

FRAMEWORK FOR PROGRAMME SPECIFICATION FOR OXFORD COURSES

1. Awarding institution/body	University of Oxford
2. Teaching institution	University of Oxford
3. Programme accredited by	
4. Final award	PGCE (including Qualified Teacher Status)
5. Programme	Post Graduate Certificate in Education (Secondary Phase)
6. UCAS code	N/A
7. Relevant subject benchmark statement	N/A
8. Date of programme specification	December 2008

9. **Educational aims of the programme**

- To enable students to attain the Standards for the Award of Qualified Teacher Status (QTS) (please see attached)
- To engage students in an intellectually challenging research and experiential-based exploration of issues of schooling, teaching and learning
- To foster the development in students of an informed, inquiring, self-sustaining and self-supporting approach to professional practice and professional development

10. **Programme outcomes**

A. Students will develop a knowledge and understanding of:

- their subject (English, Geography, History, Mathematics, Modern Foreign Languages, RE or Science) and how to teach it
- pupil characteristics and the differences among pupils
- the wider social, moral, and political issues which affect the quality of teaching and learning in schools
- how to evaluate their teaching and be able to learn from such evaluation.

They will attain the Standards for Qualified Teacher Status (please see attached).

Related teaching/learning methods and strategies

The course is based on a partnership between the university and schools; thus the students' learning takes place both within the university and within their school placements.

In the University: students work in both large and small groups for seminars and workshops, and also have lectures and one-to-one tutorials. They work individually and in groups in undertaking investigations and projects, and in leading presentations. Supported ICT sessions are provided by Departmental staff and literature access skills (including electronic searches) by the Librarian and the Assistant Librarian.

In schools: seminars; coaching and mentoring in relation to classroom teaching skills; formal discussion (1:1 or 1:2) of planning for teaching, teaching performance, evaluation of teaching; observation; collection of data; being observed and given feedback; teaching individuals, small groups, whole class - both alone and collaboratively.

These different methods of programme delivery and the different learning opportunities in both the University and schools are designed to enable students to acquire both theory and practice and to learn how to integrate the two with the criteria normally associated with one being used to critique the other.

Assessment

- Summative assessment of written assignments, dissertation and teaching competences
- Formative assessment both in the University and school.
In the University: through one-to-one tutorials and feedback on written assignments
In the school: regular feedback following observation of student's developing classroom practice as well as weekly tutorials on 1:1 or 1:2 basis
- Formative assessment in school is also carried out by University tutors.

As part of the process of continuous assessment, students are formally assessed on three occasions during the year by the two university tutors and two school teachers working with them. The student is part of the assessment process and is a signator to the forms that go to the Director of Graduate Studies (Professional Courses) and then to the Examiners.

B. Skills and other attributes

Students will have the opportunity to develop the following skills during the course:

I. Intellectual and practical skills

- classroom observation skills
- how to plan, conduct and report a small scale research study
- how to plan, teach and evaluate lessons
- critical analysis of both primary and secondary data
(and all the intellectual and practical skills listed in the Standards for the Award of QTS)

Teaching/learning methods and strategies

Please see under A above

Assessment

Please see under A above

III. Transferable skills

Students learn how to:

- communicate effectively
- improve their ICT skills
- present information using a variety of means including interactive whiteboard and data projection
- manage resources and time
- work as a member of a team
- access and make use of electronic databases
- develop their capacity critically to analyse texts of different kinds
- take responsibility for their own learning and development
- learn effectively through extending their range of learning strategies
- take responsibility for others
- behave appropriately in professional contexts

Teaching/learning methods and strategies

Please see under A above

Assessment

Please see under A above

11. Programme structure and features

The programme is a one-year postgraduate course of 36 weeks.

Term 1 (Michaelmas)								Term 2 (Michaelmas)					
PGCE Year	1	2	3	4	5	6	7	8	9	10	11	12	13
Week	O	D	J2	J2	J2	J2	J2	D	J2	J3	J3	J3	J3
University Term	/	/	/	/	0	1	2	3	4	5	6	7	8

Term 3 (Spring/Hilary)								Term 4 (Spring/Hilary)					
PGCE Year	14	15	16	17	18	19	20	21	22	23	24	25	26
Week	J3#	S1	S1	S1	S1	S1	IS	D	S1	S1	S1	S1	S1
University Term	/	0	1	2	3	4	5	6	7	8	/	/	/

Term 5 (Summer/Trinity)							Term 6 (Summer/Trinity)			
PGCE Year	27	28	29	30	31	32	33	34	35	36
Week	S2/J3	S2/J3	S2	S2	S2	IS	S2	S2	S2	S2*
University Term	0	1	2	3	4	5	6	7	8	/



Key:

- D = Department week – all days spent in the Department
- O = Observation: 3 days in primary school; 2 days in secondary school
- J2 = J weeks with 2 days in S1 school – Tuesday and Wednesday
- J3 = J weeks with 3 days in S1 school – Tuesday, Wednesday, Thursday
- J3# = Monday, Tuesday and Wednesday in S1 school; Thursday and Friday in the Department
- J3/S2 = J weeks with 3 days in S2 school – Wk 28: Wed, Thurs, Fri; Wk 29: Mon, Tues, Wed
- S = 5 days in school
- SH = School Holiday
- BH = Bank Holiday
- IS = Independent study
- * = Last 2 days of this week in Department. The interns' final day in school will be on the Wednesday as they are in the Department on Thursday and Friday, the final days of the PGCE year.

The course has two main components:

1. Curriculum work - related to the teaching of a specific subject(s) in the secondary school. In each of the seven subjects offered (English, Geography, History, Mathematics, Modern Foreign Languages, RE, Science) the programme is organised by the university curriculum tutors and school mentors in that subject. Part of the work in each subject area is planned for all students, and part develops from the concerns of individual students.
2. The Professional Development Programme - the programme in the university is common to all students; the detailed programme in each school, however, is organised by the professional tutor (a school teacher) and general tutor (university tutor) for that school.

Professional Development Programme

The professional development programme is concerned with issues of policy and professional practice which transcend individual subjects.

The programme of lectures and seminars in the University is built around a number of core themes:

- the changing nature of education and the role of schools
- the developing school curriculum (secondary phase) and assessment
- the Every Child Matters agenda
- adolescence
- learners and learning
- adolescence
- inclusion and issues of social justice
- teacher professionalism and collaborative working

Optional Programmes

- *Information and Communications Technology* - a programme comprising presentations and optional workshops designed to support students with little or no experience of ICT use.
- *Additional Learning Needs* - a series of five presentations concerned with special educational needs in the context of schools and mainstream classrooms
- *Drama* - six mainly practical sessions
- *Education in Developing Countries* – four sessions setting the context for education in developing countries, including case studies from various different developing countries
- *Citizenship* – three sessions offering a short introduction to citizenship

12. Support for students and their learning

Students have access to a wide range of resources and facilities within the Department of Education, including well-equipped teaching accommodation, a common room, workspace in the resources unit which includes IT stations, a library and two IT suites. In addition, students have access to the University's resources including the Bodleian and Taylorian libraries, and to the resources and training courses of the Oxford University Computing Services (OUCS).

All students are matriculated members of the University and therefore are members of a College. Each is allocated a college advisor.

The learning of each student on the course is primarily supported by four people: the curriculum tutor (subject specialist) and general tutor from the University and the mentor (subject specialist) and professional tutor from schools. The Director of Graduate Studies (Professional Courses), who has overall responsibility for the course, monitors the progress of each student and is available for advice, support, information etc. The Director of Graduate Studies (Professional Courses) meets with any student who is perceived by the tutors or teachers working with him/her to be experiencing difficulties.

There are a number of schemes at college and university level offering financial support in cases of hardship.

13. Criteria for Admission

- All applicants for any ITT course must have obtained on entry to the course the standard required to obtain a grade C or above in GCSE English Language and Mathematics. This can be demonstrated by holding a qualification of an equivalent level.
- Students must be graduates. In terms of academic attainment, there are no specific minimal requirements laid down, but candidates for admission should normally have at least a good upper second class degree in a subject appropriate for the curriculum area to which they are applying.
- No students are admitted without interview, carried out by a specialist curriculum tutor and normally a school mentor in that discipline. Before being interviewed, candidates are required to spend a day in a maintained secondary school. At interview each candidate is assessed according to the following criteria:
 1. academic background
 2. personal attributes (e.g. sense of responsibility; facility for communicating; ability to interact, work and relate with others; willingness and potential to learn
 3. quality of contribution to exploration of school-focused issues
 4. potential contribution to a school community in ways other than teaching

14. Methods for evaluating and improving the quality and standards of learning

Responsibility for the course is vested in the Departmental Board. The divisional board has formal responsibility for the maintenance of educational quality of standards in the broad subject area, and exercises its responsibility through its Academic Committee, and in particular the scrutiny it gives to new course proposals and proposed course revisions, to reports of examiners, and to more general questions of academic policy. The divisional board reports in turn to the Educational Policy and Standards Committee, which has overall responsibility for these areas on behalf of the University.

Quality is assured in the following ways:

- a teaching and learning evaluation strategy that is an intrinsic element of each of the curriculum programmes
- yearly formal evaluations in each of the curriculum areas and for the course as a whole
- the external examiners who, in addition to moderating written work and assessment of practical competence, visit school(s) to talk with mentors, professional tutors and students
- report following OFSTED inspection
- annual extensive course report including the evaluations listed above and statistical information about recruitment, pass and withdrawal rates etc
- government information from annual survey of newly qualified teachers
- within each of the seven curriculum areas, the university tutors and school mentors evaluate each programme. The Director of Graduate Studies (Professional Courses) meets with the Professional Tutors from partner schools to review the generic programme (the Professional Development Programme).
- additional student feedback through meetings of the student representatives with one of the tutors
- meetings of all tutors working on the PGCE course (a minimum of two meetings each term); meetings of tutors and mentors within each curriculum area (a minimum of four each year); meetings of all Professional Tutors and the Director of Graduate Studies (Professional Courses) (one per term).
- meetings of the Partnership Committee comprising headteachers, representatives of the LA, mentors, professional tutors and university tutors (one per term).

15. Regulation of assessment

Examinations are conducted under the supervision of the Departmental Board for the Department of Education which, with the concurrence of the Social Sciences Faculty Board, is responsible for approving examining conventions. The Nominating Committee of the Department nominates individuals (internal and external) to serve on the Board of Examiners, subject to the approval of the Vice Chancellor and the Proctors. The Board of Examiners consists of 11 internal examiners (including a teacher who is seen as internal to the University/Schools Partnership) and one external examiner.

Each of the curriculum assignments is double-blind marked and that marking is moderated by the examiners.

The dissertation is marked by the student's General Tutor and that marking is moderated by the examiners.

The examiners appointed by the University have the responsibility formally to determine whether a student should be awarded the Post Graduate/Professional Graduate Certificate in Education and be recommended for Qualified Teacher Status (QTS). This is a simple yes/no decision and is based on meeting all the assessment criteria (satisfactory attendance; satisfactory completion of examined written curriculum and professional development programme assignments); achievement of the Teacher Development Agency's Standards for the Award of QTS. There is no system of compensation between assessed elements of the course.

The summative assessment of all public examinations is regulated by the University's Examination Regulations, and compliance with these is supervised by the University Proctors (a judicial authority appointed independently of the administration).

The external examiner's report and the report drawn up by the Chair of Examiners on behalf of all the examiners are considered by the course committee, the Departmental Board, the Social Sciences Divisional Board and the Educational Policy and Standards Committee of the University.

16. Indicators of quality and standards

- At its last inspection by OFSTED (2000/1) the course was given top grades in all cells in each of its six programmes. This outcome was confirmed by short inspections in 2004/5 and 2007/8.
- Reports from external examiners attest to the quality of the students' learning on the course
- Student evaluations
- All who seek employment as teachers have no difficulty in finding posts. Employers - both LEAs and individual schools - are eager to employ the students and are in regular contact with the PGCE Course Office
- Results of the annual national Newly Qualified Teachers' Survey (Training and Development Agency for Schools)

Standards for progression towards the attainment of Qualified Teacher Status: standards for assessment within the curriculum programme

At each of the respective reference points, there needs to be evidence that interns:

1. Professional attributes

Relationships with young people	
Q1	Have high expectations of children and young people, including a commitment to ensuring that learners can reach their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
Q2	Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
Frameworks	
Q3	(a) Are aware of the professional duties of teachers and the statutory frameworks within which they work. (b) Are aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
Communicating and working with others	
Q4	Communicate effectively with children, young people, colleagues, parents and carers.
Q5	Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
Q6	Have a commitment to collaboration and co-operative working.
Personal professional development	
Q7	(a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs. (b) Identify priorities for their early professional development in the context of Induction.
Q8	Have a creative and constructively critical approach towards innovation; be prepared to adapt their practice where benefits and improvements are identified.
Q9	Act upon advice and feedback and be open to coaching and mentoring.

2. Professional knowledge and understanding

Teaching and learning	
Q10	Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
Assessment and monitoring	
Q11	Know the assessment requirements and arrangements for the subjects/ curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications
Q12	Know a range of approaches to assessment, including the importance of formative assessment.
Q13	Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and curriculum	
Q14	Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
Q15	Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.
Literacy, numeracy and ICT	
Q17	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
Achievement and diversity	
Q18	Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
Q19	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and in moving to a new context develop ways to identify such needs in order to take practical account of diversity and promote equality and inclusion in their teaching.
Q20	Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
Health and well being	
Q21	(a) Are aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3. Professional skills

Planning	
Q22	Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
Q23	Design opportunities for learners to develop their literacy, numeracy and ICT skills.
Q24	Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
Teaching	
Q25	Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they, working effectively in a new context to develop sufficient knowledge of the learners to enable them to: (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion; (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives; (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;

(d)	manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
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Assessing, monitoring and giving feedback

Q26	(a) Make effective use of a range of assessment, monitoring and recording strategies. (b) Assess the learning needs of those they teach in order to set challenging learning objectives.
Q27	Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
Q28	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging needs.

Reviewing teaching and learning

Q29	Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.
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Learning environment

Q30	Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.
Q31	Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team working and collaboration

Q32	Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
Q33	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Additional course requirement

ACR 1	Are able to develop, articulate and rationally defend their pedagogical and professional thinking and practice, by drawing on a range of sources of evidence. They demonstrate this orally and, when required, in writing.
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**Standards for progression towards the attainment of Qualified Teacher Status:
professional skills tests**

Literacy, numeracy and ICT	
Q16	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT).

**Standards for progression toward the attainment of Qualified Teacher Status:
standards for assessment within the professional development programme**

At each of the respective reference points, there needs to be evidence that interns:

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Relationships with young people	
Q1	Have high expectations of children and young people, including a commitment to ensuring that learners can reach their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
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Frameworks	
Q3	(a) Are aware of the professional duties of teachers and the statutory frameworks within which they work.
	(b) Are aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others	
Q4	Communicate effectively with children, young people, colleagues, parents and carers.
Q5	Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
Q6	Have a commitment to collaboration and co-operative working.

Personal professional development		
Q7	(a)	Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.
	(b)	Identify priorities for their early professional development in the context of Induction.
Q8		Have a creative and constructively critical approach towards innovation; be prepared to adapt their practice where benefits and improvements are identified.
Q9		Act upon advice and feedback and be open to coaching and mentoring.

2. Professional knowledge and understanding

Literacy, numeracy and ICT		
Q17		Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
Achievement and diversity		
Q18		Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
Q19		Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and in moving to a new context develop ways to identify such needs in order to take practical account of diversity and promote equality and inclusion in their teaching.
Q20		Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
Health and well being		
Q21	(a)	Are aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
	(b)	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3. Professional skills

Team working and collaboration		
Q32		Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
Q33		Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

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