



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Postgraduate Certificate in Education (Secondary Art and Design) Postgraduate Certificate in Education (Secondary Design and Technology) Postgraduate Certificate in Education (Secondary Drama) Postgraduate Certificate in Education (Secondary English) Postgraduate Certificate in Education (Secondary Geography) Postgraduate Certificate in Education (Secondary History) Postgraduate Certificate in Education (Secondary Maths) Postgraduate Certificate in Education (Secondary Modern Languages) Postgraduate Certificate in Education (Secondary Music) Postgraduate Certificate in Education (Secondary Physical Education) Postgraduate Certificate in Education (Secondary Religious Education) Postgraduate Certificate in Education (Secondary Science with Biology) Postgraduate Certificate in Education (Secondary Science with Chemistry) Postgraduate Certificate in Education (Secondary Science with Physics) Postgraduate Certificate in Education (Secondary Art and Design) (School Direct) Postgraduate Certificate in Education (Secondary Design and Technology) (School Direct) Postgraduate Certificate in Education (Secondary Drama) (School Direct) Postgraduate Certificate in Education (Secondary English) (School Direct) Postgraduate Certificate in Education (Secondary Geography) (School Direct) Postgraduate Certificate in Education (Secondary History) (School Direct) Postgraduate Certificate in Education (Secondary Maths) (School Direct) Postgraduate Certificate in Education (Secondary Modern Languages) (School Direct) Postgraduate Certificate in Education (Secondary Music) (School Direct) Postgraduate Certificate in Education (Secondary Physical
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	<p>Education) (School Direct)</p> <p>Postgraduate Certificate in Education (Secondary Religious Education) (School Direct)</p> <p>Postgraduate Certificate in Education (Secondary Science with Biology) (School Direct)</p> <p>Postgraduate Certificate in Education (Secondary Science with Chemistry) (School Direct)</p> <p>Postgraduate Certificate in Education (Secondary Science with Physics) (School Direct)</p>
Qualification	Postgraduate Certificate in Education with recommendation for QTS
FHEQ Level	Level 7
Intermediate Qualification(s)	<p>Professional Graduate Certificate in Education (Secondary Art and Design)</p> <p>Professional Graduate Certificate in Education (Secondary Design and Technology)</p> <p>Professional Graduate Certificate in Education (Secondary Drama)</p> <p>Professional Graduate Certificate in Education (Secondary English)</p> <p>Professional Graduate Certificate in Education (Secondary Geography)</p> <p>Professional Graduate Certificate in Education (Secondary History)</p> <p>Professional Graduate Certificate in Education (Secondary Maths)</p> <p>Professional Graduate Certificate in Education (Secondary Modern Languages)</p> <p>Professional Graduate Certificate in Education (Secondary Music)</p> <p>Professional Graduate Certificate in Education (Secondary Physical Education)</p> <p>Professional Graduate Certificate in Education (Secondary Religious Education)</p> <p>Professional Graduate Certificate in Education (Secondary Science with Biology)</p> <p>Professional Graduate Certificate in Education (Secondary Science with Chemistry)</p> <p>Professional Graduate Certificate in Education (Secondary Science with Physics)</p>
Awarding Institution	University of Bedfordshire
Location of Delivery	On Campus
Mode(s) of Study and Duration	Full-time over 1 year or Part-Time over 2 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Teacher Regulation Agency
UCAS Course Code	<p>2VCW PGCE (Secondary Art and Design)</p> <p>2VCS PGCE (Secondary Design and Technology)</p> <p>2VCV PGCE (Secondary Drama)</p>

	Q3X1 PGCE (Secondary English) 2VCR PGCE (Secondary Geography) 2VBN PGCE (Secondary History) G1X1 PGCE (Secondary Maths) R9X1 PGCE (Secondary Modern Languages) 2VCT PGCE (Secondary Music) X9C6 PGCE (Secondary Physical Education) 2VBM PGCE (Secondary Religious Education) CX11 PGCE (Secondary Science with Biology) F2X1 PGCE (Secondary Science with Chemistry) F3X2 PGCE (Secondary Science with Physics)
External Benchmarking	QAA Framework for Higher Education Qualifications, level 7, 2014 http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf Master's Degree Characteristics Statement (QAA., 2015) http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf Teachers' Standards 2012
Entry Month(s)	September

Why study this course

This course develops you as a teacher with internationally recognised qualifications. It develops your ability to be an evidence informed teacher and one who is well placed to take advantage of further awards such as Chartered Teacher Status.

Educational Aims

Teaching in the secondary sector is a constantly evolving activity, with ideas about curriculum design, subject knowledge and theories of teaching and learning all being reviewed regularly by teachers, academics and policymakers as part of their professionalism. Teacher professional values are set by the profession and this course inducts you into that notion. This course aims to develop your ability to critique contemporary and traditional ideas about teaching in general as well as subject specific ideas about teaching, alongside a strong sense of the pastoral aspects of education.

In completing the course, you will develop

- your understanding of teaching and learning, with a particular emphasis on the subject or cluster of subjects which you are training to teach
- your application of subject knowledge and expertise to planning teaching and developing curricula
- your skills of critical self-evaluation and curriculum design
- your ability to lead, innovate and participate collaboratively in a school environment
- your understanding of the wider educational and pastoral issues which teachers need to consider in order to develop a meaningful set of professional values.

You will be supported to demonstrate that you have satisfied the professional criteria which determine recommendation for Qualified Teacher Status (QTS) and, most significantly, to be able to explain and justify how you have met those criteria.

Underpinning the course design is a commitment to evidence informed teaching. These principles are embedded in all aspects of the course and the teaching and assessment strategies provide continuous development of the knowledge and skills required. Throughout the course you will be encouraged to adopt an attitude of critical analysis and evaluating the impact of theory in the context of your teaching practice, and analysing evidence from your practical experience to inform your future actions. The recognition that evidence comes in many forms, and needs to be interrogated in order to help this informing process, is one of the key values of the course.

Course Structure

Students will register for one of the subject courses on UCAS as set out in the UCAS course code section. In doing so, this will select one of the subject units from the list below which is then added to the three compulsory units. Four units thus make up the complete course.

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
EDC235-3 EDC176-6	6/7	30	The Evidence Informed Curriculum Specialist	C
EDC177-6		0	School Experience 1	C
EDC178-6		0	School Experience 2	C
The 4 th unit is determined by subject specification of the award. You will study one of the following:				
EDC226-3 EDC167-6	6/7	30	The Curriculum Specialist (Secondary English)	O
EDC229-3 EDC170-6	6/7	30	The Curriculum Specialist (Secondary Maths)	O
EDC231-3 EDC172-6	6/7	30	The Curriculum Specialist (Secondary Music)	O
EDC224-3 EDC165-6	6/7	30	The Curriculum Specialist (Secondary Design and Technology)	O
EDC225-3 EDC166-6	6/7	30	The Curriculum Specialist (Secondary Drama)	O
EDC221-3 EDC162-6	6/7	30	The Curriculum Specialist (Secondary Art and Design)	O
EDC227-3 EDC168-6	6/7	30	The Curriculum Specialist (Secondary Geography)	O
EDC228-3 EDC169-6	6/7	30	The Curriculum Specialist (Secondary History)	O
EDC222-3 EDC163-6	6/7	30	The Curriculum Specialist (Secondary Science with Biology)	O

EDC223-3 EDC164-6	6/7	30	The Curriculum Specialist (Secondary Science with Chemistry)	O
EDC233-3 EDC174-6	6/7	30	The Curriculum Specialist (Secondary Science with Physics)	O
EDC230-3 EDC171-6	6/7	30	The Curriculum Specialist (Secondary Modern Languages)	O
EDC232-3 EDC173-6	6/7	30	The Curriculum Specialist (Secondary Physical Education)	O
EDC234-3 EDC175-6	6/7	30	The Curriculum Specialist (Secondary Religious Education)	O

Course-Specific Regulations

This course offers two potential outcomes: recommendation for QTS and the award of a Post or Professional Graduate Certificate in Education (PGCE). In completing the course or parts of the course, students on this course may also meet the requirements set out by regulations covered by [Teachers' Standards 2012](#) as well as the statutory [Initial Teacher Education Guidance 2012](#) (both regulations are subject to periodic updating and the most recent update should be used). Students who meet such requirements will be recommended to the [Teacher Regulation Agency](#) (TRA) for Qualified Teacher Status (QTS)..

Entry requirements

- You must possess a minimum 2:2 honours degree or equivalent in the subject for which you are applying to teach or a degree of which at least 50% is in that subject.
- A levels in the subject and/or related subjects are desirable
- All entrants to have achieved a standard equivalent to a grade 4 (or GCSE A to C) in the GCSE examinations in English and mathematics.
- Applicants whose first language is not English and who do not have GCSE grade 4 in English need to have IELTS with an average score of at least 6.0
- All students will undergo a Disclosure and Barring Services (DBS) check

All entrants must have passed the [professional skills tests](#) prior to entry. This entrance requirement sits within the domain of the Department for Education and is subject to change. The most recent arrangements for the taking of the tests should be used for entrance.

Additional Course Costs

Candidates will have to travel to and attend school placements as part of the course and this is an expected part of teacher education. There is no recourse to the school of teacher education for these costs.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Work as independent, reflective, creative, innovative, collaborative and resilient practitioners, continuously developing expertise in subject specific knowledge and in learning and teaching, based upon a sound knowledge and understanding of learner development and pedagogy

- Commit to, and be accountable for, meeting the needs of all learners within a culturally diverse society, communicating very effectively with learners, colleagues, parents/carers and other relevant professionals
- Commit to life-long personal and professional development underpinned by critical engagement with practice based evidence, engaging in the development of curriculum and developing leadership and management skills

Course Learning Outcomes

In achieving the Post Graduate Certificate in Education you will achieve the following course learning outcomes:

1. Through developing critical and insightful teaching practice, you will comprehensively meet the [Teachers' Standards 2012](#) (as set out in the most up to date iteration by the Department for Education at any point in time)
2. You will develop the ability to critically position your subject teaching within a body of evidence and literature which draws upon a wide range of sources both subject specific and otherwise
3. You will be able to undertake an critically informed and insightful 'evidence-informed' investigation into an aspect of your subject teaching with a view to evaluating the wider outcomes of the intervention
4. You will develop your own critical and autonomous sense of teacher identity as part of the teaching profession whilst respecting part two of the [Teachers' Standards 2012](#) (as set out in the most up to date iteration by the Department for Education at any point in time)

In achieving the Professional Graduate Certificate in Education you will achieve the following course learning outcomes:

1. Through developing your teaching practice, you will meet the [Teachers' Standards 2012](#) (as set out in the most up to date iteration by the Department for Education at any point in time)
2. You will develop the ability to position your subject teaching within a body of evidence and literature which draws upon a range of sources both subject specific and otherwise
3. You will be able to undertake an informed 'evidence-informed' investigation into an aspect of your subject teaching with a view to evaluating the wider outcomes of the intervention
4. You will develop your own sense of teacher identity as part of the teaching profession whilst respecting part two of the [Teachers' Standards 2012](#) (as set out in the most up to date iteration by the Department for Education at any point in time)

PSRB details

[Teacher Regulation Agency](#)

Learning and Teaching

Your development as a creative, innovative and reflective teacher will involve specific skills, a detailed knowledge of educational processes, an academic understanding of education and the application of professional attitudes and discipline in all areas of study. Your course consists of four units of work. These are:

- The Curriculum Specialist
- The Evidence Informed Curriculum Specialist
- School Experience 1
- School Experience 2

The Evidence Informed Curriculum Specialist unit is taught by the entire course team of university tutors but supported by school based staff and other education specialists providing you with current knowledge of the context in which you are working. Sessions will normally take the form of either a lecture or conference style workshops and debates in order to ensure your active participation and collaboration.

The Curriculum Specialist unit is led by a tutor for your chosen subject area and supported by mentors from your placements. University sessions are normally in the form of workshops in which tutors model and analyse best practice, introduce and evaluate key theories and policies, explore aspects of subject knowledge in the context of teaching and help you to develop the knowledge and skills required for teaching the subject. In your placements, your mentors will support you in the application of that learning to practice through supported and collaborative planning, co-constructed evaluations of your teaching, weekly progress review, supported target setting and by creating opportunities for subject knowledge development.

The School Experience 1 and 2 units are led by university tutors and these units not only help you explore new pedagogical ideas, but also enable you to meet the requirements of QTS through regular school based assessments of your progress towards the requirements of QTS which contribute to the university tutor's assessment of you for the unit's assessments.

When appropriate, notes and resources to support the taught sessions will be posted on the appropriate BREO shell. A BREO community will be used to help collate course wide materials whilst unit specific materials will be available on the unit specific BREO shell.

Assessment

The assessment strategy is based upon the premise that critical evaluation of theoretical perspectives as they apply to your own teaching is an intrinsic element of best teaching practice. Throughout the course, therefore, you will continually be encouraged to explore what is known about teaching and learning, and to demonstrate independence and creativity in evaluating the relevance of that knowledge in your own context. Sound subject knowledge is a fundamental quality of an effective teacher and you will be expected to demonstrate a commitment to ongoing development of that knowledge throughout the course in preparation for the final assessment. Also key to the course is a focus on the development of evidence informed teaching, culminating in an extended systematic study of your own practice.

By embracing the professional requirements for Qualified Teacher Status within the course it supports you in developing the qualities which define the University of Bedfordshire graduate teacher: an independent, reflective, creative, innovative, collaborative and resilient professional who is committed to ongoing personal and professional development.

The assessment for this course seeks to support you in developing your understanding of the interplay between theoretical perspectives and practice based experience. You will be developing your skills of reviewing and evaluation of evidence, critical thinking, creativity and independence. The themes for your evidence informed writing are developed from local and national subject priorities and, therefore, allow you to develop the evidence of your understanding of values and principles underpinning the Teachers' Standards as they apply to your working context. By building your work around these themes, you will generate rich evidence which can contribute to the assessment of your professional performance: the Profile Review Points. Hence, the assessment items are intrinsically connected and, in combination, allow you to demonstrate your achievement of all learning outcomes.

The Profile Review Point is the process by which the mentor reviews your progress in your teaching practice and offers this evidence to your university tutor to review against all the other evidence that they see of you on the course. The Teachers' Standards 2012 provide the framework by which this progress is judged and are supplemented with descriptors which support you in understanding the qualities which define the level at which you meet the standards. The Teacher Standard descriptors are included in the School Experience unit assessment information.

Formative use of assessment is embedded throughout the course and is a principle which we would expect you to adopt in your own teaching. You will be supported to become familiar with self- and peer-assessment approaches and to make effective use of feedback on both academic and practice-based aspects of the course, to identify targets for your ongoing development and plan actions to address them.

The passing of all four units will mean the course will recommend you to the TRA for QTS. In exceptional circumstances, approved by the head of school, it may be possible for recommendation for QTS to be made without completion of all four units. This option is not an automatic entitlement.

Engagement with published research is a fundamental aspect of the course and you will be supported in developing skills of critical analysis of the literature. Rigorous attention to referencing conventions is, therefore, essential and you will be required to adopt the Harvard system. You will be supported in developing your understanding of plagiarism and in the use of Turnitin as a means of ensuring that referencing requirements are satisfied.

The Teachers' Standards 2012 publication is available at <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011> (accessed 05/08/18)

Assessment Map (F relates to the date that feedback and grades are given to the students)

Unit Code	C / C	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
TEI CS																					CW-LR				F								PJ-proj				F
TCS																										WR-I				F							
School Exp 1							PR-plac	F						PR-plac	F																						
School Exp 2																							PR-plac	F											PR-plac	F	

CW-LR: Literature Review
 PJ-proj: Project Report
 WR-I: Individual Report
 PR-plac: Placement where work-based skills are assessed
 F = feedback

Developing your employability

The course is framed by a commitment to help you to develop the characteristics of a University of Bedfordshire graduate teacher. You will be challenged to explore theories of teaching and learning and to examine the implications of such theories for your own development. In doing this you will refine, form and reform your own principles, perspectives and values in relation to professional teaching practice. On completion of the course you will have the appropriate attitude, knowledge, skills and understanding to meet the needs of the children's and schools' workforce agenda.

Distinctive features of this course, through which you will develop these characteristics, include:

- Partnership provision
- Enhancements which improve personalisation and employability
- Frequent formative feedback
- Integration of performance and learning outcomes
- Differentiated achievement outcomes

These features are outlined below:

Partnership provision

The course has been developed, and is taught, by a team consisting of experienced teachers who are also university tutors. This means your school experiences, which are intrinsic to the course, your work within school and your collaborative work across the different school placements can all be critically synthesised to the work you do in university by your university tutors. As a result, the course design satisfies the expectations and requirements of your future employers and you will benefit from the experience which they bring. This enables the University to engage directly in shaping the teacher education course and to provide employment opportunities for newly qualified teachers.

Enhancements which improve personalisation and employability

The first aim of The Curriculum Specialist unit is to develop your subject knowledge and pedagogy with a specific focus on the specialist subject curriculum. However, in order to support you in achieving your personal aspirations, and to enhance your record of knowledge and experience, the programme offers a range of additional enrichment opportunities such as becoming a future leader and working as a specialist teacher.

Curriculum Design

The course aims to develop you as a subject practitioner and curriculum specialist for your subject area or cluster of related subjects. Curriculum design is a multifaceted process that requires you to analyse your cohort's needs and to design a curriculum which delivers appropriate learning with a rationale behind that learning. Through regular teaching and experimenting with curriculum design at lesson level and ideally at multi-lesson level you will be able to explore some of the ideas you meet within the course and look to develop your ability to bring theory or ideas from other learning environments into your own practice. This aim is supported by the final assignments and the profile review process.

Curriculum design is a learned process that requires time. The course encourages you to develop the skill of critical self-evaluation and to discover meaningful and creative problem-solving strategies to support your classroom practice and planning. In doing so you are expected to synthesise the knowledge and understanding gained from your reading, learning experiences and teaching practice into your curriculum design to further develop your ability to design appropriate curriculums.

Frequent formative feedback

The course team members share a pedagogic belief that all aspects of the course should present you with models of best teaching practice from which you are able to form your own pedagogic principles. One key feature of that model of practice is the emphasis placed on the role of formative assessment. That is, a belief that assessment tasks should be used as one of the tools by which to promote learning, rather than simply to measure what learning has taken place. You should see the practical teaching as an opportunity to explore and gain feedback on your theoretical understandings ahead of the final assessments.

Integration of performance and learning outcomes

All teacher education courses are required to provide support to achieve Qualified Teacher Status (QTS) by meeting the requirements of the professional standards (currently the Teachers' Standards 2012.) A defining principle of this course is the commitment to intellectual engagement with the standards, rather than superficial claims of performance against them. To support this, the qualitative descriptors are currently used to show how satisfactory, good and outstanding student teachers might present themselves in keeping with the ITE Guidance. However, this guidance is subject to change and it might be that future qualitative descriptors contain no proxy summarisations. Your professional development record will be organised within the framework of Teachers' Standards and the assessment strategy, described in detail later in this document, ensures that your critical analysis of experiences from the course forms the basis of your evidence against those standards. In this way, your intellectual and performance development are intrinsically linked.

Differentiated achievement outcomes

The course is designed to support all students in developing the knowledge and skills which satisfy the requirements of level 7 (Master's level) qualifications. It is acknowledged, however, that some students will choose, or need, to direct their attention and effort towards other aspects of their professional development. For this reason, level 6 and level 7 assessment criteria are available.

There are two units which both offer 30 credits at either level 6 or level 7.

If you pass **both** the assignments for these units at level 7 in addition to the two School Experience units you will be awarded a Postgraduate Certificate in Education with recommendation for QTS

If you pass both the assignments for these units at level 6 **or** either one of these assignments at level 6 and one at level 7, in addition to the two School Experience units you will be awarded a Professional Graduate Certificate in Education with recommendation for QTS

If you pass the two school experience units but not the two units awarded at level 6 or level 7, you may still be recommended for QTS in exceptional circumstances and at the Head of School's discretion. This option is not an entitlement.

The below table maps directly the different achievements at Level 6 and Level 7 against the Framework for Higher Education Qualifications (FHEQ) descriptors for level 6 and level 7.

	level 6	level 7
FHEQ	<ul style="list-style-type: none"> • systematic understanding of key aspects • coherent and detailed knowledge at least some of which is at or informed by the forefront of aspects of the discipline • devise and sustain arguments • describe and comment on aspects of current research • appreciation of uncertainty/ambiguity/limits of knowledge • review, consolidate, extend and apply knowledge and und. • Critically evaluate 	<ul style="list-style-type: none"> • systematic understanding of knowledge • critical awareness of current problems and /or insights at or informed by the forefront of aspects of the discipline • comprehensive understanding of techniques applicable to their own research • originality in application of knowledge together with understanding of how established techniques of research are used to create and interpret knowledge • evaluate critically current research • evaluate methodologies and develop critiques of them • deal with complex situations • demonstrate self direction and originality • act autonomously in planning and implementing tasks
Evidence informed curriculum specialist	<ol style="list-style-type: none"> 1. Know how to evaluate information from a range of sources of literature relating to education in your context in order to identify areas of your practice to modify or improve. 2. Be able to draw together pedagogy and analysis of practice to implement a classroom (or similar teaching space) based investigation within the subject areas you are training to teach, selecting appropriate evidence gathering tools and evaluate the impact on learning. <p>Threshold In order to pass Assessment 1 you will need to:</p> <ul style="list-style-type: none"> • Identify and critically review literature and other relevant education-related evidence • Demonstrate knowledge and understanding into the theoretical underpinning of your study • Discuss ethical issues and strategies to overcome them 	<ol style="list-style-type: none"> 1. Know how to critically synthesise information from a range of sources of literature and other relevant sources relating to education in your context in order to identify areas of your practice to modify or improve. 2. Be able to synthesise pedagogy and analysis of practice to implement a classroom (or similar teaching space) based investigation within the subject areas you are training to teach, selecting appropriate evidence gathering tools and critically evaluate the impact on learning. <p>Threshold In order to pass Assessment 1 you will need to:</p> <ul style="list-style-type: none"> • Provide a critical review of appropriate literature including contemporary articles, highlighting the relevance to your chosen study • Demonstrate in depth knowledge and understanding into the theoretical underpinning to your study, incorporating key perspectives • Analyse ethical issues and review approaches to overcoming them

	<ul style="list-style-type: none"> • Design and justify an intervention based on sound theoretical underpinning <p>In order to pass Assessment 2 you will need to:</p> <ul style="list-style-type: none"> • Implement changes to your practice using a structured approach to record the outcomes of your changes • Evaluate the responses and achievement of your pupils effectively. • Analyse and present your findings clearly • Draw conclusions relevant to the impact on learners and contextualise it with some reference to your earlier literature review 	<ul style="list-style-type: none"> • Design and justify an intervention, referencing underpinning theory and potential areas of uncertainty or controversy <p>In order to pass Assessment 2 you will need to:</p> <ul style="list-style-type: none"> • Implement changes to your practice using critically selected recording and reflection tools to record the outcomes of your changes • Apply established techniques to review the responses and achievement of your pupils effectively. • Analyse and present your findings using techniques appropriate to the data gathered • Draw conclusions relevant to the impact on learners and critically position these findings within your earlier literature review
<p>The Curriculum Specialist units</p>	<p>On completion of this unit, you should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of learning needs of all individuals across a range of ages and stages within classes in the subject areas you are training to teach with recourse to subject related literature and educational theory <p>Demonstrate the following skills and abilities</p> <ul style="list-style-type: none"> • Demonstrate the ability to draw on experience and evaluation of teaching as well as wider reading to plan lessons that meet the identified learning needs and justify your approach with reference to subject related literature and educational theory <p>Threshold:</p> <ul style="list-style-type: none"> • <i>Analyse the relevance of current theories about the teaching and learning in the context of your own teaching practice to produce a rationale for a designed curriculum</i> • <i>Design an appropriate curriculum through the use of a populated schema</i> 	<p>On completion of this unit, you should be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and systematic understanding of learning needs of all individuals across a range of ages and stages within classes in the subject areas you are training to teach with recourse to subject related literature and educational theory <p>Demonstrate the following skills and abilities</p> <ul style="list-style-type: none"> • Demonstrate the ability to synthesise your experience and evaluation of teaching with wider reading to plan lessons that meet the identified learning needs and justify your approach with reference to subject related literature and educational theory <p>Threshold:</p> <ul style="list-style-type: none"> • <i>Critically analyse the relevance of current theories about the teaching and learning in the context of your own teaching practice to produce an insightful rationale for a designed curriculum</i> • <i>Design a sophisticated curriculum through the use of a populated schema</i>

After Graduation

Local and national demand for University of Bedfordshire graduate teachers is high. The recent annual destinations survey shows that 93% of graduate teachers will have secured full-time teaching posts to begin in the year of graduation. This is above sector average.

Additional Information

Peer-assisted learning (PAL)

Although not a requirement for post graduate degrees, opportunities for peer-assisted learning arise naturally within the teacher education context to support development of subject knowledge for teaching and to provide opportunities for practice of presentation and communication skills. For example, students will be expected to deliver short teaching episodes as part of their skills practice. Systematic selection of topics for delivery facilitates the coverage of subject knowledge 'gaps' of peers within the group.

Student Support during the course

The PGCE course is an intense year of study that will present challenges, rewards and a journey of self-discovery. You are encouraged to share good practice, work collaboratively and generally support each other through your training year. You will work with a network of tutors with both subject and practice expertise in university and on placement. This collaborative partnership of university and placement gives you access to a broad range of knowledge, experience and support. The roles of the partners are clearly defined in the course handbook and briefly summarised below:

Subject Coordinator – leads and assesses both The Curriculum Specialist unit and The Evidence Informed Curriculum Specialist unit in university, liaises with school based mentors and has responsibility for assuring the continuous development of your subject specific knowledge and related pedagogy. Your subject coordinator will visit you on placement to observe your teaching and support you in setting targets for your development. In most cases your subject coordinator will be your personal academic tutor.

Mentor – the subject specialist responsible for the management of your placement experience. Your mentor will meet with you formally for one hour each week to review your progress; set targets for your ongoing development; and plan actions and experiences designed to support you in meeting those targets. Your mentor will plan your timetable and liaise with the teaching staff with whom you work, in order to ensure that you receive appropriate support with the planning and delivery of lessons. The mentor will also monitor your accumulation of evidence required to achieve Qualified Teacher Status.

Professional Tutor or similar title – a senior member of the school placement staff. The PT will plan your induction into the placement and support the mentor in the management of your placement experience.

Other aspects of the course which offer specific support include:

- Frequent formative feedback which ensures that you are fully informed about your progress through specific targets matched to the assessment criteria. In this way you are

afforded frequent opportunities to reflect on your progress and make informed choices about ways to improve.

Course Handbook

In addition to the QTS Placement Handbook, you will receive a course handbook which includes information about:

- Course team i.e. those responsible for delivering the course
- Appropriate calendars
- Placement related information
- Key information pertaining to the course, mitigation, plagiarism and so forth
- Academic assignments of the course
- Assessment criteria

Student Information Desk (SID)

Pastoral and academic support is available in relation to a broad range of aspects of student experience. See <http://www.beds.ac.uk/studentlife/student-support/sid>

Information about all of these services will be given during your induction at the start of the course.

This includes confidential advice to all registered students who are experiencing difficulties with their studies, such as:

- If you need an extension to an assignment hand-in date due to extenuating circumstances – only the Mitigation Team, through SID can do this
- If you require general academic advice
- If you are having problems attending lectures
- If you can't sit an exam
- If your course is more difficult than you expected
- If you are thinking of leaving the University
- If you are thinking of suspending your studies

PAD

The Professional Academic Development team offers support for your academic development. Support from PAD includes advice on how to manage your time and workloads and development of specific study skills. Information about PAD is available from

<http://lrweb.beds.ac.uk/help/pad>

Student Voice

A group of student representatives will collate the views of the group and present them to the PGCE team meetings through a senior student representative. The course representative will receive training in the expectations and responsibilities of the role. Student representation at the meetings enables the staff team to hear your views and to gain information about the course from the student perspective. Feedback will be provided from the PGCE team via BREO. If students are unable to attend meetings, electronic input opportunities will be made available.

Learning Resources

Learning Resources is the name given to the package of services and support provided by the university library. Learning Resources is accessed at <http://lrweb.beds.ac.uk> and will be introduced during your induction to the course.

The Faculty Academic Liaison Librarian is:

Adele Robinson adele.robinson@beds.ac.uk (01234) 793354

The online subject guides <http://lrweb.beds.ac.uk/guides> will help you to identify some of the best resources available. You can also access on-line help through the 'Invisible library' available at <http://lrweb.beds.ac.uk/invisiblelibrary> . This covers a range of issues including:

- The University Library
- Finding and locating information
- Understanding your subject
- Understanding information
- Sources of information
- Planning a search strategy
- Evaluating the effectiveness of your search
- Referencing your sources
- Managing your time


Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
Is the promotion of the course open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Some placements are not accessible to disabled students. Appropriate alternative placements will be selected when this is the case.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios how have you demonstrated fairness and avoid practices that could lead to unlawful discrimination?	Y	Candidates who declare specific needs are catered for by specific adaptations to the interview process to ensure they have equality of opportunity e.g. extra time in the written section
Have you framed the course learning outcomes and Graduate Impact Statements in a non-discriminatory way?	Y	
Does the course handbook make appropriate reference to the support of disabled students?	Y	

Administrative Information – Faculty completion	
Faculty	Education and Sport
Portfolio	PG TE
Department/School	Teacher Education
Course Coordinator	Dr James Shea
Semester pattern of operation	TY

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

PSRB renewal date (where recognised)	N/A
Version number	1/19
Approved by (c.f. Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	November 2018
Implementation start-date of this version (plus any identified end-date)	09/19
Study model type if not on-campus	

	Name	Date
Form completed by	James Shea	26/9/2018
Signature of Chair of Faculty TQSC		2.10.18

Course Updates – ensure that the revised CIF is given a new version number each time a change is made		
Date	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	<p>FT on Campus PGDRAABF/PGSADABF/PGSVIABF/PGSCHABF/PGSDTABF/ PGSGEABF/PGSHIABF/PGSMLABF/PGSMUABF/PGSPEABF PGSPHABF/PGSREABF/PGSSEABF/PHSSMABF</p> <p>FT SD PGDADABF/PGDBIABF/PGDCHABF/PGDDTABF/PGMDAABF PGDMUABF/PGDPEABF/PGDPHABF/PGDREABF/PGDSDABF PGDSEABF/PGDSGABF/PGDSHABF/PGDSMABF</p> <p>PT on Campus PGDRAABP/PGSADABP/PGSBIABP/PHSCHABP/PGSDTABP PGSGEABP/PGSHIABP/PGSMLABP/PGSMUABP/PGSPEABP PGSPHABP/PGSREABP/PGSSEABP/PGSSMABP</p> <p>PT SD PGDADABP/PGDBIABP/PGDCHABP/PGDDTABP/PGDMAABP PGDMUABP/PGDPEABP/PGDPHABP/PGDREABP/PGDSDABP PGDSEABP/PGDSGABP/PGDSHABP/PGDSMABP</p>
JACS / HECoS code (KIS)	100512
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Postgraduate Certificate in Education (Secondary Art and Design) Postgraduate Certificate in Education (Secondary Design and Technology) Postgraduate Certificate in Education (Secondary Drama) Postgraduate Certificate in Education (Secondary English) Postgraduate Certificate in Education (Secondary Geography) Postgraduate Certificate in Education (Secondary History) Postgraduate Certificate in Education (Secondary Maths) Postgraduate Certificate in Education (Secondary Modern Languages) Postgraduate Certificate in Education (Secondary Music) Postgraduate Certificate in Education (Secondary Physical Education) Postgraduate Certificate in Education (Secondary Religious Education) Postgraduate Certificate in Education (Secondary Science with Biology) Postgraduate Certificate in Education (Secondary Science with Chemistry) Postgraduate Certificate in Education (Secondary Science with Physics)
Qualification	Postgraduate Certificate in Education with recommendation for QTS
Route Code (SITS)	PGSADABF PGDADABF PGSDTABF PGDDTABF PGDRAABF PGDSDABF PGSSE PGDSEABF PGSGEABF PGDSGABF PGSHIABF PGDSHABF PGDMAABF PGSSM PGSML PGDSMABF PGSMUABF PGDMUABF PGSPE PGDPEABF PGSREABF PGDREABF PGSBIABF PGSCHABF PGDCHABF PGSPHABF PGDPHABF PGSADABP PGDADABP PGSDTABP PGDDTABP PGDRAABP PGDSDABP PGSSEABP PGDSEABP PGSGEABP PGDSGABP PGSHIABP PGDSHABP PGSSMABP PGDMAABP PGSMLABP PGDSMABP PGSMUABP PGDMUABP

	<i>PGSPEABP PGDPEABP PGSREABP PGDREABP PGSBIABP PGDBIABP PGSCHABP PGDCHABP PGSPHABP PGDPHABP</i>
Faculty	<i>Education and Sport</i>
Department/School	<i>School of Teacher Education</i>
Version Number	<i>1/19</i>

**Annex A: Course mapping of unit learning outcomes to course learning outcomes
Postgraduate Certificate in Education**

Unit code	SE1	SE2	TCS	TEICS													
Level	0	0	7	7													
Credits	0	0	30	30													
Core or option	c	c	o	c													
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																
1	LO1, L02	LO1, L02	LO1, L02														
2	LO1, L02	LO1, L02	LO1, L02														
3				LO1, L02													
4			L02	L01													

Professional Graduate Certificate in Education

Unit code	SE1	SE2	TCS	TEICS													
Level	0	0	6	6													
Credits	0	0	30	30													
Core or option	c	c	o	c													
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																
1	LO1, L02	LO1, L02	LO1, L02														
2	LO1, L02	LO1, L02	LO1, L02														
3				LO1, L02													
4			L02	L01													

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	Professional Graduate Certificate in Education
Mode(s) of Study and Duration	Full time one year, part time two years
Type of Intermediate Qualification(s)	Named exit award
Route Code(s) (SITS) of Intermediate Qualification(s)	NEW

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	Professional Graduate Certificate in Education	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input checked="" type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-
 School Experience 1
 School Experience 2
 The Evidence Informed Curriculum Specialist (L6)
 Plus
 The Curriculum Specialist (subject option) (L6)
 or a combination of 30 level 6 credits and 30 at level 7

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title					Professional Graduate Certificate in Education									
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10
New	6	30	The Curriculum Specialist (Subject)	O	L01, L02	L01,L02		L02						
New	6	30	The Evidence Informed Curriculum Specialist	C			L01, L02	L01						
New	0	0	School Experience 1	C	L01, L02	L01,L02								
New	0	0	School Experience 2	C	L01, L02	L01,L02								

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	PGCE Secondary
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FHEQ Descriptor for a higher education qualification	Level 7	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice			x	x						
a comprehensive understanding of techniques applicable to their own research or advanced scholarship			x	x						
originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		x		x	x					
Conceptual understanding that enables the student:										
- to evaluate critically current research and advanced scholarship in the discipline			x	x						
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses				x						
Typically, holders of the qualification will be able to:										
- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences			x	x	x					
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level		x	x	x	x					
- continue to advance their knowledge and understanding, and to develop new skills to a high level.		x	x	x						
And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and		x	x	x	x					

unpredictable situations - the independent learning ability required for continuing professional development.									
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Course (or intermediate) qualification and title	Professional Graduate Certificate Secondary
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FHEQ Descriptor for a higher education qualification	FHEQ L6	Course Learning Outcome(s)							
		1	2	3	4				
1) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline			X	X					
2) an ability to deploy accurately established techniques of analysis and enquiry within a discipline				X					
3) conceptual understanding that enables the student: a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline b) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline			X	X					
4) an appreciation of the uncertainty, ambiguity and limits of knowledge			X	X	X				
5) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).				X	X				
Typically, holders of the qualification will be able		X	X	X	X				

to: 6) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects									
7) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem		X	X						
8) communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	X	X	X	X					
And holders will have: 9) the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable contexts c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	X			X					

The format of the following mapping tables may be adjusted.

Professional body or other external reference points	<i>Qualified Teacher Standards (DfE)</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Teacher Standard		Course Learning Outcomes
1. Set high expectations which inspire, motivate and challenge pupils - establish a safe and stimulating environment for pupils, rooted in mutual respect - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.		1,4
2 Promote good progress and outcomes by pupils - be accountable for attainment, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge - guide pupils to reflect on the progress they have made and their emerging needs - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - encourage pupils to take a responsible and conscientious attitude to their own work and study.		1,3,4
3 Demonstrate good subject and curriculum knowledge -have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship -demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject -if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics -if teaching early mathematics, demonstrate a clear understanding of demonstrate a clear understanding of appropriate teaching strategies.		1,2,4
4 Plan and teach well- structured lessons - impart knowledge and develop understanding through effective use of lesson time -promote a love of learning and children's intellectual curiosity -set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired -reflect systematically on the effectiveness of lessons		1,2,4

<p>and approaches to teaching</p> <ul style="list-style-type: none"> -contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively -have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these -demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development -have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	1,2,3,4
<p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> -know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements -make use of formative and summative assessment to secure pupils' progress -use relevant data to monitor progress, set targets, and plan subsequent lessons -give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	1,2,3,4
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> -have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy -have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly -manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them -maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	1,4
<p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> -make a positive contribution to the wider life and ethos of the school -develop effective professional relationships with 	1,2,3,4

<p>colleagues, knowing how and when to draw on advice and specialist support</p> <ul style="list-style-type: none">-deploy support staff effectively-take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues-communicate effectively with parents with regard to pupils' achievements and well-being	
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Annex D: Diet Template

Course Title:	PGCE Secondary		
Route Code:	<i>PGSADABF PGDADABF PGSDTABF PGDDTABF PGDRAABF PGDSDABF PGSSE PGDSEABF PGSGEABF PGDSGABF PGSHIABF PGDSHABF PGDMAABF PGSSM PGSML PGDSMABF PGSMUABF PGDMUABF PGSPE PGDPEABF PGSREABF PGDREABF PGSBIABF PGSCHABF PGDCHABF PGSPHABF PGDPHABF</i>		Full -time
Length of course:	1 year		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

Location of delivery (please tick):

Luton AA		
Bedford AB	x	
Milton Keynes AD		
Other (please state)		

Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	OCT	FEB	JUN	Exception.....		
<u>PG Block delivery (intake months ONLY)</u>	Start point SEPT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG
<u>Yearlong delivery</u>	OCT (TY)	FEB (FY)				

<u>Other (outside of agreed patterns)²</u>	PGCE approved 36 week delivery
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A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

² Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks

Units for Year 1 for Academic Year 2019-2020 (FULL TIME)

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	The Evidence Informed Curriculum Specialist	Bedford	C	PGCE	30
NEW	School Experience 1	Bedford	C	PGCE	0
NEW	School Experience 2	Bedford	C	PGCE	0
NEW	The Curriculum Specialist (Secondary English)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Maths)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Music)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Design and Technology)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Drama)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Art and Design)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Geography)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary History)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Science with Biology)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Science with Chemistry)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Science with Physics)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Modern Languages)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Physical Education)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Religious Education)	Bedford	O	PGCE	30

Students take one option depending on their subject specialism

Course Title:	PGCE Secondary		
Route Code:	<i>PGSADABP PGDADABP PGSDTABP PGDDTABP PGDRAABP PGDSDABP PGSSEABP PGDSEABP PGSGEABP PGDSGABP PGSHIABP PGDSHABP PGSSMABP PGDMAABP PGSMLABP PGDSMABP PGSMUABP PGDMUABP PGSPEABP PGDPEABP PGSREABP PGDREABP PGSBIABP PGDBIABP PGSCHABP PGDCHABP PGSPHABP PGDPHABP</i>		part -time
Length of course:	2 years		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

Location of delivery (please tick):

Luton AA		
Bedford AB	x	
Milton Keynes AD		
Other (please state)		

Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	OCT	FEB	JUN	Exception.....		
<u>PG Block delivery (intake months ONLY)</u>	Start point SEPT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG
<u>Yearlong delivery</u>	OCT	FEB				

	(TY)	(FY)	
<u>Other (outside of agreed patterns)³</u>	PGCE approved 36 week delivery		

A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

Units for Year 1 for Academic Year 2019-2020 (PART TIME)

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEW	The Evidence Informed Curriculum Specialist	Bedford	C	PGCE	30
NEW	School Experience 1	Bedford	C	PGCE	0

Units for Year 2 for Academic Year 2020-2021 (PART TIME)

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
NEW	School Experience 2	Bedford	C	PGCE	0
NEW	The Curriculum Specialist (Secondary English)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Maths)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Music)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Design and Technology)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Drama)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Art and Design)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Geography)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary	Bedford	O	PGCE	30

³ Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks

	History)				
NEW	The Curriculum Specialist (Secondary Science with Biology)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Science with Chemistry)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Science with Physics)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Modern Languages)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Physical Education)	Bedford	O	PGCE	30
NEW	The Curriculum Specialist (Secondary Religious Education)	Bedford	O	PGCE	30

Students take one option depending on their subject specialism

Please contact Student Records at studentrecords@beds.ac.uk with any queries.