

Nottingham Trent University Course Specification

Basic Course Information		
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Social Sciences / Clifton and City
3.	Final Award, Course Title and Modes of Study:	Postgraduate Certificate in Education: Secondary Education Full time
4.	Normal Duration:	September-June
5.	UCAS Code:	N/A

Note: Subject = Art and Design, Biology, Business Education, Chemistry, Computer Science, Dance, Design and Technology, Drama, Engineering, English, Geography, History, Media Studies, Modern Languages, Music, Physical Education, Physics, Psychology, Religious Education, Social Sciences.

6.	<p>Overview and general educational aims of the course</p> <p>Introduction: The overall aim for the course is to develop you as a teaching professional with the necessary subject, interpersonal skills and pedagogical knowledge to motivate and inspire pupils.</p> <p>Distinctive/Innovative Features:</p> <ul style="list-style-type: none"> • You will undertake five modules that integrate study of learning and teaching in your subject and in the wider context, theory and practice and university-based and school-based elements; • You will undertake professional practice placement in two contrasting schools; • Professional tutoring will support your development; • You will be develop your independent learning skills, specifically through the Secondary Education Independent Study module; and • You will be prepared for further Masters level study. <p>Educational Aims: The course will:</p> <ul style="list-style-type: none"> • Develop your professional identity as a reflective teacher • Develop your expert professional knowledge and skilful pedagogy and practice • Enable you to make a significant contribution to the shaping of learning, teaching and education • Enable you to develop professionally and lead change <p>Professional Body Accreditation: The course leads to your recommendation for Qualified Teacher Status (QTS).</p>
7.	<p>Course outcomes Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.</p> <p>Knowledge and understanding By the end of the course you should be able to:</p> <ul style="list-style-type: none"> • Systematically evaluate and demonstrate a comprehensive knowledge and critical understanding of the statutory and other frameworks within which teachers work • Demonstrate comprehensive, expert knowledge and critical understanding of your specialist subject, curriculum and pedagogy in a systematic manner

- Question and critique theories of teaching, learning and assessment in the light of professional experience and practice in your specialist subject
- Apply expert knowledge of learning in your specialist subject to inform the development of your practice in a range of contexts
- Show critical understanding of the complexity of how learners learn and the factors that enable learning
- Exercise independent judgement in identifying relevant professional and research based sources and use these appropriately to consolidate and extend your knowledge and understanding and professional effectiveness

Skills, qualities and attributes

By the end of the course you should be able to:

- Demonstrate independence, accountability and reflection in planning, teaching, assessing and evaluating in your specialist subject in order to maximise the potential of the learning environment
- Demonstrate a creative and constructively critical vision for innovation in your specialist subject, adapting your practice to accommodate new principles and understanding
- Develop and promote your personal and professional values and leadership, and use them to inform and shape your practice and the experience of your learners
- Demonstrate expertise in the use of effective transferable skills matched appropriately to context including:
 - Verbal and written communication
 - Classroom leadership
 - Collaboration with a diversity of professional colleagues
 - Use of literacy, numeracy and ICT to support your teaching
 - Specialised and advanced research skills
- Undertake structured and balanced investigation of the educational process and issues in your specialist subject, which have significance to your developing role and in which you have developed knowledge

8. Teaching and Learning Methods

The focus of teaching and learning on the course is on your participation: you are expected to engage, actively contribute to your learning and direct its development.

The teaching and learning and assessment strategy for the course is based on the following principles:

- Teaching and learning activities will provide you with structured opportunities to build on and develop your personal and professional knowledge;
- Extensive recommended texts and other materials will be used to support the development of your theoretical knowledge;
- Teaching and learning opportunities will challenge, test and stretch you, obliging them to revisit your conceptual frameworks of education;
- You will be supported to develop skills, knowledge and understanding which will enable you to achieve NTU graduate and postgraduate attributes;
- Assessment opportunities will rigorously test your skills, knowledge and understanding to confirm you are working at an appropriate level and have achieved the relevant NTU graduate and postgraduate attributes;

- Teaching and learning strategies used are inclusive;
- Formative and summative assessment opportunities will ensure that you continuously develop through your course and can demonstrate your success against module and course learning outcomes;
- Flexibility both in terms of delivery styles and venues will be provided in order to enhance your access increase your opportunities for achievement and self-development;
- Tutors' and mentors' own experiences will be drawn upon to ensure that areas of study are relatable and relevant;
- Good practice will be modelled throughout the course and you will be encouraged to evaluate the teaching methods with a view to adopting them in your own practice; and
- Assessment strategies will be embedded into real work experience and the issues impacting on education currently. In this way, you will be enabled to develop your professional knowledge and apply it to your own situation to enhance your performance and employability.

The course utilises a range of teaching and learning methods which relate theory to practice, and supports you to consider how these impact on your development in the context of schools and education as a whole.

You will undertake professional practice in two different schools, with the time spent on teaching practice dependent upon the teaching route chosen; all meet the requirement of at least 120 days in school. Learning is related to this environment, creating opportunities for you to reflect on your development in the context of schools and education as a whole and allowing the experience to inform your assessed work.

The range of teaching and learning methods are required to challenge your understanding and to provide you with the opportunity to challenge yourself and your peers and to ensure that you enjoy diverse learning experience and develop a deeper understanding of educational issues and concepts.

Independent learning is a key facet of the course and you are supported to develop skills in this area through peer support activities, online learning and tutorial support.

The course makes extensive use of the University's VLE facility, NOW.

9. **Assessment Methods**

You are required to achieve all course learning outcomes and these are assessed via the learning outcomes of individual modules.

All trainees will be initially registered for the Post Graduate Certificate in Education (PGCE) and will have the opportunity of undertaking the assessment of the Independent Study module (ISM) at Level 7.

A variety of assessment methods are used on the course to:

- Ensure an inclusive approach (reasonable adjustments are made for all trainees who declare a disability);
- Provide you with an opportunity to demonstrate your skills, understanding, knowledge and attributes;
- Enable you to achieve module and course learning outcomes; and
- Demonstrate good practice in assessment.

A broad range of assessment methods are utilised including for example, written assignments, presentations and critical reflection.

The range of assessment methods allow you to develop skills that are pertinent to teaching, your career and allow you to develop professionalism through the development of subject knowledge, provision of feedback, planning, critical analysis, reflection and identification of improvements in your own practice.

Assessment Schedule

Module Reference	Module Title	Level	Year-long / Half-year	Credits	Status	Element I	Element II	Element III
1.	Secondary Professional Practice	6	Year-long	0*	Core	Portfolio Evidence 100%		
2b.	Learning and Teaching in the Subject	6	Year-long	20	Core	Subject Specialist Project 100%		
3b.	Skills of Enquiry	6	Year-long	20	Core	N/A**		
4b.	Learning and Teaching in the Wider Context	6	Year-long	20	Core	Contextualised Practitioner Enquiry 100%		
5a.	Secondary Education Independent Study (ISM)	6/7	Year-long	60	Core	Presentation Materials 20%	Executive Summary and Written Research Report 60%	Presentation 20%

Trainees who successfully complete their Professional Practice and achieve **60 credits at Level 6** and **60 credits at Level 7 for their ISM** will be awarded the **Postgraduate Certificate in Education (PGCE)**.

Trainees who successfully complete their Professional Practice and achieve **120 credits at Level 6** will be awarded the **Professional Graduate Certificate in Education (ProfGCE)**.

*Although it is not credit-bearing, the Secondary Professional Practice module contributes to the recommendation for the award of Qualified Teacher Status (QTS) from the National College for Teaching and Leadership (NCTL).

**There are no assessment elements in the Skills of Enquiry module as opportunities to meet the module outcomes are embedded in the assessment of the Learning and Teaching the Subject module and Learning and Teaching in the Wider Context module.

The course is based around five modules that are core to all trainees. All modules are studied full-time and are assessed at the National Qualifications Framework (NQF) Level 6, with the exception of the Secondary Education Independent Study module which is assessed at NQF Level 6 and Level 7. Within these modules, you will have a significant amount of choice in identifying the focus of your study to meet the needs of your professional development and appropriate to the context of your professional practice placements. This a distinctive feature of the course design, and supports the teaching and learning strategy in allowing you to scaffold your development of academic knowledge around their work-based experiences.

The curriculum has been organised so that you will gain support for the study of all modules at the start of the course through front-loaded University-based sessions. The assignments associated with these modules will be completed at different times during the year to ensure a reasonable workload and relate to the stage of training.

Module 1: Secondary Professional Practice (Level 6) (0 credits points, core, year-long) Assessment: Portfolio of Evidence (100%)

Module 2b: Learning and Teaching in the Subject (Level 6) (20 credit points, core, year-long) Assessment: Subject Specialist Project (100%)

Module 3b: Skills of Enquiry (Level 6) (20 credit points, core, year-long) Assessment: N/A

Module 4b: Learning and Teaching in the Wider Context (Level 6) (20 credit points, core, year-long) Assessment: Contextualised Practitioner Enquiry (100%)

Module 5a: Secondary Education Independent Study (Level 6/7) (60 credits, core, year-long) Assessment: Presentation Materials (20%), Executive Summary and Written Research Report (60%) and Presentation (20%)

The non-QTS bearing awards of Professional Certificate in Studies in Education and Postgraduate Certificate in Studies in Education are also available.

11. **Admission to the course**

Entry requirements.

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

12. **Support for Learning**

The Course Leader is your contact point for enquiries, support and advice. The Course Leader is ably supported by the experienced and capable administrative support staff based in the Institute of Education. The Course Leader has overall responsibility for the resourcing and delivery of the course and the pastoral care of all trainees.

Your academic year will begin with an induction to the University, the Institute and the course. You will be given access to the relevant learning rooms on the VLE, which has considerable resources to support you in both your transition to the course and offers ongoing guidance. Induction to the Library services are well-established within the course and will support your research and academic writing. You can also access additional support through University Student Support Services which provide a full range of specialist and professional services should the necessity arise. Additional individual arrangements as necessary are made for those who have declared

special needs. For international students, there is further support from NTU's International Student Support Officer.

A Course Guide is provided at induction for the course and is available on the VLE. This is updated on an annual basis to ensure that all information on policies, procedures and support services remain current. Specific information is provided on the teaching calendar, assessment expectations and submission dates. Special note is taken of the fact that you are on extended placement for much of your course emphasising the importance of the course and module learning rooms on the VLE as a means of support and guidance for you during your study (including directing you to additional resources) and communication via email, telephone and through the VLE.

You are supported on the course by tutors (Professional Tutor and Subject Tutor) from the University and mentors (ITE Coordinator and Subject Mentor) when on placement in school. These colleagues provide a high level of personal and professional support, skills development and academic guidance, together with the Course Leader and the wider course team. Support is delivered through group and individual tutorials, progress meetings and three-way meetings, email, telephone and online support.

Peer support is encouraged through seminars, collaborative course activities, the VLE (for example through discussion boards) and through informal opportunities to work together.

The course is largely delivered in the Ada Byron King Building, giving you access to excellent facilities including interactive whiteboards, computer suites and through electronic resources including those served by the Library. Subject-specific resources are available and utilised across two sites: Design and Technology, and Engineering at the City campus, Computer Sciences, Music and Science at the Clifton Site.

13. Graduate destinations / employability

The course includes recommendation for QTS alongside the academic award and is designed to facilitate your employment as a secondary school teacher.

Graduate employability of trainees from the course is consistently above the national average, and typically in excess of 90% of trainees have found employment by the end of the course.

In addition the course structure will support your growing independence as a teacher, as you move from a focus on your own identity, pedagogy and practice to making a contribution to education more widely and to taking responsibility for your continuing development and the leadership of change.

It is anticipated that the Secondary Education Independent Study module will allow the course to be personalised to you and support you in beginning to develop a specialist area of expertise, that will support your attractiveness to future employers.

The course is intended to facilitate your continuing professional development. The Secondary Education Independent Study module is explicitly designed to lay the foundations for future Masters level study. This will enhance your employment opportunities and the likelihood of securing advancement in your career.

14. Course standards and quality

	<p>The principal methods through which the standards and quality of the course are maintained are:</p> <ul style="list-style-type: none"> • A Course Committee which manages the course, and which includes student representation; • A Board of Examiners Meeting which considers student results; • An External Examiner, who considers whether standards and quality are appropriate, and consistent with that in other higher education institutions and on comparable courses; • An annual monitoring report and action plan, considered at the Course Committee and by the School Standards and Quality Committee; • End of term and course evaluations; and • Ofsted inspection and reporting. 										
15.	<p>Assessment regulations This course is subject to the University's Common Assessment Regulations (located in its Academic Standards and Quality Handbook). Any course specific assessment features are described below:</p>										
	<p>This course is subject to the Institute's Common Assessment Regulations for PGCE awards which are available on request.</p>										
16.	<p>Additional Information</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Collaborative partner(s):</td> <td>N/A</td> </tr> <tr> <td>Course referenced to national QAA Benchmark Statements:</td> <td>Education Studies</td> </tr> <tr> <td>Course recognised by:</td> <td>National College for Teaching and Leadership for Qualified Teacher Status</td> </tr> <tr> <td>Date implemented:</td> <td>July 2012, revised January 2017.</td> </tr> <tr> <td>Any additional information:</td> <td>N/A</td> </tr> </table>	Collaborative partner(s):	N/A	Course referenced to national QAA Benchmark Statements:	Education Studies	Course recognised by:	National College for Teaching and Leadership for Qualified Teacher Status	Date implemented:	July 2012, revised January 2017.	Any additional information:	N/A
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