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University of Cambridge: Programme Specifications

Every effort has been made to ensure the accuracy of the information in this programme specification. Programme specifications are produced and then reviewed annually by the relevant faculty or department and revised where necessary. However, we reserve the right to withdraw, update or amend this programme specification at any time without notice.

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POSTGRADUATE CERTIFICATE IN EDUCATION

1	**Awarding body**	University of Cambridge
2	**Teaching institution**	Faculty of Education
3	**Accreditation details**	None
4	**Name of final award**	PGCE
5	**Programme title**	One of : PGCE [Early Years / Primary] PGCE [Secondary]
6	**JACS code(s)**	X300
7	**Relevant QAA benchmark statement(s)**	Education
8	**Qualifications framework level**	7 (Masters)
9	**Date specification was produced/ last revised**	April 2010
10	**Date specification was last reviewed**	April 2011

Educational Aims of the Programme

The PGCE is offered by the Faculty of Education as a full-time course in initial teacher training for a specified age-range and forms the first year of a Master's degree in Education. The course develops trainees' competence and confidence in the teaching of specific subject(s) and in the general professional role of state school teacher. The course aims to provide trainees with a set of perspectives and information upon which they can build as their career develops, and to present a stimulating, challenging and enjoyable course. The course aims to develop:

- a broad range of practical teaching skills
- appropriate personal qualities and professional attitudes
- an informed understanding of curriculum and teaching methodology
- the capacity to reflect critically on professional practice and research
- a critical awareness of current issues, developments and problems in education and state schooling
- a cogent personal philosophy of education
- achievement of QTS
- students' critical engagement with relevant literature, to enable them to situate their subsequent classroom-based empirical study within the broader context of research
- understanding, use and critical awareness of the potential and limitations of the scope and methods of educational research
- a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- high quality teachers likely to positively influence the development of state schooling in England and Wales.

Programme Outcomes

Knowledge and Understanding of:

- curriculum and teaching methodology appropriate to the schools within a specific age-range, and subject knowledge and pedagogical subject knowledge
- knowledge of professional and research literature related to the teaching and learning of their subject area
- the processes and complexities of children's learning
- research methodology appropriate to the first year of a Master's course
- practical understanding of how research and enquiry are used to create and interpret knowledge in education
- appropriate personal qualities and professional attitudes

Skills and other attributes

- a broad range of practical teaching skills, applicable within the classroom and in schools generally
- evaluation and reflection skills in order to develop own practice
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level
- to exercise initiative and personal responsibility

Intellectual skills

- ability to reflect critically on professional practice and research, their own and others'
- a cogent personal philosophy of education
- ability to deal with complex issues, make sound decisions on the basis of incomplete data, and communicate their conclusions clearly to specialist and non-specialist audiences (including pupils' parents, school governors and local community representatives)
- awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs

Research and analysis skills

- research methodology and analysis appropriate to the first year of a Master's course, particularly that related to case study and action research
- skills needed to conduct research and enquiry within the field of education

Practical skills

- wide variety of practical teaching skills
- clear communication of ideas both in written and oral presentations

Other transferable skills

The course is designed specifically to prepare trainees for careers in teaching, and equips them with a range of skills transferable on a daily basis to multi-faceted and complex situations in schools. These include exercising initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development within teaching. Equally, however, these

skills could be applied by trainees to a wide range of careers within education and beyond, including educational administration in local and national government, arts and museum education, educational journalism, educational activities within the community, educational careers within healthcare, media and the like. The course provides a sound basis for continuing to Master's and PhD study.

Teaching and learning Methods

Trainees encounter a wide range of teaching and learning methods which vary according to the subject and the particular schools' environments in which they are working. Faculty-based teaching will include: lectures, seminars, workshops, peer-teaching, self-study, practical work, individual tutorials and trainee presentations. School-based work includes seminars and workshops, individual mentor training sessions, paired and other collaborative teaching, extensive solo teaching, observation and shadowing other professionals.

Assessment methods

Written assignments

These vary in detail accordingly to the phase of teaching for which trainees are being trained.

Early Years and Primary Age-Range (3-11 years):

Section 1a: A written task focusing on Behaviour Management (non-examined)

Section 1b: A curriculum assignment, focusing on formative assessment across the core curriculum (English, mathematics and science): 6000 words

Section 1c: A research-based professional studies assignment focusing on pupil perspectives: 6000 words

All assignments are assessed against MEd criteria.

Secondary Age-Range (11-19 years):

Section 1a: A number (2 or 3) of formatively assessed assignments in term 1.

Section 1b: 1 formatively and summatively assessed assignment [4000 words] focusing on a Professional Studies issue, assessed against MEd criteria.

Section 1c: 1 formatively and summatively assessed research-based assignment [8000 words] focusing on researching an aspect of teaching and learning within the second school placement, assessed against MEd criteria.

Professional performance

Section II
Trainees are assessed against the QTS Standards issued by the Training and Development Agency for schools (http://www.tda.gov.uk/upload/resources/pdf/s/standards_qts.pdf) during their second school placement.

Progression requirements

These vary in detail accordingly to the phase of teaching for which trainees are being trained.

Early Years and Primary Age-Range (3-11 years):

Trainees must successfully complete their first school placement of Section II (Michaelmas / Lent 1) in order to progress to their second school placement (Lent II / Easter). Trainees must successfully complete all aspects of Sections 1 (one re-submission permitted) and Section II, in order to transfer to Masters study in year 2

Secondary Age-Range (11-19 years):

Trainees must successfully complete Section 1a, handed in at the end of term 1, in order to progress to be examined on Section 1b, 1c and Section II. Trainees must successfully complete all aspects of Sections 1a, 1b, 1c (one re-submission permitted) and Section II, in order to transfer to Masters study in year 2

Indicators of Quality

- Systematic programme of course evaluations, requiring responses from trainees, school-based subject mentors and professional tutors, Faculty-based subject lecturers and Course Managers.
- Employment data from past trainees (collected on an annual basis).
- TDA Newly Qualified Teachers' survey data (collected annually by TDA)
- External Examiner evidence, verbal and in written reports
- Ofsted reports, resulting from triennial Ofsted inspections

Learning Support

Trainees are supported throughout the course by their course tutor and, during each of their school placements, by their subject or class mentor, professional tutor and link lecturer.

Evaluating and Improving the Quality and Standards of Learning

- A rolling programme of trainee, mentor, professional tutor, subject lecturer and course manager evaluations of each element of the course, usually by questionnaire.
- Trainee representation on the Partnership Standing Committee and Faculty Board, course manager/trainee liaison committee.
- Meetings of Teaching team and Partnership Standing Committee all discuss and evaluate various aspects of course provision, implementing changes and improvements as appropriate.
- Benchmarking against similar course providers.
- Discussion with external examiners, scrutiny of their reports and implementation of recommendations.
- Scrutiny of Ofsted feedback and reports and implementation of recommendations made.
- Developing and monitoring a three-year Course Improvement Plan, which incorporates references to the comprehensive course self-evaluation documents presented to Ofsted.

Employment and Careers

The course is preparation for a career in school teaching and for the second year of study for an MEd. However, the acquired transferable skills listed earlier are sound preparation for other careers listed there.