Programme Specification and Curriculum Map

1. Programme title	PGCE Specialism (QTS)
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/ statutory/ regulatory body	Qualified Teacher Status (QTS)
5. Final qualification	PGCE Computer Science with ICT (QTS) PGCE Drama with English (QTS) PGCE English (QTS) PGCE English and Drama (QTS) PGCE Geography with Humanities (QTS) PGCE History with Humanities(QTS) PGCE Mathematics (QTS) PGCE Music (QTS) PGCE Science with Biology (QTS) PGCE Science with Chemistry (QTS) PGCE Science with Physics (QTS) Prof GCE (QTS) (60 Credits at Level 6) PG Cert (60 credits at Level 7)
6. Year of validation **Year of amendment**	2018
7. Language of study	English
8. Mode of study	Full time

9. Criteria for admission to the programme

Applicants are required to meet the entry requirements set out by the Department for Education http://www.education.gsi.gov.uk/ITTcriteria

10. Aims of the programme

The aim of the programme is to prepare students to meet the Teachers' Standards and enter the teaching profession. The programme will enable students to demonstrate critical understanding of current research and advanced scholarship in the area of secondary education and to demonstrate expertise in highly specialised professional skills in a context where they will need to exercise initiative and take personal responsibility for decision making in complex and unpredictable situations. Students will develop the knowledge and understanding of the secondary curriculum for their subject and pedagogic knowledge, understanding and skills to teach effectively across the 11-16 age and full ability range of the secondary school. They will develop their knowledge and understanding of pupils and their learning and be able to critically evaluate and respond to the diverse needs of children in multicultural, multilingual and multi-faith settings.

Trainees will learn to develop a mutually respectful partnership with pupils, their homes and communities and a commitment to learn from these together with an understanding of the role of parents, carers, families and social, ethnic, linguistic, faith and other communities in children's learning.

On school-based training placement, they will work within a secondary school as members of staff; to understand the interdependency of the whole staff and the roles and responsibilities of teachers with respect to their classroom duties and their responsibilities to the governors, head teachers, teachers, parents and pupils and to other professional agencies that provide education and care for young children.

In order to fulfil the aims on the programmes trainees will develop a detailed and up to date knowledge of the National Curriculum and current developments in education and confidence and competence in the management of the children's learning, based on knowledge and understanding of the children's motivation, needs, abilities and aptitudes.

They will learn to plan for, teach and assess children across the age and ability range and to organise and manage a class in relation to the achievement of appropriate educational goals. By reflecting on their own teaching and that of others they will develop an inquiring and critical approach and be able to adapt and modify approaches in the light of changing needs and demands drawing on recent research and scholarship.

Through their awareness of the teachers' professional and statutory responsibilities including health and safety issues related to teaching their subject specialism they will understand and develop a commitment to the rights of children and colleagues in relation to equality issues.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will:
1. Demonstrate a creative and constructively critical understanding of current theoretical and methodological approaches in Secondary Education in relation to teaching and learning and the requirements of assessment frameworks including the National Curriculum.
2. Demonstrate a deep and systematic understanding of the classroom and school setting in a diverse society and how schools and their own teaching practice can promote social inclusion.
3. Display expertise in selecting and applying advanced techniques and information sources within a complex and unpredictable setting in order to develop effective specialist teaching including the use of assessment to enhance learning and the critical analysis of pupil data to assess the impact on learning and pupil progress.
4. Demonstrate mastery in use of ideas at a high level of abstraction to develop critical and evaluative perspectives on current debates in school education using theoretical understandings and practical experience of teaching a specialist subject in school.

Teaching/learning methods

Students gain knowledge and understanding through a variety of methods including reading, discussion, listening, practical activities, accessing ICT and self-directed scholarly activity.

Assessment methods

Students' knowledge and understanding is assessed by Coursework; Scrutiny of their teaching files; Observation of the students' teaching and evaluative discussions with course tutors and school based mentors and teachers.

5. Demonstrate a systematic knowledge and understanding of professional practice described by the Teachers' Standards (Parts 1 and 2), 6. Display expected confidence and competence in teaching performance as described by the Teachers' Standards, across the age-range (and curriculum area) specified by the programme and within an appropriate school setting	
B. Skills On completion of this programme the successful student will be able to: 1. Critically reflect on and evaluate their own teaching in the light of current theoretical developments in Secondary Education 2. Analyse research data and critically evaluate how it affects the way the knowledge base is interpreted. 3. Demonstrate the knowledge and skills necessary to carry out effectively small scale research in education. 4. Judge the reliability, validity and significance of evidence to support conclusions and/or recommendations. 5. Critically reflect and evaluate their own practice of teaching their specialist subject in the light of current theoretical developments, school practice and research. 6. Evaluate and synthesise information in innovative ways, flexibly and creatively applying knowledge and understanding of assessment practice. 7. Critically reflect on their performance as a teacher within the framework of the Teachers' Standards, using personal reflection and feedback to inform subsequent learning and professional practice as a teacher 8. Critically evaluate the key policies and practices relating to working within the school environment, linking these to the theoretical perspectives presented at University, current education policy and alternative school setting	**Teaching/learning methods** Students learn cognitive skills through regularly undertaking focused evaluative observation tasks, and discussion with tutors and their peers and school-based mentors and course tutors. Students learn practical skills through regular practice of these skills and critical reflection on their skills acquisition. **Assessment methods** Students' cognitive skills are assessed by the scrutiny of their teaching files along with written assignments which challenge assumptions and on-going self-evaluation and collaborative evaluation of school experience. Students' practical skills are assessed by scrutiny of the students' teaching files. Observation of the students teaching including the effective use of artefacts in the classroom and evaluative discussion with course tutors and school-based mentors and teachers.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme
The programme complies fully with the current DfE requirements for Initial Teacher Training (ITT) . https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework The programme comprises 4 compulsory modules. Secondary Professional Development One and Two (each 30 credits level 6) Professional Knowledge and Pedagogy (30 credits at level 7) and a Specialism* Education module (30 credits at level 7).   The two Level 6 modules incorporate school-based training.

12.2 Levels and modules			
All modules are compulsory. Students take the following modules that make up the programme: *Please note that specialism above and below refers to a specific subject pathway			
EDS 3211	Secondary Professional Development 1	30 Credits Level 6	Autumn Semester
EDS 3212	Secondary Professional Development 2	30 Credits Level 6	Spring Semester
EDS 4300	Professional Knowledge and Pedagogy	30 Credits Level 7	Autumn/Spring Semesters
EDS 4301-11	(Specialism*) Education	30 Credits Level 7	Autumn/Spring Semesters

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
All modules are non-compensatable.	

13. Curriculum map
All of the learning outcomes are mapped through each individual module following this programme specification. The curriculum map follows this section.

14. Information about assessment regulations

To gain the award of *PGCE (Specialism)*, students must pass all assignments and meet all of the Teachers' Standards 2012 at a minimum standard.

Please note that students cannot start their Induction Year unless they have been recommended for QTS. Students may take up a post without QTS, but only at the discretion of the Head teacher.

15. Placement opportunities, requirements and support

School-based training is a required component of this initial teacher-training route and will provide students with opportunities to learn about different approaches to school management, organisation, teaching and learning.

16. Future careers

This programme leads to Qualified Teacher Status. Students will be supported with the process of applying and preparing for their first teaching post as a newly qualified teacher.

17. Particular support for learning

Students are able to access support for academic writing and for literacy and numeracy, provided by LET. Also, there will be subject specific sessions relating numeracy and literacy to the broader curriculum of the student subject specialism.

18. JACS code (or other relevant coding system)	X130 for all pathways
19. Relevant QAA subject benchmark group(s)	N/A

20. Reference points

The following reference points were used in designing the programme:

QAA Masters Degree Characteristics (https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

FHEQ (https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf)

University regulations 2018/19
https://www.mdx.ac.uk/about-us/policies/university-regulations

https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice

The Teachers' Standards 2012. (https://www.gov.uk/government/publications/teachers-standards)

Training our next generation of outstanding teachers DfE June 2011 Implementation Plan DfE Nov 2011.

The Bristol Guide 2014 provides a clear overview of the law and statutory frameworks which are most relevant to the professional responsibilities and duties of teachers.

The QAA safeguarding standards: Code of practice for the assurance of academic quality and standards in higher education - Section 9: Work-based and placement learning.

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the PGCE Programme Handbook, the School Mentor Handbook, the Module Handbooks and the University Regulations.

Curriculum Map

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

	Knowledge and understanding
A1	Demonstrate a creative and constructively critical understanding of current theoretical and methodological approaches in Secondary Education in relation to teaching and learning and the requirements of assessment frameworks including the National Curriculum.
A2	Demonstrate a deep and systematic understanding of the classroom and school setting in a diverse society and how schools and their own teaching practice can promote social inclusion.
A3	Display expertise in selecting and applying advanced techniques and information sources within a complex and unpredictable setting in order to develop effective History with Humanities teaching including the use of assessment to enhance learning and the critical analysis of pupil data to assess the impact on learning and pupil progress
A4	Demonstrate mastery in use of ideas at a high level of abstraction to develop critical and evaluative perspectives on current debates in school education using theoretical understandings and practical experience of teaching History with Humanities in school
A5	Demonstrate a systematic knowledge and understanding of professional practice described by the Teachers' Standards (Parts 1 and 2)
A6	Display expected confidence and competence in teaching performance as described by the Teachers' Standards, across the age-range (and curriculum area) specified by the programme and within an appropriate school setting
	Skills
B1	Critically reflect on and evaluate their own teaching in the light of current theoretical developments in Secondary Education
B2	Analyse research data and critically evaluate how it affects the way the knowledge base is interpreted.
B3	Demonstrate the knowledge and skills necessary to carry out effectively small scale research in education
B4	Judge the reliability, validity and significance of evidence to support conclusions and/or recommendations
B5	Critically reflect and evaluate their own practice of teaching their specialist subject in the light of current theoretical developments, school practice and research.
B6	Evaluate and synthesise information in innovative ways, flexibly and creatively applying knowledge and understanding of assessment practice.
B7	Critically reflect on their performance as a teacher within the framework of the Teachers' Standards, using personal reflection and feedback to inform subsequent learning and professional practice as a teacher
B8	Critically evaluate the key policies and practices relating to working within the school environment, linking these to the theoretical perspectives presented at University, current education policy and alternative school setting

Programme outcomes														
A1	A2	A3	A4	A5	A6		B1	B2	B3	B4	B5	B6	B7	B8

Highest level achieved by all graduates														
7	7	7	7	6	6		7	7	7	7	7	7	6	6

Module Title	Module Code by Level	Programme Outcomes														
		A1	A2	A3	A4	A5	A6		B1	B2	B3	B4	B5	B6	B7	B8
Secondary Professional Development 1	EDS3211					✓	✓								✓	✓
Secondary Professional Development 2	EDS3212					✓	✓								✓	✓
Professional Knowledge and Pedagogy	EDS4300	✓	✓						✓	✓	✓	✓				
(Specialism)* Education	EDS 4301-11			✓	✓								✓	✓		