Programme specification
Postgraduate Certificate in Education (PGCE) Secondary

School: School of Education
Entry from: September 2018
Awarding Institution: York St John University
Teaching Institution: York St John University ITE Partnership
Delivery Location: York St John University and Partnership Schools
Programme/s Accredited by: National College for Teaching and Leadership (NCTL)
Office for Standards in Educations, Children’s Services and Skills (Ofsted)
Final Award: Postgraduate Certificate in Education (PGCE) Secondary
Exit Awards:
- Graduate Diploma in Education Secondary: Religious Education
- Graduate Diploma in Education Secondary: English
- Graduate Diploma in Education Secondary: Mathematics
- Graduate Diploma in Education Secondary: Science: Biology
- Graduate Diploma in Education Secondary: Science: Chemistry
- Graduate Diploma in Education Secondary: Science: Physics
- Graduate Diploma in Education Secondary: Modern Foreign Languages
- Graduate Diploma in Education Secondary: History
- Graduate Diploma in Education Secondary: Geography
- Graduate Diploma in Education Secondary: Music
- Graduate Diploma in Education Secondary: Drama
- Graduate Diploma in Education Secondary: Physical Education

UCAS Code / GTTR / Other:
Joint Honours Combinations: Not applicable
QAA Benchmark Group(s): Education
Mode/s of Study: Full-time over 1 year
Language of Study: English

Introduction and Special Features
The key aim of the PGCE secondary programme is to deliver a high quality, current and relevant programme of training that equips you with the professional knowledge, understanding, skills and attributes that you need to become outstanding teachers and leaders in our local and national secondary schools.

There are two routes for the PGCE secondary programme which are the university-centred route and the school-centred route. Both routes are full-time and involve at least 120 days of training in school as per the ITT criteria (2017), starting in September and ending in July. On successful completion of the programme you will be recommended for Qualified Teacher Status (QTS), awarded by the DfE.

The university-centred route involves you in undertaking 120 days in school and 60 days within the university. Academic input is delivered by university-based staff within the 60 days at university. You will study two professional Masters level modules relating to theories of learning, pupil development and the wider professional role of the teacher complemented by two Level 6 (FHEQ level 6) subject studies modules relating to the secondary curriculum for
RE. The subject studies modules will cover both the subject knowledge and pedagogy required for successful classroom practice.

In the school-centred route, you are predominantly school-centred with academic input taking place both in a school and at York St John University (YSJU). This route is jointly delivered by the university and selected schools recognised by the NCTL as having experience of working in ITT and with current Ofsted grades of good or outstanding. The majority of these schools are part of a Teaching School Alliance that is led by an outstanding school. All such ‘teaching schools’ are designated by the DfE. Academic work will run alongside the school-centred programme of training, with two Masters level professional modules being complemented by two Level 6 (FHEQ level 6) subject studies modules, as in the university-centred route. The subject studies modules relate to the secondary curriculum for English, mathematics, science: biology, science: chemistry, science: physics, modern foreign languages (MFL), RE, History, Geography, Music, Drama and Physical Education.

University-based staff work closely with secondary school partners to support you in developing your professional practice and provide excellent opportunities for you to engage with professional issues related to both subject specialism and wider educational issues. The provision of training for both university and school-centred routes is integrated to ensure that developing professional practice is underpinned by knowledge and understanding of educational theory and current local, national and international research.

The education and training programme ensures that you fulfil the requirements of the current teachers’ standards for the award of Qualified Teacher Status. The programme encourages you to engage critically with educational issues to enable you to develop as reflective practitioners who are able to evaluate and adapt your practice to meet the diverse needs of pupils in secondary schools. This is done through a range of learning, teaching and assessment strategies, including active learning and enquiry-based learning, which is considered essential in both modelling effective learning and teaching practice and also for equipping you with the skills that are essential for your continuing development as newly qualified teachers.

You are supported throughout the programme to further develop subject knowledge and your understanding of current educational policy and initiatives.

**Vision and Values**

The vision and values of the PGCE Secondary programme (encapsulated in our statement Developing outstanding teachers in an outstanding partnership) reflect the University’s mission, vision and values (YSJ’s Strategic Plan) as exemplified within the School of Education. The university is committed to transforming student teachers through education and experience to enable them to reach their full potential, advance knowledge and enable them to make a positive contribution to the world.

Across the whole partnership, Initial Teacher Education (within the School of Education) at YSJU strives to produce outstanding, committed, creative teacher enquirers who are self-reflective and autonomous, able to articulate their personal philosophy for teaching and fulfilling Hodge et al’s (2008) definition of “student as scholar”. Three key principles underpin the PGCE programme:

- a focus on practice in schools;
- a focus on individual student teachers and their needs;
- a range of approaches to learning including active learning and enquiry based learning.

YSJU student teachers are intelligent risk takers who base their professional decisions on a deep-rooted understanding of pupil’s learning and effective pedagogies. Student teachers ensure that all pupils make very good progress, addressing diverse needs and fully engaging them in learning. Student teachers’ learning is supported by a commitment to continuing
professional development, strong engagement with all stakeholders in the partnership and a pupil-centred approach.

Across the course of their training, YSJU student teachers are increasingly able to take a lead within their particular school contexts, constructing meaning not only from the whole training experience but also by reflecting upon and valuing their individual and collective strengths. They are aware of how their values and beliefs impact upon their high level of professional conduct and how they can make a positive contribution to the development of others within the teaching profession.

Initial Teacher Education at YSJU is committed to outstanding training. This training not only responds to the demands of the Teachers’ Standards and changes in the wider education landscape but also encompasses and embraces that which criticises and critiques current practice, encouraging, acknowledging and rewarding research-led reflection on pedagogy across our partnership.

Student teachers and teaching staff at YSJU share a common commitment to individual and collective professional practice led by values and principles. All are committed to their own professional development to produce and encourage outstanding levels of achievement, both in the classroom and within the university. YSJU student teachers and staff are committed to provision of excellent, open and progressive higher education that embraces difference, challenges prejudice and promotes justice. Staff and students are committed to equality of opportunity and actively promote the intellectual, emotional, social, moral, spiritual and cultural development of all participants through their engagement with teaching, fully reflecting the School of Education’s aims to build learning communities and religious understanding for all.

More specifically the PGCE Secondary programme is a community of learning with partnership at the heart of the programme. University-based staff work together with schools, mentors, subject communities, local and national subject communities and other education professionals to develop outstanding student teachers who are:

- transformative and creative professionals;
- highly motivated and committed;
- autonomous and independent;
- enquiry-based practitioners;
- self-reflective practitioners.

The programme is committed to delivering outstanding education and training that is current and relevant and that provides excellent opportunities for student teachers to develop their knowledge and understanding of their subject and wider educational issues, so that they are equipped to be outstanding teachers and leaders with both a strong subject and a wider professional identity.


Special Features

The secondary programme for both university and school-centred routes is made up of four modules, two of which are based on subject studies and two on professional studies. The teaching teams in both subject studies and professional studies integrate their modules to run throughout the course of the programme rather than delivering them as separate modules. This approach ensures that links are strengthened between the modules and that the programme provided is holistic and inclusive. The two professional studies modules also include the Master’s-level work and secondary school experience.
The programme is structured in phases (Introductory, Developmental and Consolidation) and within each phase, you are expected to reflect upon your learning and make effective links with curriculum and pedagogy through relating theory to practice.

The secondary school partnership is at the heart of the programme with university tutors, school mentors and other education professionals successfully working together to secure outstanding student progress.

Student teachers for the school-centred PGCE route are selected and recruited in the same way as those student teachers applying to the university-centred secondary PGCE programme. These procedures are considered effective practice by Ofsted (2017) and external examiners and were developed with partnership schools. Interviewing for both the university and school-centred routes is undertaken in a school setting with the interview panel made up of school-based and university-based staff. You are also expected to undertake other tasks designed to assess your suitability for the programme, for example you deliver a short teaching task. This ensures that right from the start of the programme you are exposed to the professional learning environment you aspire to be a part of. If successful you are given a range of pre-course activities, targeted to your specific needs and subject specialism, to fully prepare you for the start of the programme.

Another special feature of the secondary programme is the strong provision of enrichment activities that support students’ knowledge and understanding of their subject and pedagogy, as well as their knowledge and understanding of wider educational issues. On the university-centred programme there are a range of fieldwork opportunities, input from school based practitioners and professorial input.

On both PGCE routes (university and school-centred) you are also provided with opportunities to consider how learners from diverse backgrounds and in challenging contexts can be supported within educational settings. This aspect of education is embedded within modules and you will consider a range of current issues related to inclusion, for example, behaviour, ethnicity, English as an Additional Language (EAL), and those with a Special Educational Need and/or Disability (SEND). You are placed in a secondary school which has a diverse intake of pupils, for a number of days, as an enhancement and enrichment experience to further develop your understanding of issues related to diversity and inclusion.

As a secondary student teacher you will be supported by highly effective systems for tracking your progress and setting targets for improvement. An individual target tracker provides opportunities for tracking and updating of targets and for you to reflect on your own performance.

Both university and school-centred routes employ a range of learning and teaching strategies, including enquiry-based and active learning approaches. You are supported to develop a strong sense of personal and professional identity as subject teachers and are nurtured so you can develop your own philosophy and values about secondary education. Tutors and school-based mentors are available to guide and facilitate you and you are encouraged to undertake research-based activities to deepen your understanding of secondary practice and related subject knowledge. This has proven to be an effective approach in learning how to become a teacher to promote reflection on practice and learning.

You will experience a range of learning experiences, both within the school element of your training and in dedicated university sessions. These include:

- whole cohort lectures;
- teaching group workshops (for example, related to individual curriculum subject areas);
- seminars and tutorials;
- individual research.

On the university-centred route you will have two main secondary school experiences as part of the 120 days you are required to fulfil in schools. Student teachers on the school-centred route...
will be allocated to one school for the majority of their training and they will also have experiences in at least one other school within the alliance/partnership which will ensure that student teachers learn from the expertise in those schools.

School experience will closely complement taught elements of the programme, ensuring that you are able to deepen your pedagogical knowledge. You will have opportunities within your school-based practice to observe young people in different classes and will be encouraged to reflect upon your observations and related tasks within your own studies. The progressive nature of your school experience and immersion into the life of the school will enable you to progress effectively by building upon your developing skills as beginning teachers. The time in school for all PGCE students will ensure that you meet the requirement for 120 days of school-based training on secondary postgraduate courses of one year's duration.

All PGCE Secondary student teachers will be undertake a small-scale research project, as part of the second professional module, to further develop your knowledge, understanding and skills in a specific area of interest to yourself, that you will be able to study in greater depth. The opportunity to research an area of interest to the individual has proved to be beneficial not only in developing research pedagogy but also in supporting student teachers in interview situations where they have been able to use their research to demonstrate their knowledge and understanding of a specific educational issue. This experience will also support you in developing research skills that you will be able to utilise when employed, especially given the current climate where school-based research activity is used as a strategy to support school improvement.

A further strength of the school-centred programme will be that it draws upon the expertise of school-based practitioners in outstanding schools and outstanding departments to support you in developing your subject knowledge and pedagogical skills. School-based staff have been involved in the development of the programme, alongside university staff and consultants and will also be involved in delivering sessions for both subject studies and professional studies. This collaborative approach is key to the development of the school-centred route; it reflects effective practice on the university-centred route and also supports our quality assurance processes.

Assessments for both university and school-centred routes are varied and include written assignments, portfolios and presentations alongside your school experience. These are designed so that all student teachers can demonstrate the appropriate skills required of a 21st century secondary school teacher.

### Admissions Criteria

Entry requirements for programmes leading to QTS are stipulated by the DfE (ITT Criteria 2017).

These are:
- GCSE in English (or YSJU approved equivalent) at grade C/4;
- GCSE in Mathematics (or YSJU approved equivalent) at grade C/4;
- GCSE in Science (or YSJU approved equivalent) at grade C/4 (for those student teachers undertaking the Secondary PGCE in sciences);
- a first degree of a United Kingdom higher education institution or equivalent;
- a pass in both the professional literacy and numeracy skills tests.

In addition, applicants must have:
- recent and relevant experience within a UK state secondary school setting within the last 1-2 years. Potential candidates should seek at least two weeks of secondary
school experience prior to applying for a place on the programme. This might be, for example, in a teaching assistant role or a voluntary placement;

- taken part in an interview designed to assess their suitability to teach;
- been subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check.

For this programme, successful applicants will normally have an upper second class honours degree from a UK higher education institution, or the equivalent, although applicants with a 2:2 are accepted if they can demonstrate certain aptitudes at interview, as mentioned above. This degree is subject-related to the PGCE applied for. In some circumstances, candidates without a subject specialist degree may be considered if, for example, they can provide evidence of strong subject knowledge, and have at least an A ‘level in the subject.

Candidates invited to interview will be asked to complete a ‘Prior Achievement’ booklet that enables them to match their current experience against the Teachers’ Standards. This supports tutors in giving successful candidates relevant pre-course tasks to complete to enable them to be fully prepared for the start of the programme.

In addition, applicants must satisfy the institution that:

- they have the intellectual and academic capability needed to meet the required teachers’ standards, that they possess the appropriate qualities and characteristics, attitudes and values expected of a teacher;
- that they can read effectively and are able to communicate clearly and accurately in Standard English;
- they have met the requirements for health and physical capacity to teach.

All applicants will need to satisfy the institution that they meet these criteria through their application form, an interview, a medical check and a criminal record check.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/)

If you do not have traditional qualifications, you may be eligible for entry on the basis of Accredited Prior (Experiential) Learning (APL/APEL). We also consider applications for entry with advanced standing.

Programme Aims

The aims of the programme are:

1. To foster a range of approaches to professional learning and the development of pedagogical awareness, subject knowledge and teaching skills.
2. To promote the intellectual, emotional, social, moral, cultural and spiritual development of participants through their engagement with issues and dilemmas in secondary teaching.
3. To develop professional knowledge and understanding that enables student teachers to become sensitive, flexible teachers who are able to draw upon evidence and experience to facilitate high quality learning.
4. To enable student teachers to become transformative professionals, able to analyse critically and influence, in collaboration with others, educational policy and practice.
5. To provide opportunities for student teachers to achieve the standards for Qualified Teacher Status.
Programme Learning Outcomes

Level 6 / FHEQ L6
For the award of Graduate Diploma in Education you will have demonstrated you are able to:

- critically evaluate and apply your own educational philosophy;
- demonstrate an effective working knowledge and understanding of the social, political, economic, global and legislative context for education;
- apply your understanding of educational theories and theoretical frameworks to the development of your professional practice;
- evaluate and apply teachers' knowledge, skills, processes and procedures that promote your learning and achievement;
- apply the techniques of data collection and analysis to the development of your own practice and professional reflection.

Level 7 / FHEQ L7
For the award of the Postgraduate Certificate in Education you will have demonstrated you are able to:

- investigate and critically evaluate your own values and educational philosophy and defend and justify your professional actions;
- critically appraise the social, political, economic, global and legislative context for education and articulate the implications for professional practice;
- critically evaluate theories and theoretical frameworks with particular reference to their validity, coherence and their contribution to the development of professional practice;
- critically appraise teachers' knowledge and develop your capacity to enhance your learning and achievement;
- critically evaluate processes and methodologies of educational enquiry and professional reflection.

Programme Structure

School Placements

School experience placements form part of the modules. There will be one initial school experience placement that you are required to undertake at the start of your programme. This is not assessed and requires you to undertake a number of days in a primary school setting as part of the ‘Introduction to Subject Specialism’ module in order for you understand issues related to transition and progression.

University-centred route

The first assessed placement (SE1) takes place in a secondary school in the Autumn term as part of the ‘Understanding Learning and Teaching’ module. As part of this module, which includes a focus on diversity, you also have a short placement in an inner urban secondary school that usually takes place in January. The second placement (SE2) and final placement (SE3) take place in the spring and summer term. The second and final secondary school experience placements are part of ‘The Emerging Professional’ module.

All school placements are organised by a dedicated partnership officer, who liaises closely with the Secondary Steering Group and partnership schools. Whilst on school placement mentors and tutors continue to offer support tailored to individual needs. Link tutors (who will normally be university-based programme tutors) ensure that schools are supported appropriately and that procedures are followed consistently. This further supports the quality assurance processes. Link tutors also act as support and advice for student teachers.
School-centred route

For the school-centred PGCE route student teachers will be linked to a ‘base’ school and obtain experience in at least one other school throughout the programme. School experience on the school-centred route will be within Alliance/partnership schools and will constitute the majority of the training course. All school placements are organised by the appropriate Teaching School Alliance, who liaise closely with their partnership schools.

The first assessment of school experience is in the Autumn term as part of the ‘Understanding Learning and Teaching’ module (SE1). As part of this module, which includes a focus on diversity, you also have a short placement in an inner urban secondary school that usually takes place in January. The second placement (SE2) is in a different school in the spring term and final placement (SE3) take place in the summer term back at your base school. The second and final secondary school experience placements are part of 'The Emerging Professional' module.

The university will be involved in quality assuring school experience, employing the same processes and procedures as used for the university-centred PGCE route. Student teachers on the school-centred secondary route will, therefore, receive the same level of link tutor support from University staff and the same number of dedicated moderated appraisals. The link tutor ensures that school judgements are consistent across the partnership and acts to support school-based staff in their effective mentoring of the experience. This ensures compliance with Ofsted and ITT criteria requirements across all programmes offered by York St John; this is crucial when Ofsted inspections under the 2015 framework are of whole ITE partnerships and therefore of all programmes offered by the HEI.

Both PGCE routes

All placements must be undertaken to ensure the minimum requirements of days in school, set out by the ITT criteria, are completed.

Student teachers who fail one or more modules may, at the discretion of the Board of Examiners, be permitted to re-sit. Normally only one re-sit opportunity will be permitted.

Student teachers who fail a school experience placement will only be given an opportunity to re-sit at the discretion of the Assessment Panel. The panel will only allow a re-sit for school experience placements where it judges there is a likelihood that the student teacher will succeed and that a suitable placement can be secured. Students will not have more than one re-sit opportunity for a school experience placement.

Student teachers who withdraw from a school experience placement without approval will fail the placement and no re-sit opportunity will be offered.

A school experience placement will be terminated early when a student teacher’s performance is judged by the school, school experience director and/or link tutor to be detrimental to the effective running of the school, or the learning, well-being and/or health and safety of pupils. Subject to confirmation by the Assessment Panel, the student teacher will fail a placement that is terminated early.
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<td>Teaching Strategies: Planning for Learning, Teaching and Assessment in Science: Chemistry</td>
<td>3 (6)</td>
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<td>3SDS14</td>
<td>Teaching Strategies: Planning for Learning, Teaching and Assessment in Science: Physics</td>
<td>3 (6)</td>
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<td>Teaching Strategies: Planning for Learning, Teaching and Assessment in Computer Science</td>
<td>3 (6)</td>
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<td>3SDS18</td>
<td>Teaching Strategies: Planning for Learning, Teaching and Assessment in</td>
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*student teachers who do not meet Level 7 criteria will have their work assessed through Level 6 criteria and the module will be coded with the ’3’ rather than ’M’ prefix. The module must be passed in order to gain the PGCE. The module must be studied in order to gain the PG Diploma.

*C: Compulsory, CP: Compulsory for progression to the next level, CA: Compulsory for award, O: option or E: elective.

All student teachers will take a total of 4 modules for the PGCE. This is made up of the two Professional modules (MPGC03 and MPGC06 for university centred and MSDS01 and MSDS02 for the school-centred route) and two subject based modules in whichever subject applied for.
The approach will be consistent with the YSJU Academic Development guidance on teaching and learning, including Technology Enhanced Learning and supports the University’s strategic priority of providing high quality learning, teaching, assessment and research.

All student teachers will enrol at Level 7 (master’s level) with the expectation that they will meet the criteria in their assessed work. Student teachers who do not meet Level 7 will have their work assessed according to the Level 6 (FHEQ level 6) criteria. They will have the opportunity to resubmit their work in one resit attempt to meet Level 7 criteria. Student teachers who meet Level 6 criteria overall will be awarded the Graduate Diploma in Education. Both Masters level 7 modules must meet the Level 7 criteria in order to gain the PGCE award. Normally only one resit opportunity will be permitted.

Taking a range of approaches to learning, you will develop as reflective and critical practitioners through investigating key issues and dilemmas inherent in teaching. You will be expected to work with a high degree of independence but also to work collaboratively with, and learn from, both peers and experienced practitioners. There is an expectation that you will be able to integrate and synthesise theory, practice and key skills in order to evaluate critically your exploration of teaching and education. This will develop greater levels of applied research skills, creativity, innovation, critical thinking and independent judgement.

The following inclusive learning and teaching strategies which feature in modules will provide opportunities for professional development through critical enquiry:

- individual literature-based research activities, through web-based resources and the virtual learning environment (VLE);
- school based research opportunities;
- individual tutorials for research support;
- individual tutorials for academic tutor support;
- directed reading, through web-based resources and the VLE;
- group presentations;
- group seminars;
- group tutorials;
- enquiry-based learning tasks to develop subject knowledge and knowledge and understanding of wider educational issues;
- practical workshops and activities;
- key note lectures;
- school-based tasks;
- supported observation analysis.

Student teachers on the school-centred route are predominantly school based and do not have the 60 days in university that student teachers on the university-centred route have. Timetabled learning and teaching opportunities take place during one day per week for students on the school-centred route and they will experience more supported learning opportunities to ensure they effectively engage with all module content.

The range of assessment activities are designed to bridge the theoretical and practical-based elements of training and to support you in further developing your knowledge and understanding of wider educational issues and subject pedagogy.

Assessments include:

- self-review and self-assessment tasks;
- subject knowledge audits;
- micro teaching opportunities;
- individual presentations;
- essays;
• research project;
• portfolios.

Formative assessment is an integral part of every module so that you receive informal feedback on your academic work and development of critical thinking. This may be facilitated by module tutors as well as through peer assessment where appropriate.

The academic assessment of the Emerging Professional and School Experience module will be organised differently. Student teachers will conduct a small-scale research project based in one of their assessed school placements. Because of the very short timescale of the programme student teachers will submit the literature review and methodology in a short paper to enable them to receive earlier feedback on their writing at Masters level. They will then present their findings and evaluation with a summary of conclusions in a short conference-style presentation prior to the Easter break. This will enable the spread of assessment to be more manageable.

Assignments provide the opportunity to engage in current research and debate on whole school issues and contribute towards both academic and professional development.

You will be required to engage with and make extensive use of the VLE. There will be references and resources made available to support independent study, discussion boards and forums to share good practice, and module evaluations at the end of each module to inform future training.

In each cohort of student teachers there may be significant differences in academic ability and ability demonstrated during school experiences. Whilst you may have a common input in terms of taught sessions there is scope within the programme and wider university to offer further support. Your individual needs are identified at interview stage and supported during the programme with target setting related to individual areas for development. Targets are discussed and adapted during the programme to meet your needs as you progress through the year. You will be able to access specific support in relation to your learning needs via a range of experienced school staff and tutors as well as through university student services.

You will be required to pass a school experience before you are able to start the next school experience.

Managing Deferred and Failed School Placements

A deferred placement is when there is an unexpected halt to the placement but the student was making the expected progress. This may be because:

• The student has become ill and is unable to meet the demands of the school experience for the rest of the block
• There has been a change in personal circumstances which means the student is unable to focus on the placement at the present time

Action to be taken following a deferred placement:

1. A Case Consultation meeting will be arranged with the student, academic tutor, link tutor, Course Lead and minute-taker. This is to determine the key issues and to discuss the evidence. Evidence will be drawn from the school based reports, the link tutor report and further relevant information from the academic tutor. It is usual that the outcome of a Case Consultation will result in the student continuing on the programme with identified mitigating circumstances.

2. It may be possible that the student can return to the current school at a later date in order to compete the rest of the placement. This will be negotiated with the student, the link tutor, Course Lead and the school. If this is not practical, a different placement will need to be organised.
3. If a deferral is agreed the timescale for this will be discussed and when appropriate the Course Lead will liaise with the Placement Office and Secondary Steering Group or Alliance Lead to decide where the student teacher can be placed.

4. Relevant medical report(s) will need to be provided by the student as required before a new placement can begin.

5. Once a suitable placement has been found, the timescale will be negotiated with the student, the Course Lead and the school.

Failed placements could be a result of:

- An inability to meet the Teachers' Standards
- An inability to reflect upon practice, to listen to and act upon advice provided from experienced professionals
- The student withdrawing from the placement without any consultation with university
- A professional issue of misconduct, such as the health and safety of children has been compromised

A resit placement may sometimes be granted after a failed school experience. A student will only have two attempts at any school placement before the programme is terminated.

In the event of a professional misconduct issue or a school terminating the placement, a Standards Review meeting will be held. This is because of the serious nature of the issue and attendance will include all of the people identified in a Case Consultation the Subject Director for PGCE and also a member of staff from Registry. Registry ensures that all policies and procedures are adhered to regarding the progression of the programme. There are two outcomes of a Standards Review meeting: there may be an opportunity to continue on the programme providing certain conditions are met, or the programme will be terminated. If a programme is terminated, a student will have the right of appeal.

Where a placement has failed for other reasons, the action to be taken will follow the same procedure as the Case Consultation.

Progression and Graduation Requirements

The University’s general regulations for postgraduate awards apply to this programme.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

- student teachers who fail one or more modules may be permitted to re-sit. Normally only one re-sit will be permitted;
- student teachers awarded the PGCE will be able to access the MA Education at YSJU with 60 M Level credits. There is also the opportunity for student teachers undertaking the PGCE in Religious Education to progress onto the MA in Theology and Religious Studies with exemptions agreed on a case by case basis with the Course Lead. YSJU offer other subject specific MA’s that will provide progression routes following the PGCE.

Internal and External Reference Points

This programme specification was formulated with reference to:

- University Mission Statement
- Strategic Plan 2015-20
- Technology Enhance Learning Quality Framework
- QAA subject benchmark statement
- Framework for Higher Education Qualifications
• DfE ITT Criteria
• DfE Teachers’ Standards
• Equality, Diversity and Human Rights Policy
• Student Support Policies and Procedures
• Universities Council for the Education of Teachers guidance

Further Information

Further information on the programme of study may be obtained from:
• Admissions entry profile (Admissions)
• Programme validation document (Registry – Academic Quality Support)
• Regulations (Registry – Academic Quality Support)
• Student programme handbooks
• Module handbooks
• The National College for Teaching and Leadership

Date written / revised: 24/09/15, September 2017
PGCE Secondary: Computer Science f/t suspended wef 2018 entry so reference to it and the modules 3SCS11 and 3SDS15 removed from Spec.