B7).</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Assessment strategy</p> <p>Intellectual skills are assessed through coursework, a combination of extended essays, individual and group presentations, practice-based projects (B1 – B7) and supervised teaching practice, a portfolio of teaching and assessment resources, formal observations and record of professional knowledge, skills and attitudes, aligned to the Teachers' Standards (B2 – B7).</p>
<p>Practical skills</p> <p>C1. Apply current evidence and educational theory to learning, teaching and assessment practice in context.</p>	<p>Teaching and learning methods</p> <p>Practical skills are developed through lectures, workshops and supervised school-based training (C1 – C7). C1 –C3 are developed through low-</p>	<p>Assessment strategy</p> <p>Practical skills are assessed through planning, teaching and assessment in school-based training, formal observations of</p>

<p>C2. Organise and manage a practice-based learning environment to secure high standards of behaviour and to ensure that children are safe.</p> <p>C3. Plan, teach and resource sequences of learning which respond to children's needs and enable participation, learning and progress.</p> <p>C4. Evaluate curriculum design, evidence, and educational theory to inform practice and/or construct a coherent argument and in a specific context.</p> <p>C5. Demonstrate the professional knowledge, skills, and behaviours to meet the Teachers' Standards for Qualified Teacher Status.</p> <p>C6. Apply digital learning technologies in subject specific disciplines.</p> <p>Additionally at Level 7:</p> <p>C7. Critically evaluate and apply new developments in teaching learning and assessment, considering research, professional subject reports and inspection findings.</p>	<p>stakes classroom-based approximations of teaching and modelling by tutors and school-based mentors. C1, C4 and C7 are developed through practice-based coursework and small-scale enquiry. C6 is developed through modelling of effective digital technologies in the subject-discipline by specialists.</p> <p>Throughout, the learner is expected to consolidate their primary subject and curriculum knowledge by further independent study.</p>	<p>practice and practice-based coursework and small-scale enquiry (C1-C7). C5 is assessed through a school-based portfolio which records the learner's development of professional knowledge, skills and behaviours, explicitly aligned to the Teachers' Standards in the final stage of training.</p>
<p>Transferable skills</p> <p>Transferable skills</p> <p>D1. Communicate effectively, both orally and in writing in a range of contexts.</p> <p>D2. Use digital learning technologies and information systems to best effect.</p> <p>D3. Manage time, resources, and workload effectively to meet deadlines.</p> <p>D4. Work effectively as an individual and within a team.</p> <p>D5. Act with professionalism and personal integrity.</p> <p>D6. Use problem-solving skills to create solutions in complex and dynamic environments.</p> <p>D7. Use critical reflection and evaluation to be personally accountable.</p> <p>Additionally at Level 7:</p> <p>D8. Hypothesise, plan and evaluate the impact of small-scale enquiry.</p>	<p>Teaching and learning methods</p> <p>Transferable skills are developed through extended essays (D1, D3), individual and group presentations (D1 – D4), practice-based projects (D1, D3, D6 and D8) and supervised teaching practice (D4 – D8).</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Assessment strategy</p> <p>Transferable skills are assessed through a range of assignments built into the curriculum - extended essays (D1, D3), individual and group presentations (D1 – D4), practice-based projects (D1, D3, D6 and D8) and supervised teaching practice (D4 – D8) and formal observations of practice (D1, D2, D5, D7 and D8).</p>

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

The programme is offered in full-time (1 year) mode and leads to the award of a Post Graduate Certificate in Education (PGCE) Secondary, comprising 60 masters credits and Qualified Teacher Status (QTS). Intake is normally Semester A (September).

Professional and Statutory Regulatory Bodies

A PGCE and Qualified Teacher Status (QTS) will be awarded to students who successfully complete two modules at level 7 and two school-based training modules.

Where a student fails a level 7 module at the first attempt, they will have a conversation with the relevant Module Leader and/or Programme Leader to ensure that the student is aware of the opportunity to submit at level 6. All students have the right to undertake a referral opportunity at level 7. However, some students may prefer the option to submit at level 6. In this case students will be awarded a Professional Graduate Certificate in Education (ProfGCE) and will be recommended for Qualified Teacher Status (QTS).

Work-Based Learning, including Sandwich Programmes

Work-based learning in the form of supervised teaching practice in school-based training is a mandatory requirement of the programme. In line with DfE statutory guidance, as a minimum, students will spend 120 days in school placements and an additional 20 days in Intensive Training and Practice (ITaP).

Student Exchange programme

Incoming Exchange

N/A.

Study Abroad

N/A.

Programme Structure

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

Table 1a Outline Programme Structure

Mode of study

Full-time

Entry point

Semester A

	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
School-based training 1	6SLE2001	30	0	0	0	100	A
School-Based training 2	6SLE2003	30	0	0	0	100	B
Professional learning and development (secondary)	7SLE2000	30	0	0	100	0	AB
And one of the following subject specialist modules:							
Art and design subject and curriculum knowledge	7SLE2002	30	0	0	100	0	AB
Business subject and curriculum knowledge	7SLE2004	30	0	0	100	0	AB
Computing subject and curriculum knowledge	7SLE2006	30	0	0	100	0	AB
Design and technology subject and curriculum knowledge	7SLE2008	30	0	0	100	0	AB
Drama subject and curriculum knowledge	7SLE2010	30	0	0	100	0	AB
English subject and curriculum knowledge	7SLE2012	30	0	0	100	0	AB
Geography subject and curriculum knowledge	7SLE2014	30	0	0	100	0	AB

History subject and curriculum knowledge	7SLE2036	30	0	0	100	0	AB
Maths subject and curriculum knowledge	7SLE2016	30	0	0	100	0	AB
Modern languages subject and curriculum knowledge	7SLE2018	30	0	0	100	0	AB
Music subject and curriculum knowledge	7SLE2020	30	0	0	100	0	AB
Physical education subject and curriculum knowledge	7SLE2022	30	0	0	100	0	AB
Religious education subject and curriculum knowledge	7SLE2024	30	0	0	100	0	AB
Science subject and curriculum knowledge	7SLE2026	30	0	0	100	0	AB
Social sciences subject and curriculum knowledge	7SLE2028	30	0	0	100	0	AB

Students who do not meet the standard at Level 7, will be enrolled on the following Level 6 modules:

Optional Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Professional learning and development	6SLE2005	30	0	0	100	0	AB
Subject and curriculum knowledge	6SLE2006	30	0	0	100	0	AB

Students are required to pass school-based training 1 before undertaking school-based training 2.

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of	Programme Learning Outcomes developed (see above)
Post Graduate Certificate in Education (Secondary)	PGCE Secondary	120 credit points, including at least 60 at level 7.	2 Semesters	All programme learning outcomes (see Table 2)
Interim Award	Award Title	Minimum requirements	Available at end of	Programme Learning Outcomes developed (see above)
Professional Graduate Certificate in Education (Secondary)	Professional Graduate Certificate in Education Secondary	120 credit points at level 6.	2 Semesters	Programme outcomes: A1-A7; B1-B6; C1-C4, C6; D1-D7
Post Graduate Certificate	Untitled	60 credit points, including at least 45 at level 7	2 Semesters	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm

Programme-specific assessment regulations

The programme complies 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 approved by the University:

- No compensation for failed modules is permitted.
- Students are required to pass *school-based training 1* before undertaking *school-based training 2*.
- On successful completion of all four modules (two modules at level 7 and two school-based training modules and Level 6) which comprise the PGCE qualification aim, students will be recommended for Qualified Teacher Status (QTS).
- Where students do not achieve the level 7 criteria, but do achieve the criteria for level 6 and successfully complete two school-based training modules, students will be awarded a Professional Graduate Certificate in Education (ProfGCE) and will be recommended for Qualified Teacher Status (QTS).
- During school-based training a student may be referred to Fitness to Practise, following *notification of a Fitness to Practise concern*. Typically, students will 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 typically be recommended for the grade of FREN (fail, re-enrol) at the Module Board of Examiners.
- Only one attempt is allowed on *school-based training* modules before FREN is awarded. Students should be aware they may not be able to continue on the programme following award of FREN as this is dependent on the availability of another placement school. Best endeavours will be made to source a new placement, in which case the student would need to re-enrol on the relevant module the next time it is available. A student who re-enrols on school-based training and is then unsuccessful at the first attempt will not be permitted any further attempts and will be awarded the grade of FNFA (fail, no further attempt).
- Part Two of the [Teachers' Standards](#) outlines the personal and professional conduct that must be demonstrated by each student prior to recommendation for Qualified Teacher Status. In particular, students are expected to maintain high standards of attendance and punctuality in their modules, both provider-based (University) and school-based training. Students are referred to the DMD for the attendance expectations for each module. If a student's attendance and/or punctuality are judged by the Programme Leader to be of concern, a *notification of a Fitness to Practice concern* may be initiated.
- The maximum period within which a student may gain an award on the programme is 3 years from their date of registration.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student representatives on programme committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.
- An Initial Teacher Education Partnership Steering Committee (ITEPSC) to ensure that the programme is held to account by our partnership schools and to *ensure and assure* the currency and credibility of primary curriculum content.

Support

Students are supported by:

- An induction week at the beginning of each new academic session
- Overseas orientation
- A Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying
- A Progress Tutor who has oversight of each student's progress towards the qualification aim
- A Visiting Tutor team to oversee students on school-based training
- A school-based mentor to support students on supervised teaching practice
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile online interactive intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

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 dedicated programme site
- A Definitive Module Document (DMD) 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/>.

G. Entry requirements

The normal entry requirements for the programme are:

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

Additionally, entry requirements for programmes that lead to Qualified Teacher Status are regulated by the Department for Education (DfE). Entry requirements are as follows:

- Entrants must have been awarded GCSEs - or recognised/approved equivalent – in maths and English at a Grade 4 or above.
- Entrants must hold an honours degree (2.2 or higher), awarded by a UK university or an overseas award recognised as equivalent by UK ENIC. Typically, the degree must have a minimum 50% content of the subject in which the entrant is applying to train to teach. Where this may not be the case, admissions tutors will seek to support access to the programme by making a Subject Knowledge Enhancement course a condition of offer.
- Entrants must clear all suitability checks: enhanced DBS check, including children's barred list; prohibition from teaching check; health and physical fitness to train to teach check; overseas criminal records check, where applicable.

Suitability to train to teach is assessed at interview.

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: dhaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

Post Graduate Certificate in Education (PGCE) Secondary

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

This map identifies where the programme learning outcomes are delivered and 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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																													
		Knowledge & Understanding								Intellectual Skills								Practical Skills							Transferable Skills						
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8
School-based training 1	6SLE2001	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
School-based training 2	6SLE2003	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
Professional learning and development (secondary)	7SLE2000		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
Art and design subject and curriculum knowledge	7SLE2002	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
Business subject and curriculum knowledge	7SLE2004	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
Computing subject and curriculum knowledge	7SLE2006	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
Design and technology subject and curriculum knowledge	7SLE2008	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
Drama subject and curriculum knowledge	7SLE2010	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
English subject and curriculum knowledge	7SLE2012	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
Geography subject and curriculum knowledge	7SLE2014	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
History subject and curriculum knowledge	7SLE2036	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
Maths subject and curriculum knowledge	7SLE2016	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
Modern languages subject and curriculum knowledge	7SLE2018	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
Music subject and curriculum knowledge	7SLE2020	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
Physical education subject and curriculum knowledge	7SLE2022	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

Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8
Religious education subject and curriculum knowledge	7SLE2024	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
Science subject and curriculum knowledge	7SLE2026	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
Social sciences subject and curriculum knowledge	7SLE2028	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
Optional level 6: Professional learning and development	6SLE2005	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	
Optional level 6: Subject and curriculum knowledge	6SLE2006	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	

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and understanding

A1. Critical knowledge and understanding of the national curriculum secondary programmes of study and attainment targets in the designated subject specialism: art and design; business; computing; design and technology; drama; English; geography; history; languages; maths; music; psychology, physical education; religious education; sociology; and science.

A2. Critical knowledge and understanding of child development through the current statutory frameworks for children's learning and development, and assessment.

A3. Critical knowledge and understanding the ITT Core Content Framework as the evidence-base to secure high-quality practice in behaviour management, pedagogy, curriculum, assessment, and professional behaviours.

A4. Secure understanding of the statutory policies and safeguarding requirements for keeping children safe in education.

A5. Critical knowledge and understanding of the principles and ethical considerations of diversity, equality and inclusion and knowledge of how to adapt practice to remove barriers to learning.

A6. Critical knowledge and understanding of the pedagogy of language acquisition, early reading, and disciplinary literacy and numeracy.

A7. Critical knowledge and understanding of educational theory, research and practice in a specific context.

Additionally at Level 7:

A8. Knowledge and understanding of structured and systematic approaches to small-scale enquiry, including ethical considerations of practice-based research.

Intellectual skills

B1. Critically engage with a range of appropriate academic sources to inform research and develop independent thinking.

B2. Deconstruct how children learn to deliberately select and apply teaching, learning and assessment approaches.

B3. Evaluate pedagogical strategies to discern their impact on learning and teaching.

B4. Critique current initiatives and the role of the teacher in contemporary society to develop one's own professional identity.

B5. Critically reflect on the social, political and technological changes taking place in education.

B6. Analyse educational concepts, theories and research relating to policy and practice.

Additionally at Level 7:

B7. Select appropriate data gathering strategies suitable for small-scale enquiry in secondary education settings, synthesise, interpret and analyse findings.

Practical skills

C1. Apply current evidence and educational theory to learning, teaching and assessment practice in context.

C2. Organise and manage a practice-based learning environment to secure high standards of behaviour and to ensure that children are safe.

C3. Plan, teach and resource sequences of learning which respond to children's needs and enable participation, learning and progress.

C4. Evaluate curriculum design, evidence, and educational theory to inform practice and/or construct a coherent argument and in a specific context.

C5. Demonstrate the professional knowledge, skills, and behaviours to meet the Teachers' Standards for Qualified Teacher Status.

C6. Apply digital learning technologies in subject specific disciplines.

Additionally at Level 7:

C7. Critically evaluate and apply new developments in teaching learning and assessment, considering research, professional subject reports and inspection findings.

Transferable skills

D1. Communicate effectively, both orally and in writing in a range of contexts.

D2. Use digital learning technologies and information systems to best effect.

D3. Manage time, resources, and workload effectively to meet deadlines.

D4. Work effectively as an individual and within a team.

D5. Act with professionalism and personal integrity.

D6. Use problem-solving skills to create solutions in complex and dynamic environments.

D7. Use critical reflection and evaluation to be personally accountable.

Additionally at Level 7:

D8. Hypothesise, plan and evaluate the impact of small-scale enquiry.

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
School-based training 1	6SLE2001	D	D	D	D	D	D
School-based training 2	6SLE2003	D	D	D	D	D	D
Professional learning and development (secondary)	7SLE2000	D	D	D	D	D	D
Art and design subject and curriculum knowledge	7SLE2002	D	D	D	D	D	D
Business subject and curriculum knowledge	7SLE2004	D	D	D	D	D	D
Computing subject and curriculum knowledge	7SLE2006	D	D	D	D	D	D
Design and technology subject and curriculum knowledge	7SLE2008	D	D	D	D	D	D
Drama subject and curriculum knowledge	7SLE2010	D	D	D	D	D	D
English subject and curriculum knowledge	7SLE2012	D	D	D	D	D	D
Geography subject and curriculum knowledge	7SLE2014	D	D	D	D	D	D
History subject and curriculum knowledge	7SLE2036	D	D	D	D	D	D
Maths subject and curriculum knowledge	7SLE2016	D	D	D	D	D	D
Modern languages subject and curriculum knowledge	7SLE2018	D	D	D	D	D	D
Music subject and curriculum knowledge	7SLE2020	D	D	D	D	D	D
Physical education subject and curriculum knowledge	7SLE2022	D	D	D	D	D	D
Religious education subject and curriculum knowledge	7SLE2024	D	D	D	D	D	D
Science subject and curriculum knowledge	7SLE2026	D	D	D	D	D	D

Social sciences subject and curriculum knowledge	7SLE2028	D	D	D	D	D	D
Optional level 6: Professional learning and development	6SLE2005	D	D	D	D	D	D
Optional level 6: Subject and curriculum knowledge	6SLE2006	D	D	D	D	D	D

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught postgraduate
Date of validation/last periodic review	December 23
Date of production/ last revision of PS	Sept 23
Relevant to level/cohort	All students entering September 2024
Administrative School	Schools of Law and Education
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
EDPGSMT	PGCE Secondary (Mathematics) (Revised 2024)	100403	N/A
EDPGSES	PGCE Secondary (English) (Revised 2024)	100320	N/A
EDPGSAD	PGCE Secondary (Art and Design) (Revised 2024)	101361	N/A
EDPGSBI	PGCE Secondary (Biology) (Revised 2024)	100346	N/A
EDPGSCH	PGCE Secondary (Chemistry) (Revised 2024)	100417	N/A
EDPGSPH	PGCE Secondary (Physics) (Revised 2024)	100425	N/A
EDPGSML	PGCE Secondary (Modern Languages) (Revised 2024)	100329	N/A
EDPGSBSE	PGCE Secondary (Business Education) (Revised 2024)	100079	N/A
EDPGSHI	PGCE Secondary (History) (Revised 2024)	100302	N/A
EDPGSCP	PGCE Secondary (Computing) (Revised 2024)	100366	N/A
EDPGSGE	PGCE Secondary (Geography) (Revised 2024)	100409	N/A
EDPGSPE	PGCE Secondary (Physical Education) (Revised 2024)	100433	N/A
EDPGSDT	PGCE Secondary (Design and technology)	100048/100050	N/A
EDPGSDR	PGCE Secondary (Drama)	100069	N/A
EDPGSMU	PGCE Secondary (Music)	100642	N/A
EDPGSRE	PGCE Secondary (Religious Education)	100339	N/A
EDPGSSS	PGCE Secondary (Social Sciences)	100471	N/A