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Secondary UCET discussion group presentation 29 November 2007

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Outline changes made to the course as a result of the introduction of the new standards.

Actions:

- Linking the introduction of the new standards with the requirement to include Masters level credits to retain PGCE status.
- Had for years postponed modularisation of the course but the introduction of the new standards with the requirement to include Masters level credits allowed us to review this and to modularise the course.
- We traditionally strongly recruit students from minority ethnic groups, mature students or students with alternative qualifications. Aware that a small number of students might struggle to work at M level and, mindful that we retain many of these students who become excellent teachers, we validated two named awards. These awards are:
 1. Postgraduate Certificate in Education Secondary Initial Teacher Education with QTS PGCE (M level)
 2. Professional Graduate Certificate in Education Secondary Initial Teacher Education with QTS PGCE (H level)
- All students initially apply for admission to the PGCE (M) course.
- Following the assessment of initial modules assessed at H level, the progress of individual students will be reviewed by February half term. Students will then be encouraged by subject tutors and personal tutors to either continue on the PGCE (M) programme or transfer to the PGCE (H) programme. ***Transfer will be the ultimate decision of the student but will be made by the end of February half term.***
- **Module Structure**

One-year Postgraduate Certificate in Education Secondary Initial Teacher Education with QTS PGCE (M) [Honours level with Masters level components]

Modules (compulsory @ H level)		Modules (compulsory @ M level)	
Term 1	Terms 2 and 3	Term 2	Term 3
DHS1120: The Practice of Teaching 1 (20 credits)	DHS1340: The Practice of Teaching 2 (40 credits)	DMX5630: Evidence-based Practice and School Improvement (30 credits at M level)	DMX5130: Curriculum Development (30 credits at M level)
DHS1220: Specialist Subject Development (20 credits)			
Completion Requirements: All module assessments must be completed successfully to be awarded a Postgraduate Certificate in Education (PGCE) for Secondary Initial Teacher Education with QTS at Masters level. A total of 140 credits (60@ M level and 80 @ H level).			

One-year Professional Graduate Certificate in Education Secondary Initial Teacher Education with QTS [Honours level] PGCE (H) - Modules (compulsory at H level)

Term 1	Terms 2 and 3	Term 2	Term 3
DHS1120: The Practice of Teaching 1 (20 credits)	DHS1340: The Practice of Teaching 2 (40 credits)	DHS1420: Professional Issues in Education (20 credits)	DHS1520: Curriculum Development in Practice (20 credits)
DHS1220: Specialist Subject Development (20 credits)			
<p>Progression Requirements: Following the assessment of initial modules assessed at H level, the progress of individual students will be reviewed by February half term. Students will then be encouraged by subject tutors and personal tutors to either continue on the PGCE (M) programme or transfer to the PGCE (H) programme. Transfer will be the ultimate decision of the student but will be made by the end of February half term. All module assessments must be completed successfully to be awarded a Professional Graduate Certificate in Education (PGCE) for Secondary Initial Teacher Education with QTS at Honours level. A total of 120 credits @ H level.</p>			

- Each module focuses on specific QTS standards though clearly all are expected to be demonstrated practically too.
- Modularisation of the course allows students to leave the course at any point with credits.
- Modules DHS1120, *The Practice of Teaching 1* (20 credits), and DHS1340, *The Practice of Teaching 2* (40 credits), focus on the development of the QTS standards and include assessed reflective evaluations that address the standards at 'progress' level in the first term and a graded 'pass' at the end of the course using a four point grading scale.
- We have re-evaluated and revised the course provision and assessment processes, encouraging students to reflect in more detail through:
 - their lesson evaluations,
 - weekly reflective summary evaluations,
 - lesson observation forms,
 - weekly mentor meetings,
 - three termly reports.
- The changes allowed us to review the structure and content of the whole programme, particularly with regard to assessment of the standards and of the content and teaching of generic skills leading into subject specific sessions. More tutorials have been included to support writing skills.
- We have adapted our interview procedure slightly to ensure that we address all of the standard requirements, e.g. including a reflective written task based on current theories and issues.

NOTES: