

## Programme Specification

### POSTGRADUATE CERTIFICATE IN EDUCATION

<b>1 Awarding body</b>	University of Cambridge
<b>2 Teaching institution</b>	Faculty of Education
<b>3 Accreditation details</b>	None
<b>4 Name of final award</b>	PGCE
<b>5 Programme title</b>	One of : PGCE [Primary] PGCE [Secondary]
<b>6 JACS code(s)</b>	X300
<b>7 Relevant QAA benchmark statement(s)</b>	Education
<b>8 Qualifications framework level</b>	7 (Masters)
<b>9 Date specification was produced</b>	October 2015

### 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.*

#### 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 formatively assessed assignment 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 Teachers' Standards issued by the National College for Teaching and Leadership (NCTL)<sup>1</sup> during their second school placement.

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<sup>1</sup> Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283566/Teachers\\_standard\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf); this information is correct at the time this specification was produced.

## **Progression requirements**

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

### **Primary Age-Range (3-11 years):**

Trainees must successfully complete all aspects of Section I (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 Ia, handed in at the end of term 1, in order to progress to be examined on Section Ib, Ic and Section II. Trainees must successfully complete all aspects of Section I (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).
- NCTL Newly Qualified Teachers' survey data (collected annually by NCTL)
- External Examiner evidence, verbal and in written reports
- Ofsted reports, resulting from regular 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.

## **Graduate Employability and Career Destinations**

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.

The Careers Service maintains links with relevant employers and takes into account

employer needs and opinions in the services which it provides for students. The Careers Service also allocates a Careers Adviser to each College, Faculty and Department to act as a point of contact.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: [www.admin.cam.ac.uk/univ/camdata/archive.html](http://www.admin.cam.ac.uk/univ/camdata/archive.html)