

Programme Specification

Postgraduate Certificate in Secondary Education

Awarding Institution:	University of Bolton		
Teaching Institution:	Bradford College		
Department and/or School/ Curriculum Area:	Teacher Education, Access to HE, & Sixth Form		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	Teaching Regulation Agency	https://www.gov.uk/government/organisations/teaching-regulation-agency	Qualified Teacher Status (QTS)
Final award(s):	Post Graduate Certificate in Education (PGCE) Secondary with QTS		
Exit or Fall back award(s)	PgCert awarded to students who do not achieve QTS		
Programme title(s)	PGCE Secondary Computer Science PGCE Secondary Mathematics PGCE Secondary Biology PGCE Secondary Chemistry PGCE Secondary Physics PGCE Secondary Science with Physical Education PGCE Secondary Citizenship PGCE Secondary English PGCE Secondary Health and Social Care PGCE Secondary Media Studies PGCE Secondary Modern Foreign Languages PGCE Secondary Psychology PGCE Secondary Religious Studies PGCE Secondary Social Sciences		
HECOS Subject Code	100512 - Secondary Teaching - the training of others to impart, explain and disseminate knowledge, skills and learning to children between the ages of 14 and 18.		
University Course Code(s)	PGCE Secondary Computer Science PGCE Secondary Mathematics PGCE Secondary Biology PGCE Secondary Chemistry PGCE Secondary Physics PGCE Secondary Science with Physical Education PGCE Secondary Citizenship PGCE Secondary English PGCE Secondary Health and Social Care PGCE Secondary Media Studies PGCE Secondary Modern Foreign Languages		

	PGCE Secondary Psychology PGCE Secondary Religious Studies PGCE Secondary Social Sciences
QAA Benchmark Statement(s)	The following benchmark statements apply to this programme: N/A
Other internal and external reference points	The Teachers' Standards The revised UK Quality Code for Higher Education March 2018 ITT Content Framework
Language of study	English
Mode of study and normal period of study	Full Time
Admissions criteria The minimum qualifications which enable students to be admitted to the programme are as follows: <ul style="list-style-type: none"> • Successful completion of an Honours degree class 2:2 or above, awarded by a United Kingdom Higher Education institution with degree awarding powers, or equivalent qualification in a related subject • An advanced level qualification (level 3 or above) in the subject they are wanting to teach • Grade C/4 at GCSE level in mathematics and English and/or their equivalents. (Potential international students' qualifications will be checked by NARIC for appropriate equivalency) • Undergo a health check • Satisfactory enhanced DBS records check • Student Contract Agreement • To successfully pass an interview at the college Candidates undertake tasks at interview to gauge their subject knowledge, literacy, numeracy and interpersonal skills.	
Additional admissions matters Students should be able to communicate clearly and accurately in spoken and written standard English.	
Fitness to practise declaration A student's Fitness to Practise may be challenged when their behaviour, health and/or professional conduct gives cause for concern. In these circumstances, a student should be considered under Bradford College's Fitness to Practise regulations. Please familiarise yourself with these important regulations.	
Aims of the programme <i>The principal aims of the programme are to:</i> <ul style="list-style-type: none"> • Provide a high quality programme of study in areas associated with the education and training of professionals working in, or intending to work within, the teaching of secondary school students (11-16 for most subject routes or 14-18 for Psychology, Health and Social Care, Social Science). 	

- This programme of study will enable students to identify, acquire and develop transferable skills and knowledge which will enable them to contribute and develop their full potential in their subject area and who will make a contribution to the labour force needs of Bradford and local economies.
- Widen participation and to provide access to higher education from under-represented groups in the local community with a particular focus on education, in order to contribute to the skill base of the region and other local economies in the context of the rapid developments taking place.
- Develop and produce capable and well-rounded post graduates who have: the ability to reflect on and learn from their workplace experiences and relate this experience to relevant theory; management, communication, numerical and information technology skills; an analytical and reflective understanding of their chosen discipline and its relationship with the wider sector context.
- Provide graduates with the opportunity for continued professional development by the provision of a range of postgraduate awards within the fields of education.

Distinctive features of the programme

- The PGCE programme will be delivered by Bradford College staff with input by school colleagues with expertise and experience in a variety of relevant areas of practice
- The PGCE Secondary Education programme is the opportunity for students to study and be assessed for the award of QTS alongside that of PGCE
- The diversity of the student body within Bradford and the College context where widening access and participation are hugely important, as is meeting local and regional needs.
- A full induction programme involving local visits
- Pastoral support for students through personal tutor system and an open-door policy
- Excellent access to tutors and school partners to support very high retention and completion rates
- Subject specialism input from partnership school
- An alternative experience, which trainees are required to arrange, in an alternative education setting outside of their training route (e.g. Primary school, Special School, Sixth form Colleges and PRU).

Programme learning outcomes

K. Knowledge and understanding

On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of:

K1. subject specific curriculum and to relate this specifically to teaching and learning in the classroom

K2. current theoretical concepts and new insights underpinning education and be able to identify and apply key principles to practice in the teaching of their subject (Secondary phase)

K3. originality in the application of knowledge, together with practical understanding of how established techniques and strategies are applied in practice

C. Cognitive, intellectual or thinking skills

On completion of the programme, successful students will be able to demonstrate the ability to:

C1. recognise how teacher expectations can affect the outcome of pupil learning and engage in critical reflection of personal values and beliefs to identify where this might occur

C2. critically interrogate the assumptions underpinning educational theory, research and practice specifically in areas such as disadvantaged pupils, behaviour management and SEN and assessment

C3. analyse complex situations concerning human learning and development in particular contexts, including their own learning, and make judgements regarding problems and possible solutions

C4. analyse, synthesise and evaluate information from a range of sources (including evaluations of teaching from self, mentor and link tutor) to identify problems and solutions and make judgements regarding effective practice with some originality

C5. reflect on and evaluate personal value systems, learning, development and practices and compare these with alternative systems and practices

C6. demonstrate a developing originality of thought on educational issues, drawing on their knowledge and understanding, and construct well-argued and critical conclusions using new ideas concerning current issues in education, such as new and innovative approaches to learning.

P. Practical, professional or subject-specific skills

On completion of the programme, successful students will be able to demonstrate the ability to:

P1. undertake a critical, ethical and reflective approach to their professional work

P2. exhibit a clear understanding of 'inclusive practice' and evaluate methods designed to counter discrimination

P3. approach matters relating to the resilience and wellbeing of school stakeholders, equipped with the understanding of current national initiatives

T. Transferable, key or personal skills

On completion of the programme, successful students will be able to demonstrate the ability to:

T1. critically discuss and address issues associated with personal and professional development

T2. apply with a degree of creativity and sophistication, intellectual, transferable and subject/professional skills to a range of complex situations

T3. critically evaluate and relate theory and practice

T4. communicate complex academic or professional issues clearly to specialist and non-specialist audiences

Programme structure

Semester 1 (September – January)	Semester 2 (January – June)
Teaching, Learning and Assessment	
Education, Philosophy and Vision	Subject Specific Pedagogy
2 contrasting placements, consisting of a minimum total of 120 days, are normally completed throughout the year	

Module Code	Module title	Core/ Option (C/O)	Credits	Length (1, 2 or 3 periods)
	Teaching, Learning and Assessment (TLA)	C	20	2 semesters
	Educational Philosophy and Vision (EPV)	C	20	1 semester
	Subject Specialist Pedagogy (SSP)	C	20	2 semesters

Learning and teaching strategies

The programme features a varied approach including face to face, practical and independent work (individual and group). The teaching methods include lectures, seminars, tutorials, talks by guest speakers and feedback following practical tasks such as presentations and teaching tasks. Students are required to work both whilst in college but also whilst on teaching placement- the latter requires personal study time, reading, reflecting, gathering evidence of good practice and attending CPD sessions at school. Each student has a link tutor who offers support for academic work as well as teaching practice.

Learning activities (KIS entry)

Course Year/Level	HE7
Scheduled learning and teaching activities	20%
Guided independent study	80%
Placement	NA

Please note this does not include teaching and learning activities whilst the student is on placement, and could vary from placement to placement.

Assessment strategy**Assessment of the PGCE (60 credit points at M Level)**

To be awarded a Postgraduate Certificate in Education, students are required to gain a minimum mark of 50% in each of the three 20 credit point modules.

Each module is composed of separately assessed weighted assessments. The use of differently weighted assessments in the module enables the programme team to better support the students in writing at M Level and reflects the different assessment tasks.

The three modules are identified in the table below.

Module Title	Credit points	Level
Educational Philosophy and Vision (EPV)	20	7
Subject Specialist Pedagogy (SSP)	20	7
Teaching, Learning and Assessment (TLA)	20	7

Assessment tasks are linked to the learning outcomes of each module. Module assessments typically involve written assignments, individual and group presentations, critical reflections. Feedback is given in stages: for non-formally assessed activities and tasks, feedback is given face to face, individually or in groups as appropriate. For formally assessment work, initial feedback to aid final submission is given both orally and in writing. Feedback for final summative assessment is given in writing (online) and also face to face as requested. The purpose is to guide students in how best to improve future submissions.

Assessment methods (KIS entry)

Course Year	HE7
Written exams	n/a
Coursework	100%
Practical	n/a

Assessment regulations

Assessment Regulations for Postgraduate Taught Programmes apply to this programme.

Regulations can be found at:

<https://www.bolton.ac.uk/student-policy-zone/>

Department for Education QTS programme criteria C2.1 – C4.3 found at
<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>

Grade bands and classifications

Masters Degrees

Grade	Mark
Distinction	70-100%
Merit	60-69%
Pass	50-59%

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

They support both staff and students in the teaching and learning process.

Support for student learning

At the interview process, students are asked whether they have any particular learning support needs. If they do declare a need and are offered a place on the programme then at that point support systems would be instigated. These are managed by the Learning Support Centre at the College. Appropriate support will be arranged for the student and agreed with the student.

Programme tutors will use VLE to communicate information to students. This includes opportunities for on-line support for students with any issues regarding their studies. This would be on a group/individual basis as and when requested. Students will also be provided with support with their studies primarily via tutorials with their programme tutor/s. This can be conducted face-to-face, on line or by telephone. Students will have access to dedicated resources for the programme through the College Library. Specific academic writing and study skills support is provided.

Students will also be provided with dedicated written feedback on assessed work. Intervention is targeted towards those students who are exhibiting a low level of academic writing ability. These students are offered opportunities to submit first drafts to their tutors and twilight academic support sessions arranged.

Despite the fact that these are very demanding programmes it is expected that the number of students retained and achieving successful outcomes will be very high. Much of this will be attributed to the high quality academic, professional and personal support provided by tutors and school/college staff, factors which are consistently identified by students as key strengths of the teaching team. Of particular note is the use of the IDP (Individual Development Portfolio) which requires students to reflect on their personal and professional development and to set targets accordingly with the support of their personal tutor, mentor and link tutor.

Support available to students also includes that provided by the central services of the College. Specific assistance available to students studying within this Programme area include academic and professional guidance via tutorial support, support for placements, pastoral and welfare support, careers information and guidance, module and student handbooks (documents including teaching and learning resources are available in both paper form and online via the VLE). All students are allocated a personal tutor and in addition other staff may be directed to support the learning of students through, for example, the provision of study skills guidance, study facilitation or mentoring, library service, IT helpdesk, additional personal, financial and careers support and guidance are provided by the College's extensive student support services.

Methods for evaluating and enhancing the quality of learning opportunities

- Student Staff programme committees
- Module reviews by staff and students
- Student Experience Surveys
- Annual quality monitoring and action planning through the Annual Monitoring Reports and Panels
- Student Councils
- Peer review/observation of teaching
- Professional development programme for staff – REBEL
- External Examiner reports
- Quality Improvement Plan

Other sources of information

- **Bradford College University Centre website:** <https://www.bradfordcollege.ac.uk/study/university-centre>
- **HE Student Handbook:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook>
- **College Regulations:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations>
- VLE - Moodle - <https://moodle.bradfordcollege.ac.uk>
- Student Portal - <https://www.bradfordcollege.ac.uk/student-portal>
- Learner Portal - <https://learnerportal.bradfordcollege.ac.uk>
- Students' Union - <https://www.bradfordcollege.ac.uk/student-services/students-union>
- External Examiner Report - <https://moodle.bradfordcollege.ac.uk/mod/book/view.php?id=302018&chapterid=7993>
- Library Services - <https://www.bradfordcollege.ac.uk/student-services/library-services>
- College Careers - <https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice>

Document control	
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Learning Outcomes Map (*D – Developed; T – Taught; A – Assessed*)

Level 7

Module title – Level 7	Module Code	Status C/O	K1	K2	K3	C1	C2	C3	C4	C5	C6	P1	P2	P3	T1	T2	T3	T4
Educational Philosophy and Vision (EPV)		C	TA	TA	DTA		TA	D			DTA	TA					DTA	DTA
Subject Specialist Pedagogy (SSP)		C	TA	TA			TA	TA	DTA	DTA	TA	TA	TA			TA	DTA	TA
Teaching, Learning and Assessment (TLA)		C	TA	TA	DTA	DTA	DTA	TA						TA	DTA	TA		TA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Module Listing and Assessments Map

Module title	Module Code	New?ü	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Educational Philosophy and Vision (EPV)		P	7	20	S	C	N	Individual Presentation (1600 words)	40	N	Group Presentation (20 mins)	60	Y
Subject Specialist Pedagogy (SSP)		P	7	20	S	C	N	Learning Journal (4000 words)	100	Y			
Teaching, Learning and Assessment (TLA)		P	7	20	S	C	N	Written piece (1600 words)	40	N	Report (2400 words)	60	Y