

PROGRAMME SPECIFICATION – PGCE

1 Programme title(s) covered by this specification:

Postgraduate Certificate of Education (Secondary)

2 Name(s) of final award(s): Postgraduate Certificate of Education

3 Awarding body/institution: University of York

4 Teaching institution (if different): N/A

5 UCAS code (where relevant):

GTTR Codes:

English	Q3X1
History	V1X1
Mathematics	G1X1
Modern Languages: French	R1X1
French with German	RX11
French with Spanish	RXD1
German	R2X1
German with French	RX21
German with Spanish	RX2C
Biology	C1X1
Chemistry	F1X1
Physics	F3X1

6 Criteria for admission to the programme

Students can train to teach the following secondary school subjects:

Mathematics, English, Biology, Chemistry, Physics, Modern Foreign Languages (French or German at subsidiary level), History.

Criteria for admission to the programme include:

- First degree from a British university, or equivalent, in main subject chosen to teach; A-level, or equivalent, for second subject (eg a science subject or a second foreign language);
- GCSE or equivalent in Mathematics and English

In addition, all applicants are interviewed to assess their suitability for the course and for the teaching profession. The interview includes spoken and written assessments.

7 Length and status of programme and mode of study

36 weeks, from September through to June. Of these, 20 days are spent on school-based training. These 120 days are spent in two different secondary schools (22 weeks in total), and also a primary school (2 weeks). The secondary schools are based across the region, and work in formal partnership with the University.

8 Proposed starting date (month and year; for new programmes only):

N/A

9 Relevant subject benchmark statement(s)

N/A

10 Accreditation (if applicable)

The University of York PGCE leads to qualified teacher status (QTS), a nationally-recognised qualification.

11 Educational aims of the programme

The principal aim of the course is to enable trainees to acquire the knowledge and skills required for teaching, as specified by the Teacher Training Agency in its document *Qualifying to Teach*. This document lists the Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training. The Standards are organised in three inter-related sections which describe the criteria for the award of QTS:

- 1 PROFESSIONAL ATTRIBUTES
- 2 PROFESSIONAL KNOWLEDGE AND UNDERSTANDING
- 3 PROFESSIONAL SKILLS

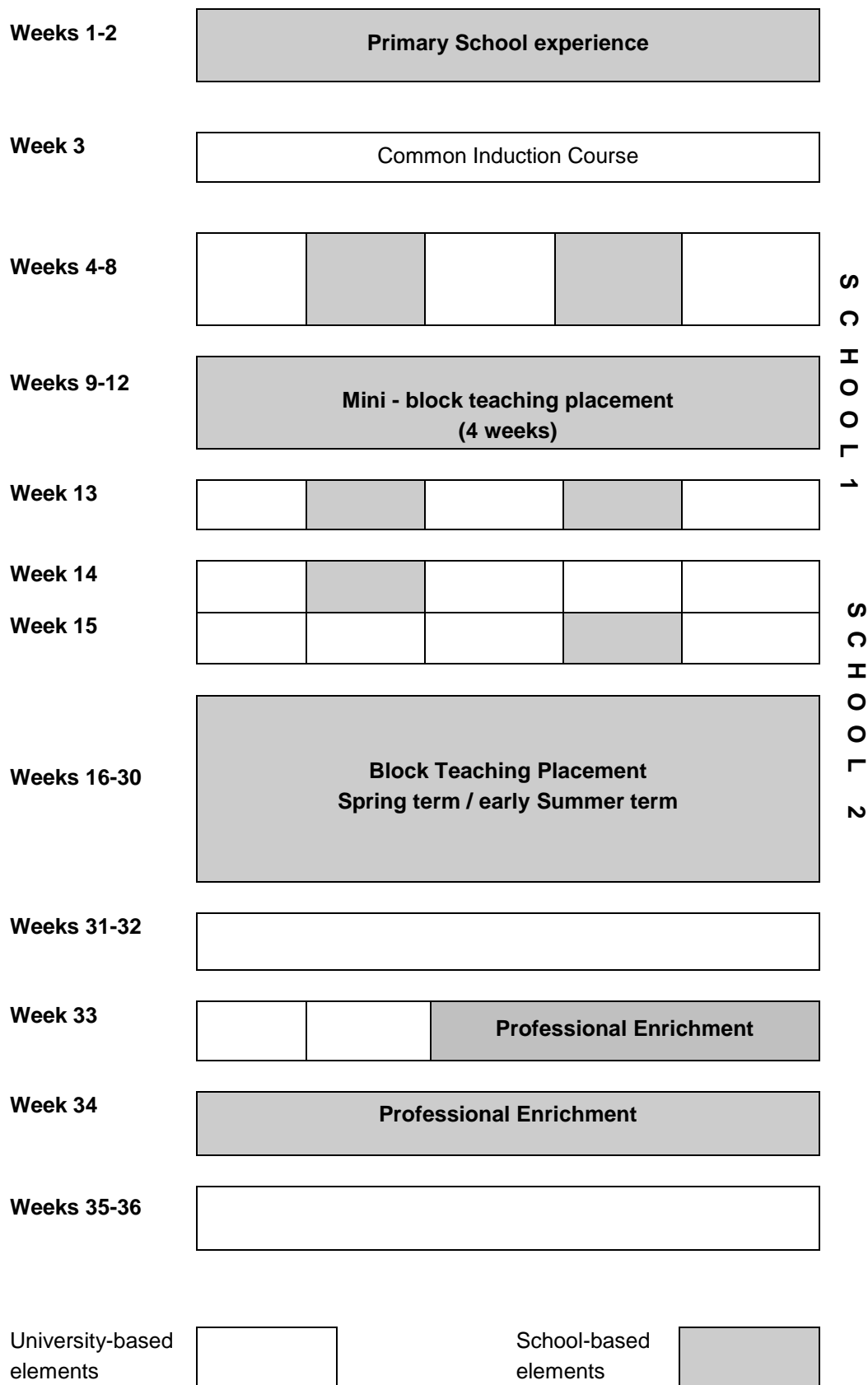
The course also encourages trainees to examine, in a critical but constructive way, the current educational system and practice. Different components of the course contribute in differing degrees to these overall aims.

Course Outline

The PGCE course is provided through a partnership between the University and Schools. All trainees spend about two thirds of their course time in schools and have the opportunity to gain experience of teaching in at least two schools. Responsibility for tuition and trainee support is shared between university and school staff.

The course pattern is shown on the diagram below.

12 Programme Structure



University-based elements of the course

(a) Whole School Issues

This element is followed by all trainees and deals with aspects of teaching which are equally relevant to all teachers regardless of their subject. Activities take place at the university and in school.

(b) Curriculum Area Courses

A major part of work on the course is concerned with learning to teach subjects in one of the following curriculum areas: English, History, Mathematics, Modern Foreign Languages, Biology, Chemistry and Physics.

With the exception of all those specialising purely in English, History and Mathematics, and some of those specialising in French, trainees are prepared to teach a main and a second teaching subject. The main and second teaching subjects are:

<u>Main Subject</u>	<u>Second Subject</u>
French	German
French	Spanish
German	French
German	Spanish
Biology	Science
Chemistry	Science
Physics	Science

School-based elements of the course

Students spend time in schools as follows:

- primary school observation, in the 2 weeks prior to the start of the university term;
- 2 days per week October-November; plus 3 weeks continuous school placement November-December.
- a 16-week block placement January-May;
- 2 weeks 'professional enrichment' May-June.

School-based activities consist largely of a planned programme of observation and teaching, with regular feedback from and discussion with practising teachers.

13 Intended learning outcomes, distinguishing those which are assessed, in terms of:

- (a) knowledge**
- (b) understanding**
- (c) skills (discipline-related and transferable)**
- (d) experience and other attributes**

Learning outcomes match the nationally-laid down Standards for the Award of Qualified Teacher Status. These are described in the Teacher Training Agency's publication *Qualifying to teach: Professional Standards for Qualified Teacher Status*. The standards relate to Professional Values and Practice, Knowledge and Understanding and Teaching.

Knowledge and Understanding:

- Trainees must demonstrate a secure knowledge and understanding of the subject(s) they are trained to teach.
- They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook, and are familiar with the Programme of Study for Citizenship and the National Curriculum Framework for Personal, Social and Health Education.
- They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.
- They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
- They know how to use ICT effectively, both to teach their subject and to support their wider professional role.
- They understand their responsibilities under the SEN Code of Practice, and know how to seek advice from specialists on less common types of special educational needs.
- They know a range of strategies to promote good behaviour and establish a purposeful learning environment.
- They have passed the Qualified Teacher Status skills tests in numeracy, literacy and ICT.

Skills

Trainees have to be able to demonstrate the ability to plan lessons, set suitable expectations and targets for pupils; monitor and assess pupils' learning; have a suitable range of classroom skills. They must demonstrate that they can:

- set challenging teaching and learning objectives
- plan lessons and sequences of lessons
- select and prepare resources
- take part in teaching teams
- plan opportunities for out-of-school learning
- use a range of monitoring and assessment strategies, and know how to give constructive feedback
- assess pupils' progress accurately
- identify high achievers, low achievers, and pupils with special educational needs

- identify the learning needs of pupils learning English as an additional language
- record pupils' progress systematically, and report accurately orally and in writing
- establish a purposeful learning environment
- teach the required or expected knowledge, understanding and skills at an appropriate level in Key Stages 3, 4 and post-16
- teach clearly and motivate pupils, differentiating needs as appropriate
- manage resources
- set high expectations for pupils' behaviour
- use ICT effectively
- set homework
- work collaboratively
- take account of equal opportunities

14 Teaching, learning and assessment methods used to achieve and demonstrate the learning outcomes

Teaching and learning methods include:

- 'on the job' training in schools (lesson observation and teaching)
- University-based sessions which comprise a mix of plenary lectures, small-group discussions and individualised learning; the university-based sessions are sometimes subject-specific, sometimes 'whole school issues'.

Assessment

There are four key strands in the formal assessment of the PGCE course.

These are:

1) Attendance

Trainees are expected to attend all classes, tutorials and events related to the school and University elements of the course

2) Classroom teaching and involvement in school life

Trainees spend a significant proportion of their time in schools working with teachers and tutors to develop practical teaching skills. Trainees' progress in this is monitored via regular teacher and tutor feedback.

3) Assignments

These tasks are designed to provide trainees with the opportunity to relate their experiences of teaching and learning in schools to theoretical issues in the teaching of their subject and to wider educational issues. They are:

- | | |
|---|-------------|
| (1) Lesson Observation (10 credits) | Autumn Term |
| (2) Evaluation of a Teaching and Learning Sequence (10 credits) | Spring Term |
| (3) Whole School Issues Special Study (20 credits) | Summer Term |

4) QTS Skills Tests in Numeracy, Literacy and ICT

The Teacher Training Agency have developed national Numeracy, Literacy and ICT Tests for ITT trainees. Passing these tests is a requirement for all those seeking to gain QTS. Trainees on the PGCE course must have passed the QTS Skills Tests in Numeracy, Literacy and ICT in order to be awarded the PGCE and therefore be recommended for QTS.

PGCE Board of Examiners

The Board meets at the end of the course to review student progress. To pass the PGCE, and thus be recommended for QTS, students must have:

- i) met the attendance requirements
- ii) completed the written assignments to a satisfactory level
- iii) passed their block teaching placement satisfactorily by showing that they have fulfilled the requirements as set out in Section 13 of this document
- iv) completed their Primary School Placement satisfactorily
- v) passed the Numeracy, Literacy and ICT Skills tests
- vi) submitted their Career Entry and Development Profile satisfactorily

15 Variations and exceptions: N/A

16 Quality and standards:

I Outcomes of any relevant external reviews (e.g. QAA Subject Review):

The course was last externally inspected by OFSTED in 2010. The course was graded '1' Outstanding in: xxxx

All points for action and consideration raised in previous OFSTED reports have been addressed in action plans, and plans implemented where this has been possible. The 2010 report contained 1 action point. This is being addressed across the whole course.

OFSTED inspections are carried out on a rolling programme. The next one is provisionally fixed for 2013.

External examiners' reports, at individual subject and whole course level, have been consistently positive over a number of years.

II Other awards or distinctions: N/A

III Particular features of departmental systems for evaluating and improving the quality and standards of learning

The course has one chief external examiner and five assistant external examiners, one for each subject area. Between them, they monitor trainees' written assessed pieces and observe a small sample of trainees in the

classroom; they also take oral feedback from the trainees and from the representatives in partnership schools.

Monitoring of the course, in addition to what is mentioned above, includes feedback from the trainees (twice during the course of the 36 weeks) and discussions with school partners (twice per year). There is trainee representation on the Board of Studies and the PGCE Teaching Committee and also there are regular meetings with trainee representatives and the Director of Initial Teacher Training. There is a teacher representative on the PGCE Teaching Committee.

In addition, the Partnership Forum meets 3 times per year. The forum consists of university and school-based staff: the purpose of this body is to oversee partnership issues.

The course director acts, where appropriate, on feedback received from students, external examiners, and staff. In addition, all elements of the course are monitored, reviewed and revised in light of national changes to teacher training requirements.

17 Date on which this programme specification written or revised:

March 2011 (update)

18 Other sources of information relating to this programme specification:

This specification provides a summary of the main features of this programme and the learning outcomes that a typical trainee might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information and the guidance concerning administration and assessment can be found in the PGCE Handbooks.