Nottingham Trent University Course Specification

	Basic Course Information	
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Social Sciences / Clifton
3.	Final Award, Course Title and Modes of Study:	Post Graduate Certificate in Education: Post Compulsory Education and Training with Science, Engineering and Technology (PGCE: PCET with Science, Engineering and Technology)
4.	Normal Duration:	Full time – normally 1 academic year; Part time – normally 2 academic years
5.	UCAS Code:	N/A

6.	**Overview and general educational aims of the course**
	Post Compulsory Education and Training initial teacher education (ITE) at Nottingham Trent University is one of four phases in the Nottingham Institute of Education; EYFS ITE, Primary ITE and Secondary ITE comprise the other three. A shared understanding of cross-phase course aims allows teams to work together in support of high quality outcomes for their trainees; we seek to:

1. Develop your professional identity as a reflective teacher;
2. Develop your expert professional knowledge and skilful pedagogy and practice;
3. Enable you to make a significant contribution to the shaping of learning, teaching and education; and
4. Enable you to develop professionally and lead change.

Our aspirational expectation is that by the end of the course you will be: adaptable and resilient; critically aware and reflexive; empathetic, thoughtful and a good communicator; inspirational, dynamic and exciting; knowledgeable, innovative and forward thinking, and proactive, self-directing and collegial. These skills and qualities, alongside your generic/subject specialist teaching skills and professional practice will enhance your employability and support your continuing professional development (CPD).

The Course is offered on a full time and part time basis, and you will achieve 120 credit points (cp) over the duration of the course. To achieve the PGCE, 60 credit points are at Level 7 (modules 2 and 4) 60 credit points are at Level 6 (modules 1 and 3). These are achieved through successful completion of 4 core modules:

1. Learning and Teaching: in post compulsory education and training (40 cp)
2. Learning and Teaching: the professional science, engineering and technology teacher (20 cp)
3. Learning and Teaching: the science, engineering and technology specialist (20 cp)
4. PCET: independent study (40 cp)

On successful completion of this course, you will have developed your professional practice to an extent that you are prepared for going into employed teaching; a deep understanding of your specialist area; professional values and behaviours that will enhance your employability, |

and academic skills and intellectual curiosity that will motivate you to pursue further study and CPD.

The Post Graduate Certificate in Education provides the 'full award' teaching qualification in Post Compulsory Education and Training and can be taken forward, through a process of professional formation, to gain QTLS (Qualified Teacher Learning and Skills Status).

7. **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.

Knowledge and understanding
By the end of the course you should be able to:

1. Critically evaluate the statutory and other frameworks within which teachers work in PCET;
2. Demonstrate comprehensive knowledge and critical understanding of science, engineering and technology, curriculum and pedagogy in a systematic manner;
3. Critically evaluate theories of teaching, learning and assessment in the light of professional experience and justify links between theory and practice in science, engineering and technology;
4. Apply comprehensive knowledge of learning in your specialist subject to inform the development of your practice in a range of contexts;
5. Show critical understanding of the complexity of how adult learners learn and the factors that enable learning;
6. Critically evaluating a range of professional and research based sources and demonstrate your accountability for their appropriate use 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:

1. Demonstrate independence, accountability and reflection in planning, teaching, assessing and evaluating in science, engineering and technology in order to maximise the potential of the learning environment;
2. Demonstrate a creative and critical vision for innovation in science, engineering and technology, adapting your practice to accommodate new understanding;
3. 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;
4. Demonstrate 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;
5. Undertake structured and critical investigation that engages with the complexities of the educational process and issues in science, engineering and technology, which have significance to your developing role and in which you have developed specialised knowledge.

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8.	**Teaching and learning methods**
	A range of teaching and learning approaches are adopted on the course in order to model a variety of strategies that you might use in your own teaching. These include 1:1 and group work, presentations, direct teaching, use of technology, individual research tasks and discussion. Group work is used throughout the year to encourage the development of skills for successfully working with or collaborating with peers; it will also allow you to gain experience and confidence in presenting yourself.

Tutors utilise recommended texts within the taught sessions so that you are able to engage with the texts and use them to support your own theoretical knowledge. Tutors' and peers' experiences, as well as your own, are drawn on during the sessions to ensure that the teaching is relevant and relatable. |
| 9. | **Assessment methods** |
| | The course has a wide variety of assessment methods available; this demonstrates good practice and ensures that there is an inclusive approach to the course. Methods include written assignments, practice planning documentation and critical self-reflection. You will have some element of choice in the formats that you use in the first and third modules.

You will be required to provide and use peer feedback in the microteaches, and your practice planning (Module 1) and ePortfolio reviews (Module 3) and presentations (Module 4) and this promotes good team working and collaborative skills. It will also enhance your capacity to give and receive feedback effectively which is a crucial attribute when working in education.

You will receive both formative and summative feedback whilst studying on the course from both tutors and your peers and you will be encouraged to use this feedback to improve your skills through the use of action planning. |
| 10. | **Course structure and curriculum** |
| | The course is structured to include both taught sessions and independent study with tutor support in the form of individual and group tutorials.

Module 1: Learning and Teaching: in PCET 40 credit points
This module embeds the Award in Education and Training (AET) and the Certificate in Education and Training (CET) and focuses on developing a basic range of learning, teaching and assessment strategies to prepare you for your placement. The content includes managing behaviour, learning about learners and policies and procedures that underpin teaching roles. You will deliver a short teaching session (microteach) to peers and evaluate it; this provides you with confidence, new skills and specific areas to work on when you go in to your teaching placement;

Module 2: Learning and Teaching: the professional science, engineering and technology teacher 20 credit points
In this module, further generic theory is explored and theory relating to your subject pathway is introduced, to allow you to develop an understanding of how theory and practice are linked. You will also identify ways in which you can support your learners in developing their literacy, numeracy and ICT skills whilst studying on your course. This allows you to build on what you learned in Module 1 and extend the range and effectiveness of your skills in developing as a subject teacher. This module introduces the idea of 'good practice' which is drawn from a range of theoretical perspectives; |

	Module 3: Learning and Teaching: the science, engineering and technology specialist 20 credit points This module builds on Module 2 and explores your subject and curricula in depth. You will learn what constitutes 'subject pedagogy' and will have the opportunity to review and reflect on your own development as a subject teacher. There will be an 'Interviews and Applications' session in this module to support you in looking forward to the end of the course and employment. Your experiences through this module will enhance your employability, including the opportunity to model the use of technology and develop an ePortfolio; **Module 4: PCET: independent study** 40 credit points This module builds on your experience in the personal professional development and subject specialist development modules to enable you to investigate and explore a particular issue of interest. You will be given the opportunity to share the findings of your investigation by presenting them to your peers, as part of the formative assessment, which meets our aim to foster the development of a community of practice within the module, so creating a broader awareness of educational issues and practice. In relation to practical teaching, you are required to complete a minimum of 150 teaching hours over the duration of one year (full time course) or two years (part time course) and you will have 8 teaching observations. At least 50% of your teaching hours must be carried out in a context appropriate to your subject pathway and at least 4 of your 8 observations will be carried out by a subject specialist; the rest are usually carried out be your personal tutor. You must pass the practical element of the course to pass the course. Whilst we have an expectation that students will complete the course, provision has been made where this may not be possible (Appendix Nine).
11.	**Admission to the course**
	Entry requirements. This is a 'closed course' with entrants limited to those whose applications are supported by the 'SET for Success' Hub. Other SET applicants will still be able to access teacher training at NTU through the generic PCET course. Entry requirements for the PGCE course: • A UK honours degree, at a minimum 2.2 in a SET related subject. Third Class graduates require A-Level in a SET related subject at grade B, or equivalent; and • Relevant work experience will strengthen your application. Other requirements: • An interview • A Prohibition Order Check; and • GCSE English and Mathematics at minimum grade C or equivalent; and • One academic or vocational reference. Basic knowledge of Information and Communications Technology (ICT) is an advantage.
12.	**Support for learning**
	From enquiry to enrolment you will be supported and advised by the experienced Course Administrator and Course Leader. They will be able to

offer help and advice on options, attendance, facilities and fees, as well as study skills and support. The Course Leader will have overall responsibility for you throughout the course and will discuss any concerns you may have and be a source of referral to University support mechanisms if required.

All of the teaching staff involved in the delivery of the course are experienced in Post Compulsory Education and Training. Tutors will support and guide your learning; they will negotiate your assignment areas with you and arrange tutorial support and will access your work.

All students belong to a tutor group and have a Personal Tutor who is their first point of contact for any enquiries, support and advice. The role of the tutor is to:
- Mark assignments and give feedback;
- observe your teaching up to three times during the course of the year;
- hold tutorials to support your professional practice and course requirements;
- liaise with your Subject Specialist Mentor in your placement.

The Subject Specialist Mentor is part of the subject team in placement and is the person who will support your development as a subject specialist, in relation to subject knowledge and understanding and also the teaching and assessment practices adopted (subject pedagogy). In addition, the mentor role involves:

- Observing your professional practice on up to six occasions in the year;
- Providing verbal and written constructive feedback on these observations with clear areas for improvement;
- Providing ongoing feedback and advice that will support you in improving your professional practice and developing as a teacher and a subject specialist.

The Nottingham Institute of Education has excellent physical resources to support your learning and enhance your experience on the course and at the university. You will have access to the university's virtual learning environment (VLE) which holds course information and links, as well as learning materials. You will also have remote access to the university library so that you can use electronic books and journals from home. These create a flexible resource which allows you the opportunity to arrange your study to suit your professional and domestic commitments.

Student Support Services are able to provide you full range of specialist and professional services including counselling and financial advice should the need arise.

Where additional support is required with academic work, the Nottingham Institute of Education provides Academic Peer Mentors and skills workshops which you can choose to access if you are in this position.

13.	**Graduate destinations/employability**
	Over several years, the PCET courses have had a consistently good record in relation to positive progression and employability for students. Ofsted (October 2015) identified this as a key strength of the provision:
	trainees' skills and attributes are recognised and valued by employers – thus a very high proportion of trainees have secured relevant

professional employment

Further commenting:

leaders and managers demonstrate an excellent capacity to improve and have been highly successful in adapting the programme to meet changing sector needs and respond to areas for improvement identified in previous inspections

14.	**Course standards and quality**
	The Course fully adheres to NTU's quality assurance procedures. You will receive detailed feedback on your written assessments, highlighting areas of strength and development. Each Module leader will evaluate the module at the end of its duration and you will be encouraged to feedback on the delivery and content of the each module you study. This will then be used to inform the Course Standards and Quality Report which the Course Leader produces at the end of each academic year. Quality Assurance and Improvement specific to these PCET courses include Ofsted and annual reporting through a Self-Evaluation Document (SED). Actions from this contribute to the School quality assurance cycle. The Course has a specialist External Examiner who supports the course team and attends the final Board of Examiners; the External is also given the opportunity to see a sample of students work and take part in a joint observation of students' teaching. You will be given the opportunity to volunteer as a Student Representative for the Course; if selected you will represent the students on your course/in your group on the Course Committee that meets twice a year. This is a formal meeting with the Course Team to which the representative can bring feedback from the students; this is part of quality improvement and the Course Team will respond to feedback. Student Representatives are also given the opportunity to represent the course at School Student Forums.
15.	**Assessment regulations** This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:
	The Course adheres to the Institute's Common Assessment Regulations for Initial Teacher Education Courses, which is available on request.
16.	**Additional Information**
	Collaborative partner(s):	
	Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:	
	Course recognised by:	Education and Training Foundation
	Date this course specification approved:	February 2018, revisited March 2018
	Any additional information:	

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