



## Programme Specification

# Post Graduate Certificate in Education Secondary English Initial Teacher Education {Online Distance Learning}[Jan][NF][Distance][1yr]

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Post Graduate Certificate in Education Secondary English Initial Teacher Education {Online Distance Learning}[Jan][NF][Distance][1yr]

**Highest award:** PGCE Secondary Initial Teacher Education English

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:** Not applicable

**Apprenticeship:** Not applicable

**Mode of delivery:** Distance without attendance

**Entry requirements:** For the current entry requirements see the UWE public website

**For implementation from:** 01 January 2022

**Programme code:** X2M142-JAN-NF-DL-X2J142

## Section 2: Programme Overview, Aims and Learning Outcomes

## Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** This full-time Postgraduate programme is designed to meet the relevant statutory requirements for Initial Teacher Training (ITT) and provide you with opportunities to meet the Teachers' Standards at a level consistent with what could be reasonably expected of a trainee teacher by the point of recommendation for the award of Qualified Teacher Status (QTS). You will train to teach children in the Secondary age range.

This programme is for trainees who are already school based as part of an existing or new employment and/or volunteer working arrangement. Trainees will also need to gain experience in an alternative school as required by the Department for Education. This three-way partnership between the university, the schools and the trainee is critical to this programme and our overarching provision.

The programme is underpinned by a commitment to training outstanding teachers who can play their part in transforming the educational and experiences of children, and in making a positive difference to their day-to-day lives and to their life chances. You will be supported to develop advanced knowledge, understanding and professional skills, and to use literature, research evidence, guidance from tutors, mentors and peers, self-reflection and critical analysis to develop your practice. You will set high expectations which inspire, motivate and challenge all learners, whilst reducing barriers to learning and promoting good progress and outcomes and a love of learning. The programme aims to develop teachers who consistently demonstrate high levels of personal and professional conduct expected of teachers.

This programme is designed to do far more than developing teachers with a high level of professional competence, and it brings together both academic and professional learning to do this. We aim to ensure you have a sound underpinning of theories of learning and teaching, and of the contexts of children's lives. A teacher who understands the key milestones of child development, the impacts of the specific and broader conditions of children's lives, and the social and political framing of education will have the potential to be a professional who can enrich children's education and lives, and make a meaningful difference to the profession and the education system. This wider attention to teachers' roles includes ensuring that you

understand the value of all the subjects taught and of a holistic education which prioritises a broad and balanced curriculum for all children. The programme is predicated on the ambition that trainee teachers and the learners they work with will be lifelong learners, who can engage thoughtfully in relevant debates and prepare themselves for future challenges. We support you on this programme to be thinkers and change agents as well as being excellent reflective educators.

The academic content of the programme has been arranged into three elements

- Teaching and learning and the contexts of learning
- Subject knowledge, understanding and pedagogy, including cross-curricula approaches
- The wider study of issues in education and your development as evidence-informed professionals

Whilst specific modules contain the larger portion of each of these elements, the compact nature of the programme means that these strands are interwoven throughout and most significantly with the practice base of the programme.

**Educational Aims:** 1. Develop trainees' critical, evidence-based understanding of theories and practices of learning and teaching to support all learners to make good progress.

2. Support trainees to understand and apply key concepts, curriculum and subject specific pedagogical approaches in relevant phases and subject areas, and to be able to develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.

3. Facilitate trainees to understand key features of child/adolescent development, diverse needs, the contexts of their lives and the impact these have, and how to use this to support learners' social, cultural, emotional and academic development.

4. Develop trainees' awareness of values positions, including their own, their communication skills and how they present to others, and how to build positive, respectful relationships with children and adults.

5. Support trainees' development of professional skills, and understandings, including issues around safeguarding, children's wellbeing, equality, information sharing, managing their time, their own wellbeing, resilience and agency, and

identifying their ongoing development needs and how to meet these.

6. Enable trainees to apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing teachers and to critically evaluate the educational impact of their pedagogic choices on learners.
7. Provide opportunities for trainees to engage with wider debates in education, including policy and comparative studies.
8. Enable trainees to meet all the statutory requirements to become a qualified teacher in England.

### **Programme Learning Outcomes:**

#### **Programme Learning Outcomes**

- PO1. Critically evaluate theories and practices of learning and teaching to support all learners to make good progress and to inform evidence-based classroom practice
- PO2. Understand and apply key concepts, curriculum and subject specific pedagogical approaches in relevant phases and subject areas, and to be able to develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.
- PO3. Evidence critical engagement with issues relating to child/adolescent development, diverse needs, the contexts of their lives and the impact these have, and be able to use this to support learners' social, cultural, emotional and academic development.
- PO4. Demonstrate an understanding of the importance of, and how to build, respectful positive relationships with children and adults, underpinned by a critical exploration of values positions, communications approaches and their impact.
- PO5. Evidence and critically examine appropriate professional skills, and understandings, including issues around safeguarding, children's wellbeing, equality, information sharing, managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.
- PO6. Apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing teachers and to critically evaluate the educational impact of their pedagogic choices on learners.
- PO7. Evidence critical engagement with wider debates in education, including policy and comparative studies.

PO8. Evidence all the statutory requirements to become a qualified teacher in England.

## Part B: Programme Structure

### Year 1

The student must take 90 credits from the modules in Year 1.

### Year 1 Compulsory Modules

The student must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGXE-15-M	Curriculum Studies A 2021-22	15
UTLGXK-15-M	Curriculum Studies B 2021-22	15
UTLGXH-15-M	Learners and Teachers A 2021-22	15
UTLGXJ-15-M	Learners and Teachers B 2021-22	15
UTLGWA-15-3	Practice A 2021-22	15
UTLGWB-15-3	Practice B 2021-22	15

## Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme is underpinned by a commitment to training outstanding teachers who can play their part in transforming the educational and experiences of children, and in making a positive difference to their day-to-day lives and to their life chances. As well as being skilled classroom practitioners, they will also understand the significance of the context of learner's lives and the policy and social context of education. Key features of this programme are working collaboratively with professional partners, children and parents/carers, evidence-informed practice, reflexivity and creativity.

**Part D: External Reference Points and Benchmarks**

This programme has been designed to meet the requirements of Initial Teacher Training and makes explicit reference to the Teachers' Standards. This programme is also informed by the QAA benchmarks for Education Studies as part of the broader aims of the programme. Programme delivery will also be informed by the Sustainable Development Goals.

Successful completion of the programme leads to recommendation for Qualified Teacher Status for the UK route.

This programme is subject to inspection by Ofsted.

**Part E: Regulations**

This programme varies from the campus-based PGCEs through a 90 credit structure approved by Academic Board on 3 March 2021 as follows:

Postgraduate Certificate in Education (PGCE) (achieved through Online Distance Learning)

Level 7

90 credits comprising:

60 credits at Level M.

30 credits at Level 3 or above.

No differential level of award available