



Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	PGCE Secondary (English, Maths, Science with Biology, Science with Physics, Science with Chemistry, Drama, Music, Art & Design, Design and Technology, Geography, History, Religious Education, Physical Education)
Final Award	Post Graduate Certificate Education
Route Code	PGDRAABF/PGSADABF/PGSVIABF/PGSCHABF/PGSDTABF/ PGSGEABF/PGSHIABF/PGSMLABF/PGSMUABF/PGSPEABF PGSPHABF/PGSRFABF/PGSSEABF/PHSSMABF/PGDADABF/PGDBIABF/PGDCHABF/PGDDTABF/PGMDAABF PGDMUABF/PGDPEABF/PGDPHABF/PGDREABF/PGDSDABF PGDSEABF/PGDSGABF/PGDSHABF/PGDSMABF and same codes ending in P
Intermediate Qualification(s)	Professional Graduate Certificate in Education
FHEQ Level	7
Location of Delivery	Bedford Campus
Mode(s) and length of study	One year full time or two years part time
Standard intake points (months)	September

<p>External Reference Points as applicable including Subject Benchmark</p>	<p>QAA Framework for Higher Education Qualifications, level 7, 2014 http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</p> <p>Master's Degree Characteristics Statement (QAA., 2015) http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf</p> <p>Teachers' Standards (QTS) https://www.gov.uk/government/publications/teachers-standards</p> <p>ITT Criteria and Requirements (QTS) https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice</p>
<p>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</p>	<p>In completing the course or parts of the course, students on this course may also meet the requirements set out by regulations covered by Teachers' Standards 2012 as well as the statutory Initial Teacher Education Guidance 2012 (both regulations are subject to periodic updating and the most recent update should be used).</p> <p>Teachers' Standards (QTS) https://www.gov.uk/government/publications/teachers-standards</p> <p>ITT Criteria and Requirements (QTS) https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice</p>
<p>HECoS code(s)</p>	<p>100512</p>
<p>UCAS Course Code</p>	<p>2VCW, CX11, F2X1, 2VCS, Q3X1, 2VCR, 2VBN, G1X1, 2VCT, X9C6, F3X2, 2VBM</p>

Course Aims

Teaching in the secondary sector is a constantly evolving activity, with ideas about curriculum design, subject knowledge and theories of teaching and learning all being reviewed regularly by teachers, academics and policymakers as part of their professionalism. Teacher professional values are set by the profession and this course inducts you into that notion. This course aims to develop your ability to critique contemporary and traditional ideas about teaching in general as well as subject specific ideas about teaching, alongside a strong sense of the pastoral aspects of education.

In completing the course, you will develop:

- your understanding of teaching and learning, with a particular emphasis on the subject or cluster of subjects which you are training to teach
- your application of subject knowledge and expertise to planning teaching and developing curricula
- your skills of critical self-evaluation and curriculum design
- your ability to lead, innovate and participate collaboratively in a school environment
- your understanding of the wider educational and pastoral issues which teachers need to consider in order to develop a meaningful set of professional values.

You will be supported to demonstrate that you have satisfied the professional criteria which determine recommendation for Qualified Teacher Status (QTS) and, most significantly, to be able to explain and justify how you have met those criteria.

Underpinning the course design is a commitment to evidence informed teaching. These principles are embedded in all aspects of the course and the teaching and assessment strategies provide continuous development of the knowledge and skills required. Throughout the course you will be encouraged to adopt an attitude of critical analysis and evaluating the impact of theory in the context of your teaching practice, and analysing evidence from your practical experience to inform your future actions. The recognition that evidence comes in many forms, and needs to be interrogated in order to help this informing process, is one of the key values of the course.

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
	Outcome	Award	
	1	Through developing critical and insightful teaching practice, you will comprehensively meet the Teachers' Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time)	Post Graduate Certificate in Education
	2	You will develop the ability to critically position your subject teaching within a body of evidence and literature which draws upon a wide range of sources both subject specific and otherwise	Post Graduate Certificate in Education
	3	You will be able to undertake an critically informed and insightful 'evidence-informed' investigation into an aspect of your subject teaching with a view to evaluating the wider outcomes of the intervention	Post Graduate Certificate in Education
	4	You will develop your own critical and autonomous sense of teacher identity as part of the teaching profession whilst respecting part two of the Teachers' Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time)	Post Graduate Certificate in Education
	5	Through developing your teaching practice, you will meet the Teachers' Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time)	Professional Graduate Certificate in Education
	6	You will develop the ability to position your subject teaching within a body of evidence and literature which draws upon a range of sources both subject specific and otherwise	Professional Graduate Certificate in Education
	7	You will be able to undertake an informed 'evidence-informed' investigation into an aspect of your subject teaching with a view to evaluating the wider outcomes of the intervention	Professional Graduate Certificate in Education
8	You will develop your own sense of teacher identity as part of the teaching profession whilst respecting part two of the Teachers' Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time)	Professional Graduate Certificate in Education	
Your development as a creative, innovative and reflective teacher will involve specific skills, a detailed knowledge of educational processes, an academic understanding of education and the application of professional attitudes and discipline in all areas of study. Your course consists of four units of work. These are:			

- The Curriculum Specialist
- The Evidence Informed Curriculum Specialist
- School Experience 1
- School Experience 2

The Evidence Informed Curriculum Specialist unit is taught by the entire course team of university tutors but supported by school based staff and other education specialists providing you with current knowledge of the context in which you are working. Sessions will normally take the form of either a lecture or conference style workshops and debates in order to ensure your active participation and collaboration.

The Curriculum Specialist unit is led by a tutor for your chosen subject area and supported by mentors from your placements. University sessions are normally in the form of workshops in which tutors model and analyse best practice, introduce and evaluate key theories and policies, explore aspects of subject knowledge in the context of teaching and help you to develop the knowledge and skills required for teaching the subject. In your placements, your mentors will support you in the application of that learning to practice through supported and collaborative planning, co-constructed evaluations of your teaching, weekly progress review, supported target setting and by creating opportunities for subject knowledge development.

The School Experience 1 and 2 units are led by university tutors and these units not only help you explore new pedagogical ideas, but also enable you to meet the requirements of QTS through regular school based assessments of your progress towards the requirements of QTS which contribute to the university tutor's assessment of you for the unit's assessments.

When appropriate, notes and resources to support the taught sessions will be posted on the appropriate BREO shell. A BREO community will be used to help collate course wide materials whilst unit specific materials will be available on the unit specific BREO shell.

Assessment

Teaching, learning and assessment strategies

The assessment strategy is based upon the premise that critical evaluation of theoretical perspectives as they apply to your own teaching is an intrinsic element of best teaching practice. Throughout the course, therefore, you will continually be encouraged to explore what is known about teaching and learning, and to demonstrate independence and creativity in evaluating the relevance of that knowledge in your own context. Sound subject knowledge is a fundamental quality of an effective teacher and you will be expected to demonstrate a commitment to ongoing development of that knowledge throughout the course in preparation for the final assessment. Also key to the course is a focus on the development of evidence informed teaching, culminating in an extended systematic study of your own practice.

By embracing the professional requirements for Qualified Teacher Status within the course it supports you in developing the qualities which define the University of Bedfordshire graduate teacher: an independent, reflective, creative, innovative, collaborative and resilient professional who is committed to ongoing personal and professional development.

The assessment for this course seeks to support you in developing your understanding of the interplay between theoretical perspectives and practice based experience. You will be developing your skills of reviewing and evaluation of evidence, critical thinking, creativity and independence. The themes for your evidence informed writing are developed from local and national subject priorities and, therefore, allow you to develop the evidence of your understanding of values and principles underpinning the Teachers' Standards as they apply to your working context. By building your work around these themes, you will generate rich evidence which can contribute to the assessment of your professional performance: the Profile Review Points. Hence, the assessment items are intrinsically connected and, in combination, allow you to demonstrate your achievement of all learning outcomes.

The Profile Review Point is the process by which the mentor reviews your progress in your teaching practice and offers this evidence to your university tutor to review against all the other evidence that they see of you on the course. The Teachers' Standards 2012 provide the framework by which this progress is judged and are supplemented with descriptors which support you in understanding the qualities which define the level at which you meet the standards. The Teacher Standard descriptors are included in the School Experience unit assessment information.

Formative use of assessment is embedded throughout the course and is a principle which we would expect you to adopt in your own teaching. You will be supported to become familiar with self- and peer-assessment approaches and to make effective use of feedback on both academic and practice-based aspects of the course, to identify targets for your ongoing development and plan actions to address them.

The passing of all four units will mean the course will recommend you to the TRA for QTS. In exceptional circumstances, approved by the head of school, it may be possible for recommendation for QTS to be made without completion of all four units. This option is not an automatic entitlement.

Engagement with published research is a fundamental aspect of the course and you will be supported in developing skills of critical analysis of the literature. Rigorous attention to referencing conventions is, therefore, essential and you will be required to adopt the Harvard system. You will be supported in developing your understanding of plagiarism and in the use of Turnitin as a means of ensuring that referencing requirements are satisfied.

The Teachers' Standards 2012 publication is available at

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011>

(accessed 05/08/18)

Learning support

The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers

<https://www.beds.ac.uk/entryrequirements>

Admissions Criteria

Approved Variations and Additions to Standard Admission

- You must possess a minimum 2:2 honours degree or equivalent in the subject for which you are applying to teach or a degree of which at least 50% is in that subject.
- A levels in the subject and/or related subjects are desirable
- All entrants to have achieved a standard equivalent to a grade 4 (or GCSE A to C) in the GCSE examinations in English and mathematics.
- Applicants whose first language is not English and who do not have GCSE grade 4 in English need to have IELTS with an average score of at least 6.0
- All students will undergo a Disclosure and Barring Services (DBS) check

Assessment Regulations

<https://www.beds.ac.uk/about-us/our-university/academic-information>

Note: Be aware that our regulations change every year

Approved Variations and Additions to Standard Assessment Regulations'

School Experience 1 and 2 are awarded at pass/fail.

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC177-6	School experience 1		0	Core	D1														
EDC178-6	School experience 2		0	Core	A1														
EDC162-6	The curriculum specialist (Art and Design)	7	30	Option	T1 A1	T2 A2		D2											
EDC163-6	The curriculum specialist (Biology)	7	30	Option	T1 A1	T2 A2		D2											
EDC164-6	The curriculum specialist (Chemistry)	7	30	Option	T1 A1	T2 A2		D2											
EDC165-6	The curriculum specialist (Design and Technology)	7	30	Option	T1 A1	T2 A2		D2											
EDC166-6	The curriculum specialist (Drama)	7	30	Option	T1 A1	T2 A2		D2											
EDC167-6	The curriculum specialist (English)	7	30	Option	T1 A1	T2 A2		D2											
EDC168-6	The curriculum specialist (Geography)	7	30	Option	T1 A1	T2 A2		D2											
EDC169-6	The curriculum specialist (History)	7	30	Option	T1 A1	T2 A2		D2											
EDC170-6	The curriculum specialist (Maths)	7	30	Option	T1 A1	T2 A2		D2											
EDC172-6	The curriculum specialist (Music)	7	30	Option	T1 A1	T2 A2		D2											
EDC173-6	The curriculum specialist (Physical Education)	7	30	Option	T1 A1	T2 A2		D2											
EDC174-6	The curriculum specialist (Physics)	7	30	Option	T1 A1	T2 A2		D2											
EDC175-6	The curriculum specialist (Religious Education)	7	30	Option	T1 A1	T2 A2		D2											
EDC176-6	The Evidence Informed Curriculum Specialist	7	30	Core			T1 A1	T2 A2											

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC177-6	School experience 1		0	Core					D1										
EDC178-6	School experience 2		0	Core					A1										
EDC221-3	The curriculum specialist (Art and Design)	6	30	Option					TA1	TA 2		D2							
EDC222-3	The curriculum specialist (Biology)	6	30	Option					TA1	TA 2		D2							
EDC223-3	The curriculum specialist (Chemistry)	6	30	Option					TA1	TA 2		D2							
EDC224-3	The curriculum specialist (Design and Technology)	6	30	Option					TA1	TA 2		D2							
EDC225-3	The curriculum specialist (Drama)	6	30	Option					TA1	TA 2		D2							
EDC226-3	The curriculum specialist (English)	6	30	Option					TA1	TA 2		D2							
EDC227-3	The curriculum specialist (Geography)	6	30	Option					TA1	TA 2		D2							
EDC228-3	The curriculum specialist (History)	6	30	Option					TA1	TA 2		D2							
EDC229-3	The curriculum specialist (Maths)	6	30	Option					TA1	TA 2		D2							
EDC231-3	The curriculum specialist (Music)	6	30	Option					TA1	TA 2		D2							
EDC232-3	The curriculum specialist (Physical Education)	6	30	Option					TA1	TA 2		D2							
EDC233-3	The curriculum specialist (Physics)	6	30	Option					TA1	TA 2		D2							
EDC234-3	The curriculum specialist (Religious Education)	6	30	Option					TA1	TA 2		D2							
EDC235-3	The Evidence Informed Curriculum Specialist	6	30	Core							TA 1	TA 2							

Section C: Assessment Plan

The course is assessed as follows :

PGCE Secondary- PGCE secondary

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
EDC177-6	0	SEM1	Core	PR-PLAC	7	PR-PLAC	14				
EDC178-6	0	SEM2	Core	PR-PLAC	24	PR-PLAC	34				
EDC221-3	6	SEM2	Core	WR-I	26						
EDC222-3	6	SEM2	Core	WR-I	26						
EDC223-3	6	SEM2	Core	WR-I	26						
EDC224-3	6	SEM2	Core	WR-I	26						
EDC225-3	6	SEM2	Core	WR-I	26						
EDC226-3	6	SEM2	Core	WR-I	26						
EDC227-3	6	SEM2	Core	WR-I	26						
EDC228-3	6	SEM2	Core	WR-I	26						
EDC229-3	6	SEM2	Core	WR-I	26						
EDC231-3	6	SEM2	Core	WR-I	26						
EDC232-3	6	SEM2	Core	WR-I	26						
EDC233-3	6	SEM2	Core	WR-I	26						
EDC234-3	6	SEM2	Core	WR-I	26						
EDC235-3	6	SEM2	Core	CW-LR	21	PJ-PROJ	32				
EDC162-6	7	SEM2	Core	WR-I	26						
EDC163-6	7	SEM2	Core	WR-I	26						
EDC164-6	7	SEM2	Core	WR-I	26						
EDC165-6	7	SEM2	Core	WR-I	26						
EDC166-6	7	SEM2	Core	WR-I	26						
EDC167-6	7	SEM2	Core	WR-I	26						

EDC168-6	7	SEM2	Core	WR-I	26						
EDC169-6	7	SEM2	Core	WR-I	26						
EDC170-6	7	SEM2	Core	WR-I	26						
EDC172-6	7	SEM2	Core	WR-I	26						
EDC173-6	7	SEM2	Core	WR-I	26						
EDC174-6	7	SEM2	Core	WR-I	26						
EDC175-6	7	SEM2	Core	WR-I	26						
EDC176-6	7	SEM2	Core	CW-LR	21	PJ-PROJ	32				

PGCE Secondary- Professional Graduate Certificate in Education

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
assessment deadlines as above	6		Core								

Glossary of Terms for Assessment Type Codes

CW-LR	Coursework - Literature Review
WR-I	Coursework - Individual Report

Administrative Information

Faculty	Faculty of Education and Sport
School	School of Teacher Education
Head of School/Department	Perry Knight
Course Coordinator	James Shea