

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	Postgraduate Certificate in Education – Secondary
2	<b>Course Code</b>	PT1086
		Subject-specific School Direct codes:  Psychology PT1242 Business Studies PT0403 Art and Design PT0881 Computer Science PT0910 Design and Technology PT0886 Drama PT0884 English PT0888 Geography PT0912 History PT0409 Music PT0882 Mathematics PT0908 Modern Foreign Languages PT0916 Religious Education PT0918 Science (Biology PT0896, Physics PT0892, Chemistry) Physical Education PT1026
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

<b>6</b>	<b>Course Description</b>
	<p>Birmingham City University and its predecessor institutions have a long tradition of offering initial teacher training. The PGCE Secondary has been a very successful part of this tradition, having achieved very high ratings from Ofsted as well as from a range of other external and internal measures.</p> <p>As the need for high quality teachers for the secondary sector increases along with the increase in pupil numbers, the BCU programme maintains its relevance to the sector through its agile response to the policy drive in Initial Teacher Training nationally towards a schools-led model that is at the same time supported by the qualities of a Higher Education institution. We believe that the BCU PGCE programme is well placed to continue to offer high quality provision in partnership with schools, School Direct providers and School Centred Initial Teacher Training (SCITT) providers through our collaborative partnership agreements. This is met through BCU's strong partnerships with schools and the commitment, drive and enthusiasm of the delivery team who have the professional experience combined with knowledge of current evidence-based research in their respective areas of expertise to deliver the Professional Studies and Subject Knowledge content of the programme. The team insists on imparting to trainees "what works", with an essential focus on the core driver of improving educational outcomes for pupils. The team have</p>

the scope to access cross-subject, cross-phase, and cross-institution practices, providing a platform for trainees to develop their own solutions to educational issues.

There has been recent growth in the range of subject training offered in the core PGCE Secondary programme. Recent additions to the programme are Geography, History, Physical Education and Physical Education with Biology which now sit alongside our provision for training in Art and Design, Computer Science, Design Technology (Food, Textiles and Product Design), Drama, English, Mathematics, Music, Religious Education and Science (Biology, Chemistry and Physics).

This growth is sustained through our growing School Direct Partnerships through which additional subjects are made available including MFL, Psychology and Business Studies.

Graduates of the BCU PGCE Secondary programme arrive with us as experts in their subject field and leave us as experts in the pedagogy of their subject. They are “employment ready” in that they have gained insights into how schools work and how pupils learn, and have practiced methods of applying this learning while on professional placements in schools. Our aim is to develop highly skilled teachers who are committed to being outstanding through their ability to create a vibrant learning environment that addresses the needs of all learners. BCU trained teachers take responsibility for advancing their subject and pedagogical knowledge and their own future learning and professional development. The programme will facilitate the BCU trained teacher to be creative in engaging, inspiring and motivating all learners. They will be able to inform their teaching through evidence based research, and will have the skills to reflect on the impact of this on the progress of their learners. The programme will enable its graduates to act as leaders of learning who can respond flexibly and proactively to change. They will be able to communicate effectively with all partners in learning, and act responsibly and be accountable for their professional decisions and action. Trainees value their learning in the safe use of social media such as Facebook, WhatsApp and Twitter. In short, the BCU trained teacher is committed, creative and confident.

The programme is one year full time, incorporating at least 120 days on placement which is in line with the Department for Education Teaching Regulation Agency (PSRB) requirements. At least two school placements will be offered in order to provide the widest possible experience of appropriate professional practice. Year plans provide streamlined provision across the partnership such that trainee teachers can work in line with the school year, whether in the context of our core provision or through School Direct or SCITT provision. Assignments and school-centred activities are structured around the development of the trainees’ School Experience Progress Journal (SEPJ) that demonstrates their progress against the nationally agreed competences (the Teachers’ Standards) which all teachers must meet throughout their career. A system of continuous review and assessment of progress in the SEPJ supports trainees in their growing ability to take responsibility for their own development. Subject mentors in school and university based Personal Development Tutors work together to provide trainees with frameworks that the trainee uses to build their skills and understandings in a way that reflects their own passions for their subject and its teaching.

Three 20 credit modules at Level 7 lead to consolidated knowledge and understanding in the following areas: Secondary Professional Studies, Secondary Subject Pedagogy and Professional Enquiry. These modules include blended learning across a range of learning methods including scheduled learning at the provider’s centre (University or school), practical activity on placement and guided independent learning. Provision is made in some of our School Direct and SCITT programmes for one module (Professional Studies) to be delivered at Level 6. This is to allow for the delivery and assessment capacities of schools where this is applicable. The Level 6 modules does not affect the overall award of a Postgraduate Certificate. The programme fully complies with DfE TRA and Ofsted requirements.

7 Course Awards			
7a	Name of Final Award	Level	Credits Awarded
	<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
7b Exit Awards and Credits Awarded			
	<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

8 Derogation from the University Regulations	
	Pending approval.

9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Full Time	City Centre	1 year	PT1086

**There are three delivery models for the PGCE Secondary programme:**

**Core** – for students studying wholly through Birmingham City University.

**School Direct** – for students studying through a School Direct provider working in association with Birmingham City University. The delivery of modules is subject to negotiation with each school. The Level 6 module, Secondary Professional Studies in School, is available where the lead school does not have trainers with an appropriate Level 7 qualification. Usually the lead school is responsible for arranging appropriate host schools to enable the School Experience 1 and 2 modules to be completed. Birmingham City University quality assures all provision.

**Collaborative Partnership** – for students studying wholly through an approved partner organisation of the University. Birmingham City University quality assures the provision.

An alternative award is available for students who successfully achieve the academic credit available in

the three modules, Secondary Professional Studies, Secondary Subject Pedagogy and Professional Enquiry, but who are unsuccessful in meeting the PSRB requirements for the award of Qualified Teacher Status captured in the School Experience 1 and 2 modules. The alternative award is the Postgraduate Certificate in Education Studies.

<b>10</b>	<b>Entry Requirements</b>
<p>The admission requirements for this course are stated on the course pages of the BCU website at <a href="https://www.bcu.ac.uk/">https://www.bcu.ac.uk/</a>.</p>	

<b>11</b>	<b>Course Learning Outcomes</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</b>	<b>Course Requirements</b>																									
<b>12a</b>	<p><b>Level 6:</b></p> <p><i>The Secondary Professional Studies in School module, must be taken for School Direct and SCITT provision where the Level 7 module Secondary Professional Studies is not appropriate.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffffcc;">Module Code</th> <th style="background-color: #ffffcc;">Module Name</th> <th style="background-color: #ffffcc;">Credit Value</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;">EDU6249</td> <td style="background-color: #ffffcc;">Secondary Professional Studies in School</td> <td style="background-color: #ffffcc;">20</td> </tr> </tbody> </table> <p>This module replaces the equivalent module EDU7343 at Level 7 and contributes to the final award of Postgraduate Certificate.</p> <p><b>Level 7:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 60 credits):</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffffcc;">Module Code</th> <th style="background-color: #ffffcc;">Module Name</th> <th style="background-color: #ffffcc;">Credit Value</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;">EDU7343</td> <td style="background-color: #ffffcc;">Secondary Professional Studies</td> <td style="background-color: #ffffcc;">20</td> </tr> <tr> <td style="background-color: #ffffcc;">EDU7346</td> <td style="background-color: #ffffcc;">Secondary Subject Pedagogy. This module allows students to branch into one of their specialist subject areas: Art and Design Computer Science Design and Technology Drama English Geography History Music Mathematics Modern Foreign Languages Physical Education Religious Education Science (Biology, Chemistry, Physics)</td> <td style="background-color: #ffffcc;">20</td> </tr> <tr> <td style="background-color: #ffffcc;">EDU7342</td> <td style="background-color: #ffffcc;">Professional Enquiry</td> <td style="background-color: #ffffcc;">20</td> </tr> <tr> <td style="background-color: #ffffcc;">EDU7344</td> <td style="background-color: #ffffcc;">School Experience 1</td> <td style="background-color: #ffffcc;">0</td> </tr> <tr> <td style="background-color: #ffffcc;">EDU7345</td> <td style="background-color: #ffffcc;">School Experience 2*</td> <td style="background-color: #ffffcc;">0</td> </tr> </tbody> </table> <p>* School Experience 2 is dependent upon the successful completion of School Experience 1.</p>		Module Code	Module Name	Credit Value	EDU6249	Secondary Professional Studies in School	20	Module Code	Module Name	Credit Value	EDU7343	Secondary Professional Studies	20	EDU7346	Secondary Subject Pedagogy. This module allows students to branch into one of their specialist subject areas: Art and Design Computer Science Design and Technology Drama English Geography History Music Mathematics Modern Foreign Languages Physical Education Religious Education Science (Biology, Chemistry, Physics)	20	EDU7342	Professional Enquiry	20	EDU7344	School Experience 1	0	EDU7345	School Experience 2*	0
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**12b Structure Diagram**
**Level 6 (School Direct and SCITT provision where appropriate)**

<b>SEMESTER ONE</b>
School Direct and SCITT (where appropriate) EDU6249 Secondary Professional Studies in School

**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	

### 13 Overall Student Workload and Balance of Assessment

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 6 Workload

##### % 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	0%
In-Person	0%

#### Level 7 Workload

##### % 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>

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