

**University of the West of Scotland
Undergraduate Programme Specification**

Session: 2022/23

Named Award Title:	PGDE (Secondary) Single
Award Title for Each Award:	PGDE (Secondary)
Date of Validation:	March 2014
Details of Cohorts Applies to:	N/A
Awarding Institution/Body:	University of the West of Scotland
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	General Teaching Council for Scotland (GTCS)
Maximum Period of Registration:	
Mode of Study:	Full Time
Campus:	Ayr
School:	School of Education & Social Sciences
Programme Board	Education
Programme Leader:	Elaine Wotherspoon

Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications

English at SCQF Level 6 (eg Higher) at C or above

Mathematics at SCQF Level 5 (eg National 5, Credit Standard Grade or Intermediate 2) at C or above

or GCE

English Language and English Literature at C or above

Mathematics at C or above

or SQA National Qualifications/Edexcel Foundation

Acceptable alternatives to the qualifications listed above are given in the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland (General Teaching Council for Scotland, 2019).

Exceptions to the date by which these requirements must be met may be made at the discretion of the university for entrants who are career changers in priority subjects.

Other Required Qualifications/Experience

A degree validated by a higher education institution in the United Kingdom or a degree of an equivalent standard from an institution outside the United Kingdom. The degree should contain 80 SCQF credit points relevant to the teaching qualification or qualifications being studied. Forty of the credit points must have been studied at SCQF Level 8 or above.

Further information on the specific entry requirements of some subjects is provided in the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland (GTCS, 2019).

Candidates for this programme must successfully undertake an interview prior to being offered a place.

Candidates who are offered a place on this programme must apply for and obtain membership of the Protection of Vulnerable Groups Scheme before enrolment.

Further desirable skills pre-application

Experience of working with young people and up-to-date knowledge and understanding of secondary education in Scotland will enhance an application to this programme.

General Overview

The PGDE (Secondary) programme is designed to fulfil the requirements of the Guidelines for Accreditation of Initial Teacher Education Programmes in Scotland (GTCS, 2019), the benchmark statement for Standard for Provisional Registration (GTCS, 2021), and the QAA subject benchmark statement for Education Studies (2015).

The overall aim of the programme is to develop individuals with a range of transferable graduate skills who will attain the Standard for Provisional Registration and thus be eligible to apply for provisional registration with GTCS and entry to the Teacher Induction Scheme.

In accordance with the relevant benchmarks, graduates will have demonstrated the attributes, knowledge and skills encompassed by the following core areas:

Professional Values and Personal Commitment

The core values defined as Social Justice, Integrity, Trust and Respect, and Personal Commitment, which are integral to, and demonstrated through, all professional relationships and practices.

Professional Knowledge and Understanding

The knowledge and understanding of the relevant areas of the secondary curriculum, including contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning; the principal features of the education system and their own professional responsibilities within the learning communities in which they will teach; relevant educational principles and pedagogical theories; and the importance of research in informing professional practice.

Professional Skills and Abilities

The ability to design, deliver and assess effective, appropriate and stimulating programmes of work in one or two subject areas within the secondary curriculum that are suitable for children at different stages of secondary education; and to use reading, research and feedback from a range of sources to inform effective self-evaluation and maintain a record of professional learning and development culminating in an Initial Professional Development Action Plan.

The programme will encourage the student to engage in lifelong learning, study and enquiry and to appreciate the value of education to society. It will also assist the student to develop the skills required for both autonomous practice and team-working.

The following subject areas will be offered:

Art and Design
Biology with Science
Chemistry with Science
English
French
German
Mathematics
Physical Education
Physics with Science
Spanish

Suitably qualified students may be able to undertake study to qualify in two subject areas, with either subject designated first subject.

The Standard for Provisional Registration is part of a suite of professional standards published by GTCS. Individuals obtaining Provisional Registration aim to progress to Full Registration and are then expected to continue to 'advanced professional knowledge and pedagogical expertise' through career-long professional learning and professional growth (GTCS, 2021). The suite of professional standards may be used to guide this learning and includes, for example, the Standard for Headship. Non-award-bearing courses have always formed an important part of professional development and update for teachers, but many opportunities exist at Masters level and above in subjects and areas relevant to schools and the wider world of education. Students graduating from the programme with credits at Level 11 obtained through successful completion of PGDE School & Professional Studies (L11), may engage with the processes as set out via Regulation 6 of the UWS Regulatory Framework 2013-14 (Regulations for the Admission of Students: 6.7 Recognition of Prior Learning). Accreditation of Prior Learning will be judged on individual claims made by students by the programme leader of the chosen MEd/MSc programme.

Lectures, tutorials, workshops and use of the VLE, employing a range of learning and teaching methodologies including group work, problem-based learning, concept visualisation (eg using drawing and collage), walking, student presentations, online tutor/student-led discussions, and resources such as subject-specific equipment, interactive whiteboards, laptops and the outdoors, will be used, as appropriate, to develop student learning. In order to enable students from the PGDE (Primary) and PGDE (Secondary) programmes to benefit from working together, the PGDE School & Professional Studies module will be delivered through a blended approach using the Moodle VLE and some face-to-face lectures, tutorials and workshops. Within the Moodle VLE, students will make use of e-learning methods such as remotely accessing set and extension readings and other course materials, and online and asynchronous communication with peers, and supported by tutors, to address problem-based learning tasks. The additional eight hours of contact time available for programmes calibrated at SCQF Level 10 will be used in the PGDE (S) School Experience module to introduce students to the concept of Personal Development Planning. Student handbooks and other material made available to students will give more detailed information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the programme.

On-going formative assessment across the programme will provide feedback to students on their developing thinking on educational issues and professional abilities. Summative assessment of academic study will take the form of a report on a defined project of action research and an essay. Summative assessment of the PGDE School & Professional Studies module will be offered at SCQF Levels 10 and 11. In both cases, the assessment will take the form of an essay of 6,000 words but the assessment criteria will be differentiated to match the learning outcomes for the two levels. All students will be enrolled on PGDE School & Professional Studies at L10 and the module will encourage

criticality in order to support students considering L11. Students will be given full explanation of the different standards of work required by the two levels, and in March they will be asked to make a decision at which level they will submit. By this time in the programme, students will have completed two substantial periods of school experience and have received feedback on the Subject Studies assignment; these experiences will enable students to make an informed decision.

In compliance with the requirements of the GTCS, 50% of the programme, a total of eighteen weeks, will be devoted to school experience occurring in each school term, with a block of at least four weeks taking place towards the end of the programme, in secondary school environments. At an early stage of the programme, students will undertake a period of observation on placement in order to establish links between theory and practice. Student handbooks and other very detailed materials made available to students will set out the requirements and expectations of the three substantial periods of school experience, including the maintenance of the teaching file. During each placement, students will monitor their progress through target-setting and evaluation in a personal development plan. Following formative assessment of the first substantial period of school experience, the two subsequent placements will be assessed summatively by the partner school and the visiting University tutor. In addition to written feedback, students will receive Satisfactory or Unsatisfactory grades across the benchmark areas of the Standard for Registration. Assessment of the module is on a pass/fail basis, dependent upon satisfactory or unsatisfactory performance in school.

Graduate Attributes, Employability & Personal Development Planning

The programme is designed to consolidate and further develop students' range of graduate skills and attributes that are transferable to other areas of study and professional employment, including: knowing how to access and apply relevant research findings; practising in a range of professional contexts, which include a degree of unpredictability; communicating effectively, both orally and in writing, with a range of audiences; engaging in professional dialogue with peers and senior colleagues; constructing and sustaining reasoned and coherent arguments about professional practices; undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues; justifying personal opinions by referring to appropriate evidence from a range of sources; reflecting on and acting to improve the effectiveness of their own practice; adopting an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues; exercising autonomy and initiative in professional activities; working with others and, at times, taking a leading role; and dealing with complex ethical and professional issues in accordance with current professional and/or ethical codes of practice.

Personal Development Planning (PDP) is central to the programme, which aims to develop in every student the professional qualities and capabilities of a reflective practitioner. Although the PDP process is formally embedded within the PGDE (P) School Experience module and is linked to target setting and evaluation on placement, students will be encouraged to reflect on personal and professional learning in academic work and its impact on developing practice and progress towards achievement of the Standard for Provisional Registration. The PDP process will culminate in the production of an Initial Professional Development Action Plan.

Upon graduation and provisional registration with the GTCS, graduates are eligible for entry to the Teacher Induction Scheme. This scheme is administered by the GTCS, in partnership with the Scottish Government Learning Directorate, and provides a guaranteed one-year training post to every eligible student.

Work Based Learning/Placement Details

In compliance with the requirements of the GTCS, 50% of the programme, a total of eighteen weeks, is devoted to school experience occurring in each school term, with a block of at least four weeks taking place towards the end of the programme, in secondary school environments.

To assure placement partners that students are appropriately prepared to undertake periods of school experience, and in accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for academic modules during any of the three blocks of campus study preceding the periods of school experience (and who is therefore deemed to be unprepared for a period of school experience) will normally be required to undertake a period of further preparation (on campus) when other students are on placement. UWS Regulation 5.7 also applies to periods of school experience, but it should be noted that any student whose attendance has fallen below the 80% minimum requirement may be deemed not to have met the professional requirements of the programme as accredited by the GTCS and, therefore, may not be eligible for assessment on that placement. In either case, the required school experience placement would normally be completed in the August/September diet following that academic year of study.

Engagement and Attendance

For the purposes of this programme, this equates to the following:

In line with the Academic Engagement and Attendance Procedure, students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

All full-time students (all students on the PGDE Secondary programme) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

In accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

During the pandemic, the professional body (GTCS) has offered flexibility in terms of placement experiences and attendance. The attendance requirements for the individual module can be met through direct teaching experience in school, remote learning, or individual professional learning opportunities.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#)

A. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	
Practice - Applied Knowledge and Understanding	
B1	
Communication, ICT and Numeracy Skills	
C1	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
Autonomy, Accountability and Working With Others	
E1	

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

B. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding

A1	
Practice - Applied Knowledge and Understanding	
B1	
Communication, ICT and Numeracy Skills	
C1	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
Autonomy, Accountability and Working With Others	
E1	

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

C. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	
Practice - Applied Knowledge and Understanding	

B1	
Communication, ICT and Numeracy Skills	
C1	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
Autonomy, Accountability and Working With Others	
E1	

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

D. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	Demonstrate knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of education.
A2	Demonstrate a critical understanding of the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links.
A3	Demonstrate detailed knowledge and understanding of one or two subject areas within the secondary curriculum, current educational issues and effective approaches to teaching and learning.

A4	Demonstrate knowledge and understanding of the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry.
A5	Demonstrate knowledge of how to access and apply relevant findings from educational research.
Practice - Applied Knowledge and Understanding	
B1	Design, deliver and assess effective, appropriate and stimulating programmes of work, in one or two subject areas within the secondary curriculum, which are suitable for children at different stages of secondary education.
B2	Use skills, practices and materials which are specialised, advanced or at the forefront of classroom practice in a variety of settings, environments and circumstances.
B3	Execute a defined project of action research related to teaching and learning in a subject area of secondary education.
B4	Practise in a range of professional contexts, which include a degree of unpredictability and specialism, and maintain a safe, caring and purposeful learning environment within these contexts.
B5	Understand and apply the principles of assessment, recording and reporting and use the results of assessment to evaluate and improve teaching, and to improve standards of attainment in one or two subject areas within the secondary curriculum.
Communication, ICT and Numeracy Skills	
C1	Communicate effectively, using a variety of media including digital technologies, to promote and develop positive relationships, and to stimulate pupils and achieve the objectives of lessons.
C2	Communicate effectively with peers, children, staff and others in school.
C3	Communicate and report effectively, both orally and in writing.
C4	Engage in professional dialogue with peers, university staff and school colleagues.
C5	Construct and sustain reasoned and coherent arguments about educational matters and professional practices.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.
D2	Justify a personal stance on educational issues by referring to appropriate evidence from a range of sources.
D3	Reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development, school development planning and meeting the educational needs of school communities.
D4	Adopt an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues.

D5	Develop record of personal professional learning and development into an Initial Professional Development Action Plan.
Autonomy, Accountability and Working With Others	
E1	Exercise autonomy and initiative in professional activities.
E2	Work effectively under guidance in a peer relationship with qualified practitioners and other agencies and individuals.
E3	Work with others and, at times, take a leading role in bringing about change, development and new thinking relating to an aspect of secondary education.
E4	Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of practice and in accordance with the needs of schools and wider communities.
E5	Demonstrate achievement of all aspects of the Standard for Provisional Registration.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	EDUC10031	PGDE (S) School Experience	40	✓	✓		
10	EDUC10029	PGDE (S) Subject Studies	40	✓	✓		
10	EDUC10030	PGDE (S) Subject Studies (Dual)	40	✓	✓		
10	EDUC10032	PGDE School & Professional Studies	40	✓	✓		
11	EDUC11090	PGDE School & Professional Studies (L11)	40	✓	✓		

* Indicates that module descriptor is not published.

Footnotes

Students will enrol on either PGDE (S) Subject Studies or PGDE (S) Subject Studies (Dual).

All students enrol on PGDE School & Professional Studies at L10. In term 2, students are asked to indicate whether they intend to undertake the module assessment at L10 or L11. If they choose Level 11, they are withdrawn from PGDE School & Professional Studies and enrolled on PGDE School & Professional Studies (L11).

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

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* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

Student progress is monitored on an ongoing basis. To graduate, students are required to pass on each assessed component, including either PGDE School & Professional Studies or PGDE School & Professional Studies (L11), gaining a total of 120 credits. A student failing a coursework component is normally permitted to have one further attempt to obtain a pass in the outstanding assessment. In the case of failure on school experience, a student is normally permitted to have only one further attempt to reach a satisfactory standard. The PGDE (Secondary) is conferred on students who have satisfactorily met the programme requirements.

The PGDE (Secondary) programme is an example of professional programmes where a School Board of Examiners can be given the power to terminate the programme progress of a student when a student's continuation on placements is judged to be unacceptably damaging to the interests of placement partners (eg schools and their pupils during school experience). Student handbooks will provide further details.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#) .
 An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.
 To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of CertHE / DipHE or BA / BSc in Combined Studies.
 For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.
 For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Changes

Changes made to the programme since it was last published:

Updated information related to Level 11 module enrolment.

Version Number: 1.05