



Postgraduate Certificate in Education – English, , Geography, Mathematics, Modern Foreign Languages, Science and Computer Science

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

Postgraduate Certificate in Education - English

Postgraduate Certificate in Education - Business Studies

Postgraduate Certificate in Education - Geography

Postgraduate Certificate in Education - Mathematics

Postgraduate Certificate in Education - Modern Foreign Languages

Postgraduate Certificate in Education – Science

Postgraduate Certificate in Education – Computer Science

2. Course Code (and UCAS Code if applicable)

C2094F

C2096F

C2098F

C2100F

C2102F

C2104F

C2451F

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

6. QAA Benchmark Groups

Education

7. Document Control Information

September 2017

8. Effective Session

9. 2017/2018 Author

Andrew Porter

10. Faculty

Humanities and Social Science

11. Department

School of Education and Childhood Studies

Curriculum

12. Educational Aims

This programme is designed to provide trainee teachers with the opportunity to study the theory and practice of education from the perspective of learners, teachers, administrators, policymakers and other key stakeholders in the system of formal education. It combines work based at the University with school experience in order to equip trainee teachers with the knowledge, understanding and skills that they need to begin to develop as a professional educator. It also provides them with the skills to make effective use of theoretical and research-based evidence to extend their knowledge and understanding and to allow them to reflect critically upon their own personal and professional values.

Achievement of the Standards for Qualified Teacher Status (QTS) are an essential part of the practical experience in school and the programme as a whole.

The aims of the programme are:

- To equip trainee teachers with a rigorous knowledge and understanding of the core areas of education – professional values and practice, knowledge and understanding and teaching (including planning, expectations and target setting, monitoring and assessment, teaching and class management).
- To enable trainee teachers to recognise the complex interrelationship between educational theory, policy and practice
- To enable trainee teachers to apply educational and research based analysis to issues of their personal practice
- To introduce trainee teachers to conceptual and analytic methods used in educational research and to provide opportunities for the development and application of these tools
- To enable trainee teachers to develop critical, evaluative and reflective thinking in the context of their personal practice
- To enable trainee teachers to develop a range of skills and abilities that will contribute to their effectiveness as a professional educator
- To support trainee teachers in becoming independent learners in their subsequent career development.
- To encourage trainees to progress to completion of a full masters level qualification and make a substantial contribution to the development of their subject pedagogy during the early years of their career in teaching.

13. Reference Points

- The Postgraduate Certificate in Education is placed within a framework of other courses in Initial Teacher Training and all courses follow the same model and approaches. The course reflects the statutory requirements outlined in the Qualified Teacher Status Standards and accompanying requirements for ITT as well as the OFSTED framework for inspection.
- The Learning Outcomes are designed to enable the required standards to be met whilst at the same time introducing trainee teachers to educational research enabling them to develop critical, evaluative and reflective thinking in their practice. Those Learning Outcomes relevant to cognitive and research skills sit within the masters level of the National Qualifications Framework for HE.

14. General Learning Outcomes

Level 7

Postgraduate Certificates are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

15. Learning Outcomes

A. Knowledge and Understanding of:

- A.1 their subject content equivalent to degree level
- A.2 the National Curriculum programmes of Study National Strategy for Key Stage 3 and Key Stage 4 pathways for progression
- A.3 the values, aims, purposes and the general teaching requirements set out in the National Curriculum handbook.
- A.4 the programme of Study for citizenship and the national Curriculum Framework for personal, social and health education
- A.5 the expectations, typical curricula and teaching arrangements in the Keys Stages before and after the ones they are trained to teach in (NB Business Studies students train across the 14-19 age group. All other routes are 11-16)
- A.6 relevant research and inspection evidence relating to pedagogy and professional values
- A.7 methods of small-scale educational research and enquiry
- A.8 theories of teaching and learning and current subject pedagogies
- A.9 methods of formative and summative assessment, their strengths and limitations
- A.10 a range of strategies for promoting good behaviour and establishing a purposeful learning environment
- A.11 the role and application of ICT in education and the implications arising from its use and abuse

- A.12 the diversity of learners' needs and appropriate learning and teaching approaches
- A.13 the range of stakeholders in the education of children
- A.14 the professional code of the General Teaching Council for England, the origin and nature of teachers' professional values

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 use research and inspection evidence effectively in their professional practice
- B.2 assess and reflect critically on the relationship between theory and their professional practice
- B.3 use ICT competently in retrieving, interpreting, assessing and presenting information about pedagogy and professional practice
- B.4 deal with complex educational issues systematically and creatively using principal sources of educational information and data, make sound judgements based on information and communicate their conclusions to a wider audience.
- B.5 apply professional ethics to their own practice
- B.6 evaluate the effectiveness of a range of learning strategies
- B.7 continue to advance their knowledge and understanding, and to develop new skills to a high level

C. Practical (Professional or Subject) Skills, able to:

- C.1 set high expectations for all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement.
- C.2 demonstrate that they treat pupils consistently with respect and consideration, and are concerned for their development as learners.
- C.3 demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.
- C.4 communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.
- C.5 contribute to, and share responsibly in, the corporate life of schools.
- C.6 understand the contribution that support staff and other professionals make to teaching and learning.
- C.7 improve their own teaching, by evaluating it, learning from the effective practice of others and from research based evidence. They will be motivated and able to take increasing responsibility for their own professional development.
- C.8 work within the statutory frameworks relating to teachers' responsibilities.

In addition, students will be required to demonstrate that they have met the QTS Standards which cover the areas of

- C.9 Professional attributes
- C.10 Professional knowledge and understanding
- C.11 Professional skills

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 organise and communicate their opinions and arguments in speech and writing showing confident use of specialist vocabulary
- D.2 use ICT competently, including e-mail, the Internet and basic office applications, and be able to judge where the use of ICT is not appropriate
- D.3 process and synthesise empirical and theoretical data, to present and justify arguments

- D.4 work independently, demonstrating initiative and self-management
- D.5 interpret and use graphical and tabular presentation of data in a critical and constructive way
- D.6 articulate their own preferred learning styles and strategies and reflect on these from a range of theoretical perspectives including social, cultural and psychology viewpoints. They will use these to organise an effective work pattern including working to deadlines.

16. Learning and Teaching Strategies and Methods

The teaching and learning strategies cover a range of inputs. Taught sessions at the university will use a variety of methods including lectures, seminars and individual tutorial sessions (LO A 1 – 14). For LOA 1 in particular this will include an initial audit of subject knowledge against the National Curriculum and a structured set of subject enhancement activities, which may include attendance at Subject Knowledge Enhancement Courses. Taught sessions will be supplemented by input from trained mentors (LOA 2, 9, 10, 11, 12, 13), self-supported study tasks (LOA 4, 5, 8, 14), small scale action research (LOA 8, 12,) and school based practice (LOA 1 – 12).

Taught sessions at the university, including lectures, seminars and individual tutorial time, will enable LO B 1 – 6 to be addressed. In addition this will be supplemented by input from trained mentors. Additional twilight teaching sessions will be provided at the appropriate level for those students following this route through their teacher training, delivered by staff competent at teaching at 7 level.

In addition to University lectures, seminar sessions and tutorials (LOC 1, 6, 7, 8, 9, 10, 11), self-study tasks (LOC 4, 5, 6, 9, 10, 11, 12), and school mentoring sessions (LOC 1,2 3,7, 9, 10, 11) a significant element of this section is the observation of, and learning derived from, teaching practice as undertaken by mentors and tutors when watching the students teach in their placement schools (LOC 1, 2,3,9, 10, 11)

These objectives will be delivered through the University based lectures, seminars, subject sessions and tutorials. Taught sessions will be supplemented by input from trained mentors, self-supported study tasks, small scale action research and school based practice.

17. Assessment Strategy

Assessment will be through both formative assessment records and summative assignments which are designed to enable trainee teachers to demonstrate their knowledge and understanding as well as their intellectual and transferable skills.

In particular summative written assignments will assess LOA 1, 2, 6, 7, 8, 12. A portfolio of evidence will assess LOA 3, 4, 5, 9,10, 11, 12, 13, 14. In addition at two points in the year there will be an assessment of school based practice which assesses in particular LOA 1, 8, 9, 10, 11, 12.

Summative assignments including a small-scale action research project will assess LO B 1 – 6.

Throughout the year students must obtain lesson observations which contribute to the portfolio of evidence which is assessed in a summative interview enabling students to demonstrate LOC 1 – 11

Assessment will be through both formative assessment records and summative assignments which are designed to enable trainee teachers to demonstrate their knowledge and understanding as well as their intellectual and transferable skills. The Portfolio of Evidence that students keep during the course will also be an essential assessment tool for these objectives.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

The programme consists of 4 core units within 1 year of study:

¹ www.port.ac.uk/unitwebsearch

- Curriculum Studies in Teaching English, Mathematics, Science, Geography, , MFL or Computer Science – 30 L6 credits
- The Development of Professional Teaching – 30 L6 credits
- Reflective Practice in Teaching English, Mathematics, Science, Geography, MFL or Computer Science – 30 L7 credits
- The Professional Teacher – 30 L7 credits

Students are required to pass the QTS skills tests in numeracy and literacy

19. Employability Statement

This is a professional course preparing students to enter the teaching profession. All students have to meet the QTS Standards in order to pass which are focused on the knowledge, skills and attributes required of a teacher. This is done through a portfolio of evidence including observations of classroom teaching. Students are taught how to apply for their teaching post and are given mock interviews. Letters of application are scrutinised. The course has a very high employment rate to date. Over 90% of our cohort go straight into the teaching profession each year, many gaining jobs in our partnership schools. Feedback from schools, external examiners and OFSTED highlights the high calibre of new teachers we train.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader, overseen by the Director of ITT
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- Students are supported in school by both a subject mentor and a professional mentor who oversees the progress and well-being of all trainee teachers in their school.
- The PGCE course works with a BME consultant who can advise and support trainees from diverse backgrounds. We also run EAP classes for our students.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Detailed feedback is provided for all assessments.
- Target setting is carried out weekly by mentors.
- Good use is made of Moodle and e-learning to support distance learners.

21. Admissions Criteria

A. Academic Admissions Criteria

Entrants must:

- have the capability to meet the required Standards by the end of their training and possess the appropriate personal and intellectual qualities to be teachers;
- have achieved a standard equivalent to a grade C in the GCSE examination in English and Mathematics;

- have met the Secretary of State's Requirements for physical and mental fitness to teach, as detailed in the relevant circular;
- not have a criminal background which might prevent them working with children or young persons, or as a teacher; and have not previously been excluded from teaching or working with children;
- be able to read effectively, and communicate clearly and accurately in spoken and written Standard English; pass the national skills tests in literacy and numeracy.
- hold a degree of a United Kingdom higher education institution or equivalent qualification – this should be in a relevant area with approximately 50% of the content related to the subject they are training to teach.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Review of course by professional mentors through programme management boards. Subject mentors involved in review of course action plans.
- School Review committee approves and reviews action plan for course developments.
- OFSTED inspections of ITT. Last inspection March 2010.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- NQT Survey
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Course Leader for day-to-day running of course, overseen by Director of ITT .
- Director of ITT writes self evaluation and course action plan annually.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Professional and subject mentors in school.
- Partnership manager through school visits and liaison.
- Quality Assurance Committee.
- Unit and Award Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.

- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Attendance at conferences and meetings led by TDA, UCET, OFSTED and relevant professional bodies.
- Staff work as external examiners for other PGCE courses.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

NCTL. Students who complete the course successfully are recommended to the Department for Education for Qualified Teacher Status

B. Periodic Programme Review (or equivalent)

A Periodic Review was conducted in May 2015 and confirmed the 'fitness of purpose' of the curriculum and the effectiveness of its annual monitoring and review processes.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*³).

D. Others

OFSTED inspection November 2011 rated the overall effectiveness of the provision as 'outstanding'.

NQT survey results. Year on year these remain very strong and are analysed annually for the Self Evaluation Document for OFSTED.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School/Department](#)⁵ websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ <http://www.port.ac.uk/school-of-education-and-childhood-studies/>