

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	Postgraduate Certificate in Education – Secondary PE with Biology
2	<b>Course Code</b>	PT1086-16
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	Department for Education Teaching Regulation Agency (TRA) Initial Teacher Training (ITT) Criteria: Teachers' Standards

6	Course Description
	<p>This course will enable you to use your degree level skills in the teaching of Physical Education (PE) and Biology so that you can promote knowledge, understanding, skill and a wider love of learning for all pupils through the teaching of both PE and Biology as curriculum subjects in the secondary school sector.</p> <p>We believe that both PE and Biology are crucial elements in the education of all pupils both in terms of their academic progress but also for the contribution that they make to health and well-being, lifestyle, environment and the natural world. We will work with you to enable you to become the inspirational secondary school teacher that today's young people deserve.</p> <p>Our course provides you with the knowledge and understanding that will enable your current creative skills to grow into exciting and engaging teaching for the classroom. The course is a practice-based programme that will fully support you into becoming a confident, dynamic and creative teacher committed to making learning of many types accessible for all.</p> <p>Central to the curriculum is the study of the subject specific pedagogies and professional practice required for the teaching of PE and Biology which you will access through a synthesis of practical workshops, lectures, seminar groups and individual study.</p> <p>Curriculum workshops are a key element of your course. In PE, dedicated lecturers and teachers deliver these in our specialist education classrooms and lecture theatres. The workshops enable you to experience and develop your understanding of subject pedagogy through topics such as: Physical literacy, growth mindset through PE, dance in the curriculum, gymnastics, invasion games, net and wall games, target games and athletics, health and safety, as well as Key Stage 3 National Curriculum topics, GCSE and A Level PE topics.</p> <p>Similarly in Biology, specialist lecturers and teachers deliver sessions in purpose built facilities that replicate the best on offer in schools. As a proven specialist in PE, you will recognise and develop your skills regarding your second subject knowledge, creating and applying signature pedagogies that link subject philosophies, educational theory in the subject, and classroom practice. Through additional practical workshops you will understand the nature of learning in Biology, and the most effective methods to allow your students to access that learning.</p> <p>At least two thirds of the course takes place within school. You will be placed in a minimum of two PE departments.</p>

<b>7 Course Awards</b>			
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	<b>Core Provision:</b> Postgraduate Certificate in Education: Secondary	7	60
	<b>School Direct Provision:</b> Postgraduate Certificate in Education: Secondary (School Direct) in association with [named school/provider]	7	60
	<b>Collaborative Partnership Provision:</b> Postgraduate Certificate in Education: Secondary in association with [named school/provider]	7	60
<b>7b Exit Awards and Credits Awarded</b>			
	<b>Where the Professional, Statutory and Regulatory Body competences (Teachers' Standards) are not successfully met:</b>  <b>Core Provision:</b> Postgraduate Certificate in Education Studies	7	60
	<b>School Direct Provision:</b> Postgraduate Certificate in Education Studies (School Direct) in association with [named school/provider]	7	60
	<b>Collaborative Partnership Provision:</b> Postgraduate Certificate in Education Studies in association with [named school/provider]	7	60

<b>8 Derogation from the University Regulations</b>	
	1. For modules with more than one item of assessment, all items of assessment must be passed in order to pass the module 2. For modules with more than one item of assessment, resits that are allocated a grade are capped at the item level 3. Students must pass the zero-credit rated School Experience modules in order to be eligible for the award 'with Qualified Teacher Status'.

<b>9 Delivery Patterns</b>			
<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>	<b>Code(s)</b>
Full Time	City Centre	1 Year	PT1086-16

<b>10 Entry Requirements</b>	
	The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk">https://www.bcu.ac.uk</a> , or may be found by searching for the course entry profile located on the UCAS website.

<b>11 Course Aims</b>	
<b>1</b>	To prepare graduates to become outstanding teachers for secondary schools who are committed, creative and confident and who go on to make a significant contribution to the teaching profession.
<b>2</b>	Through structured professional practice activities and academic study, to learn and apply subject and professional knowledge to meet the requirements for qualified teacher status at the highest levels.
<b>3</b>	To meet the challenges of teaching in the secondary school by drawing together and applying the knowledge, understanding and skills from subject study, pedagogic content knowledge, and education theory, policy and practice.
<b>4</b>	To prepare students to address directly the needs of employers by meeting the requirement for high quality subject specialists from a wide range of degree disciplines.
<b>5</b>	To understand the nature and scope of a range of subject curricula such as GCSE, iGCSE and International Baccalaureate, and cross-curricula themes such as Diversity, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) education.

<b>12 Course Learning Outcomes</b>	
<b><i>Knowledge and Understanding</i></b>	
1	Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
2	Trainees understand how classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.
3	Trainees understand how knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and wellbeing.
<b><i>Skills and other attributes</i></b>	
4	Trainees are able to plan and assess learning to ensure that all pupils make progress.
5	Trainees are able to implement effective adaptive teaching approaches to support all learners, including SEN and EAL learners.
6	Trainees develop professional behaviours and contribute effectively to the wider life of the school.

<b>13 Level Learning Outcomes</b>	
<b><i>Upon completion of Level 7 Postgraduate Certificate, students will be able to:</i></b>	
<b>1</b>	Critically analyse and engage with the work of leading educators, relevant national and local policies and guidance frameworks, and wider academic reading.
<b>2</b>	Critically assess implications for your own professional practice and the teaching of your specialist subject.
<b>3</b>	Critically assess implications for the learning and well-being of the students that you teach.
<b>4</b>	Provide a rationale for practice-based enquiry, based on personal, professional and organisational needs taking into account appropriate research methodologies and ethical approval procedures.
<b>5</b>	Gather and analyse workplace evidence using suitable and well-justified data collection methods and discuss implications for future practice
<b>6</b>	Demonstrate a critical understanding of the pedagogies that underpin effective learning and teaching in your specialist subject.
<b>7</b>	Critically evaluate the attainment and progress of learners in your specialist subject, suggesting teaching strategies to improve outcomes for learners.

<b>8</b>	Present assignments and workplace evidence in a logically structured format appropriate for a professional audience, using the Harvard referencing system where appropriate to do so.
----------	---

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p>The School of Education and Social Work’s vision of what constitutes high quality learning and teaching is informed by the University’s guiding principles for Learning, Teaching and Assessment.</p> <p>These guiding principles include:</p> <ul style="list-style-type: none"> <li>• the pursuit of excellence by our students and by our staff;</li> <li>• a professional, practice-led, knowledge-applied experience for students;</li> <li>• maximising inter-professional and inter-disciplinary working;</li> <li>• an employability-driven and internationalised curriculum; and</li> <li>• increasingly inclusive approaches to learning and teaching.</li> </ul> <p><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>• The School of Education and Social Work expects that all teaching and learning experiences should be part of a constructively aligned curriculum in which there is a clear and direct link between the intended learning outcomes, the teaching methods and materials utilised and the summative assessment.</li> <li>• Teaching and learning will be research-informed.</li> <li>• Learning should be an active rather than passive experience. An active approach to learning should be encouraged through group work, focussed practical tasks, live projects, problem-based learning, discussion and feedback. Students are encouraged to contribute to the community of learners.</li> <li>• The learning and teaching experience will place the student at the core and deliver an approach that recognises the diversity and strengths of those individuals through formative learning opportunities and personal support.</li> <li>• Learning outcomes and associated assessment design should be the focus of the planned student experience. The delivery pattern, size and shape of modules supports that focus, and does not constrain or define it.</li> </ul> <p><b>Assessment and feedback</b></p> <ul style="list-style-type: none"> <li>• Decisions about assessment design are based on up to date, accurate knowledge of sector requirements (including relevant PSRB requirements) and common HE norms.</li> <li>• Assessment will be based on clearly defined learning outcomes. No student should be assessed against a learning outcome that is not taught as part of the course.</li> <li>• Assessment design starts from the principle of ‘inclusivity and success for all’, with an aim of reducing the need for reasonable adjustments.</li> <li>• Assessment design incorporates some level of choice for students in terms of assessment methods.</li> <li>• Opportunities for students to receive, and be taught to understand the value of, feedback focussed on improving future performance is built into the assessment design.</li> <li>• An emphasis on formative feedback will enable students to recognise how to apply key messages to future learning, supporting ipsative assessment (improving on personal best).</li> <li>• Assessment, marking and feedback are viewed as vitally important learning and teaching activities within course delivery.</li> </ul>

<b>15</b>	<b>Course Requirements</b>																						
<b>15a</b>	<b>Level 7:</b>  <i>In order to complete this course a student must successfully complete all the following CORE modules (totalling ___ credits):</i>																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>EDU7343</td> <td>Secondary Professional Studies</td> <td>20</td> </tr> <tr> <td>EDU7346</td> <td>Secondary Subject Pedagogy</td> <td>20</td> </tr> <tr> <td>EDU7xxx</td> <td>Secondary Subject Pedagogy PE with Biology (additional module)</td> <td>0</td> </tr> <tr> <td>EDU7342</td> <td>Professional Enquiry</td> <td>20</td> </tr> <tr> <td>EDU7344</td> <td>School Experience 1</td> <td>0</td> </tr> <tr> <td>EDU7345</td> <td>School Experience 2</td> <td>0</td> </tr> </tbody> </table>	Module Code	Module Name	Credit Value	EDU7343	Secondary Professional Studies	20	EDU7346	Secondary Subject Pedagogy	20	EDU7xxx	Secondary Subject Pedagogy PE with Biology (additional module)	0	EDU7342	Professional Enquiry	20	EDU7344	School Experience 1	0	EDU7345	School Experience 2	0	
Module Code	Module Name	Credit Value																					
EDU7343	Secondary Professional Studies	20																					
EDU7346	Secondary Subject Pedagogy	20																					
EDU7xxx	Secondary Subject Pedagogy PE with Biology (additional module)	0																					
EDU7342	Professional Enquiry	20																					
EDU7344	School Experience 1	0																					
EDU7345	School Experience 2	0																					

<b>15b</b>	<b>Structure Diagram</b>
------------	--------------------------

**Level 7**

<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Core EDU7343 Secondary Professional Studies EDU7344 School Experience 1	Core EDU7345 School Experience 2 EDU7342 Professional Enquiry
Core EDU7346 Secondary Subject Pedagogy EDUxxx Secondary Subject Pedagogy PE with Biology	

<b>16</b>	<b>Overall Student Workload and Balance of Assessment</b>
-----------	---

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

### Level 7

#### Workload

#### 14% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	244
Directed Learning	998
Private Study	448
<b>Total Hours</b>	<b>1690</b>

#### Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	