



POSTGRADUATE PROGRAMME SPECIFICATION

Programme Title: PGCE
Delivered At: Staffordshire University (SU)
Franchised to: West Midlands Consortium (WMC)
Franchised to: Ashton Sixth Form College (ASFC)

Awarding Body: Staffordshire University

Teaching Institution: Staffordshire University
West Midlands Consortium
Ashton Sixth Form College

Final Awards:

Postgraduate Certificate in Education

in

PGCE Secondary Economics and Business Education
PGCE Secondary Business Education
PGCE Secondary Computer Science
PGCE Secondary Mathematics
PGCE Secondary Physical Education
PGCE Secondary Geography
PGCE Secondary History
PGCE Secondary Physics
PGCE Secondary Physics with Mathematics
PGCE Secondary Religious Education
PGCE Secondary Chemistry
PGCE Secondary English
PGCE Secondary Biology
PGCE Secondary Art and Design
PGCE Secondary Social Science
PGCE Secondary Dance
PGCE Secondary Drama
Primary (General)
Primary with PE

Specifically, for Ashton:

Primary - General
PGCE Secondary Art and Design
PGCE Secondary Design & Technology
PGCE Secondary Mathematics
PGCE Secondary English
PGCE Secondary Drama
PGCE Secondary Geography
PGCE Secondary Music
PGCE Secondary Religious Education
PGCE Secondary Biology
PGCE Secondary Chemistry
PGCE Secondary Physics

PGCE Secondary Physics with Mathematics
PGCE Secondary History

JACS code: X100

Intermediate Awards: N/A

Mode of Study: Full time

UCAS Codes: **S72 Staffordshire University**
X100 (Primary General),
2S9K (Primary General- Rode Heath),
2RS6 (Primary General – Black Firs),
2P7Z (Primary General – St Anne’s),
3736 (Primary General – The Willows),
2QNW (Primary General – Oakridge),
2YFB (Primary general – Perton),
382T (Primary with PE),
G1X1 (Mathematics),
1X99 (Computer Science),
N1X1 (Business Education),
L1X1 (Economics and Business Education),
2C34 (Economics and Business Education – Biddulph),
345N (English),
345M (Geography),
2NH8 (Art and Design),
2C37 (Physical Education – Biddulph),
35MK (Art and Design – Blackfriars Madeley),
35ML (Art and Design – Blackfriars Wolstanton),
2T9Z (Art and Design – CLT),
37KX (Business – CLT),
32FW (Computer Science – Blackfriars Madeley),
35MH (Computer Science Blackfriars Wolstanton),
37KY (Computer Science – CLT),
382S (Biology), 33YM (English – CLT),
37KZ (Geography – CLT),
328L (Mathematics – Blackfriars Clayton),
328M (Mathematics – Blackfriars Newcastle Academy),
35M4 (Mathematics – Blackfriars Wolstanton),
35M5 (Mathematics – Blackfriars the Grove School),
2C3B (Mathematics – Biddulph), 33YN (Mathematics -CTL),
382R (Physical Education), 33WQ (Physical Education – CLT),

W53 West Midlands Consortium

2MDY (Dance),
2D7Z (Physical Education),
2PPD (Primary)

A2524 Ashton Teacher Training Partnership

2S3L (Primary – General),
2S4T (Art and Design),
2S4P (Design & Technology),
2S4L (Mathematics),
2S4K (English),
2S4M (Drama),
2S4J (Geography),

2S49 (*Music*),
2S3R (*Religious Education*),
2S4S (*Biology*),
2S4Q (*Chemistry*),
2S CD (*Physics*),
2S3Y (*Physics with Mathematics*),
2S4C (*History*),

QAA Subject Benchmarks: Not Applicable

Professional/Statutory Body: Department for Education (National College for Leadership and Teaching - NCTL)

Date of Production: April 2018

Date of Revision:

If you require this document in a larger text or a different media please contact us.

EDUCATIONAL AIMS OF THE PROGRAMME

Aims

The PGCE aims to develop outstanding teachers who demonstrate:

1. an ability to challenge, engage and transform the way in which learners see the world.
2. excellence in all aspects of classroom practice.
3. the ability to work in an inter-professional and interdisciplinary way to meet the needs of all learners.
4. the highest levels of self-evaluation and reflection on teaching and learning
5. the highest professional standards and commitment to continuing their own learning as teachers
6. an understanding of the education sector and a commitment and ability to contribute to its future development

PROGRAMME OUTCOMES

A holder of the Post Graduate Certificate in Education (60 L6 + 60 L7) will:

- Demonstrate a systematic understanding and knowledge of:
 1. the teaching and learning activities relevant to their chosen subject/phase/context.
 2. the application of subject knowledge to teaching in your chosen phase. For trainees in secondary, this includes a broad knowledge of the specialist subject to undergraduate level.
 3. a range of issues in education that draws upon current research, advanced scholarship, contemporary problems and/or new insights which is informed by the forefront of the discipline.
 4. the Teachers Standards and of the activities/evidence needed to meet those standards and systematically collect this evidence from a variety of school contexts.
- Communicate:
 1. understanding of subject pedagogy clearly and accurately.
 2. subject knowledge clearly and accurately.
 3. findings to specialist and non-specialist audiences
 4. and clearly describe the relationship between the evidence and Teachers Standards.
- Manage their own learning in relation to:
 1. pedagogy and exercise initiative in its application to their developing practice.
 2. subject knowledge and exercise initiative in its application to their developing practice.
- Be able to identify and understand:
 1. sources of specific subject pedagogy and apply these appropriately in order to meet the needs of individual students in varying contexts and justify decisions made.
 2. how to transform subject knowledge in practice using appropriate pedagogies in order to promote student understanding.
 3. sources of subject knowledge and develop appropriate teaching and learning resources relevant to specific student needs in varying contexts and justify decisions made in the light of application to practice.
 4. the difference between the subject knowledge required to be an effective practitioner and the subject knowledge required to achieve academic success.
- Reflect and critically evaluate:
 1. in a structured way on the professional knowledge, understanding, skills and capabilities required to be a successful practitioner.
 2. a wide range of relevant sources of evidence in relation to the Teachers Standards and make appropriate decisions about the relevance and quality of evidence.
- Engage in systematic research linked to one specific area of professional practice and be able to make judgements about the applicability of research to practice.
- Demonstrate satisfactory or better teaching ability as referenced to current government requirements for teachers.
- Demonstrate a systematic understanding and knowledge of a range of generic and subject specific pedagogical approaches that draws upon current research, advanced scholarship, contemporary problems and/or new insights which is informed by the forefront of the discipline.
- Communicate findings to specialist and non-specialist audiences.
- Reflect in a structured way on the interrelationship between subject, pedagogical issues and the wider curriculum.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Potential award:

Postgraduate Certificate in Education (60 L 6 + 60 L7 Credits)

Modules	Postgraduate 60 L6 + 60 L7
Module 1 – Learning and Teaching in Subject (LTS) – 30 L7 credits	
Assignment 1 – 3000 word – review the impact on learning of a planned lesson	✓
Module 2 - Subject Knowledge for Learning and Teaching (SKLT) – 30 L6 credits	
Assignment 2 - 2000 word assignment on assessment in subject/s	✓
Module 3 - Education and Professional Issues (EPI) – 30 L7 credits	
Assignment 3 - 4000 word assignment on a current educational issue	✓
Module 4 - Teaching Practice (TP) Portfolio - 30 L6 credits	
Portfolio - evidence for “Teachers’ Standards” with a brief contextual statement for each to ensure coverage of the whole standard and teaching ability at grade 1, 2 or 3	✓

Note:

- All trainees are registered for a Postgraduate Certificate in Education
- Trainees must attempt all modules

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

The team responsible for delivering the course seeks to exemplify a wide variety of teaching and learning styles. Associate Teachers are encouraged to critically examine the variety of styles of teaching and learning that they encounter during their university courses, where they will experience both large group teaching and tutorials and seminars. These are methods with which they will have become familiar during their own undergraduate studies, but the course will provide them with a basis for reflecting on teaching and learning effectiveness, and presenting a variety of approaches to both large and small group teaching.

During the PGCE course components, Associate Teachers are introduced to a variety of approaches to small group work. Team games, role plays and case studies feature in the specialist subject modules. The Educational and Professional Issues courses set up research activities on a small group basis, and require Associate Teachers to make group presentations. Investigative styles of learning, with Associate Teachers working some of the time in twos and threes, and making formal presentations of their results supported by PowerPoint and handouts is also employed as appropriate. Computer Assisted Learning at first hand is also explored.

During the school placements Associate Teachers work under the guidance of their Mentor on the preparation of teaching and learning activities for use in the classroom. At times the Associate Teachers will be developing materials on the basis of ideas initiated by the Mentor. It is intended that much of the class contact during the first term will involve team teaching with the Mentor and Associate Teacher in the classroom together. This will allow ample opportunity for Associate Teachers to observe each other and the Mentor at work, and to learn from each other through follow-up discussion and evaluation. Tutors will observe you once on placement one and twice on placement two.

More details on teaching hours is contained in the Teaching Practice and Portfolio Guidance Document but, in general, the Staffordshire University PGCE aims to develop quality (as opposed to simply quantity) in the planning, teaching, resourcing, assessing and evaluating of lessons and learning. This means that ATs should expect to be teaching around 50% of a normal teacher's week during the Jan-Feb period and as soon as possible in the second placement, allowing ample time for quality and potential Masters level outcomes to be demonstrated by ATs.

Assessment

Assessment takes a number of different forms:

1. **Portfolios of evidence** form essential components in the assessment of practical teaching abilities and information and communications technology skills. In each of the above cases Associate Teachers are required to submit a portfolio of evidence to demonstrate that competency targets have been achieved.
2. **Design and evaluation tasks**, such as the development and evaluation of teaching materials and assessment schemes.
3. **Research tasks**, such as school-based studies emanating from the work on educational and professional issues.
4. **Critical Evaluation** of teaching materials, course plans and school-wide issues. This will be present throughout all assessments.

ADDITIONAL INFORMATION

Entry Requirements

What qualifications would I need to join this programme?

The entry requirements for the award are normally:

General requirements:

- A degree of a United Kingdom university, or of the CNAAB, (at 2.2 or above) or hold a recognised equivalent qualification.
- GCSEs in Mathematics and English Language, at Grade C (grade 4) or better for secondary course and in addition a GCSE in Science at grade C or better for primary courses.
- The university requires a minimum of IELTS 6.0 in all four elements, however the regulatory requirement to have a GCSE in English means that for the purposes of the PGCE the English qualification must have this equivalence.

Applicants must also meet all current Department for Education regulations concerning entry to the teaching profession.

Subject requirements:

Applicants must hold a first degree with at least 50% in the subject(s) to be taught or in the case of primary education a degree that is education related or aligns with a National Curriculum core subject:

Accreditation of Prior (Experiential) Learning

The DfE does not allow AP(E)L onto full time PGCE awards.

Suitability for Teaching

Candidates must satisfy the selection team that they possess the personal and intellectual qualities suitable for teaching. Candidates will be evaluated according to the following criteria:

- relevant subject knowledge
- relevant experience outside formal education
- experience of, and commitment to, teaching/working with young people
- communication capabilities
- capacity for critical reflection.

Offers of places will be conditional upon applicants meeting the current Department for Education requirements regarding checks on:

- Health
- Child Protection
- DBS

Courses Offered at Staffordshire University:

Subject	UCAS Code
PGCE Secondary Art and Design	2NH8
PGCE Secondary Art and Design – Blackfriars Madeley	35MK
PGCE Secondary Art and Design – Blackfriars Wolstanton	35ML
PGCE Secondary Art and Design – CLT	2T9Z
PGCE Secondary Biology	382S
PGCE Secondary Business Studies	N1X1
PGCE Secondary Business – CLT	37KX
PGCE Secondary Computer Science	1X99
PGCE Secondary Computer Science – Blackfriars Madeley	32FW
PGCE Secondary Computer Science Blackfriars Wolstanton	35MH
PGCE Secondary Computer Science – CLT	37KY

PGCE Secondary Economics and Business Education	L1X1
PGCE Secondary Economics and Business Education – Biddulph	2C34
PGCE Secondary English	345N
PGCE Secondary English – CLT	33YM
PGCE Secondary Geography	345M
PGCE Secondary Geography – CLT	37KZ
PGCE Secondary Mathematics	G1X1
PGCE Secondary Mathematics – Blackfriars Clayton	328L
PGCE Secondary Mathematics – Blackfriars Newcastle Academy	328M
PGCE Secondary Mathematics – Blackfriars Wolstanton	35M4
PGCE Secondary Mathematics – Blackfriars the Grove School	35M5
PGCE Secondary Mathematics – Biddulph	2C3B
PGCE Secondary Mathematics -CTL	33YN
PGCE Secondary Physical Education	382R
PGCE Secondary Physical Education – Biddulph	2C37
PGCE Secondary Physical Education – CLT	33WQ
Primary - General	X100
Primary General- Rode Heath	2S9K
Primary General – Black Firs	2RS6
Primary General – St Anne's	2P7Z
Primary General – The Willows	3736
Primary General – Oakridge	2QNW
Primary general – Perton	2YFB
Primary with PE	382T

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/courses_and_study/disabled_students/

AWARD SPECIFIC INFORMATION

PGCE assessment regulations

Grading

Written assignments will be graded in line with the university regulations appropriate to level 6 and level 7 assessments.

The Teaching Practice module will also follow this requirement, but in addition reflect Teaching Ability which will be graded on school placement by using the Ofsted criteria listed below;

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Requires Improvement
- Grade 4: Inadequate/Fail

Compensation

In line with government requirements, there is **no compensation** allowed in PGCE awards. Associate Teachers must pass all modules.

Pass at Postgraduate Certificate in Education (60 Level 7 credits)

Associate Teachers must demonstrate eligibility for the Award of Qualified Teacher Status as defined by DfE. To do this at Postgraduate level, it is necessary to:

- Pass all the Level 6 modules;
- Pass all the Level 7 modules.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about student support, and academic regulations.

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ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION

This section should record any matters within the programme specification which do not apply to the delivery at the partner. It should also note any differences in delivery, course content, module choice etc.

Name of the partner: West Midlands Consortium

Admission requirements: As Staffordshire University PGCE requirements

Courses Offered at West Midlands Consortium:

Subject	UCAS Code
PGCE Secondary Dance	2MDY
PGCE Secondary Physical Education	X9C6
Primary - General	X100

Date of approval

ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION

This section should record any matters within the programme specification which do not apply to the delivery at the partner. It should also note any differences in delivery, course content, module choice etc.

Name of the partner: Ashton Sixth Form College

Admission requirements: As Staffordshire University PGCE requirements

Ashton Sixth Form College:

Subject	UCAS Code
PGCE Secondary Primary - General	2S3L
PGCE Secondary Art and Design	2S4T
PGCE Secondary Design & Technology	2S4P
PGCE Secondary Mathematics	2S4L
PGCE Secondary English	2S4K
PGCE Secondary Drama	2S4M
PGCE Secondary Geography	2S4J
PGCE Secondary Music	2S49
PGCE Secondary Religious Education	2S3R
PGCE Secondary Biology	2S4S
PGCE Secondary Chemistry	2S4Q
PGCE Secondary Physics	2SCD
PGCE Secondary Physics with Mathematics	2S3Y
PGCE Secondary History	2S4C

Date of approval

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