

Education (Secondary)

Programme Information

2022.01, Approved

Overview

Programme Code	35350
Programme Title	Education (Secondary)
Awarding Institution	Liverpool John Moores University
Programme Type	PGCE/PGDE

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Postgraduate Diploma - PD	N/A

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	LJMU Taught	1 Years

Aims and Outcomes

Educational Aims of the Programme	<p>To provide opportunity for its students to achieve Qualified Teacher Status in the Secondary context. To produce competent teachers who have a positive impact on learners and their progress. To develop informed and knowledgeable teachers, espousing creativity and research informed teaching through deliberate practice. To enable students to access, assess and apply educational research in the classroom. To develop students' critical reflection within the field of education and schooling, through analysis, synthesis and evaluation of evidence and practice. To provide opportunity for students to achieve their full academic potential at Level 7, through study encouraging self-motivation, self-awareness and application of initiative. To encourage an appreciation of the broader cultural, social and political context in which schools operate. To encourage social justice and develop practitioners with moral purpose. To build resilience and facilitate students to actively develop their intrapersonal and interpersonal intelligence. To develop teachers with leadership acumen for current and future educational contexts. To develop an understanding of the factors that influence effective curriculum design. To encourage professional accountability informed by an understanding evidence based practice. _____ Alternative Exit / Interim Award Learning Outcomes - Postgraduate Certificate in Education Secondary: [PGCE with recommendation for QTS] A student who is eligible for this award will be able to: Demonstrate relevant and thorough professional, subject and pedagogical knowledge. Evaluate learning, teaching and assessment in order to inform planning and promote pupil progress. Critically analyse and to synthesise contemporary educational issues, and educational theory, policy and practice. Critically reflect on the impact of practice on the inclusive classroom, demonstrating an ethical and socially responsible to equal opportunities. Demonstrate professional accountability and reflective, evidence informed practice. Demonstrate ability to successfully identify and address current and future training needs. _____ Alternative Exit / Interim Award Learning Outcomes - Certificate of Professional Development with recommendation for QTS Secondary: A student who is eligible for this award will be able to: Critically reflect on learning and teaching through the successfully completion of the placement experience in a LJMU Partnership school. Critically evaluate evidence of learning and teaching against national teaching standards. _____ Alternative Exit / Interim Award Learning Outcomes - Postgraduate Diploma in Secondary Education Studies: [PGDip non-QTS] A student who is eligible for this award will be able to: Demonstrate appropriate levels of critical analysis, reflection and contextual awareness in relation to the field of teaching. Critically engage with research, policy and practice in relation to education and schooling. Critically reflect on learning, teaching and assessment, demonstrating contextual awareness of the field of teaching. Evaluate learning, teaching and assessment to inform planning and promote pupil progress. Critically analyse and synthesise contemporary education issues, theory, policy and practice. Critically reflect on the impact of practice on the inclusive classroom, demonstrating ethical and socially responsible practices. Critique and synthesise evidence from a range of sources to inform practitioner inquiry. Implement research methods to investigate, develop and improve practice. Design, plan and evaluate effective curriculum experiences, drawing on a range of contemporary sources. _____ Alternative Exit / Interim Award Learning Outcomes - Postgraduate Certificate in Secondary Education Studies: [PGCert non-QTS] A student who is eligible for this award will be able to: Critically engage with research, policy and practice in relation to ed</p>
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Learning Outcomes

Code	Number	Description
PLO1	1	Demonstrate relevant and up-to-date professional, subject and pedagogical knowledge.
PLO2	2	Evaluate learning, teaching and assessment to inform planning and promote pupil progress.

PLO3	3	Critically analyse and synthesise contemporary education issues, theory, policy and practice.
PLO4	4	Critically reflect on the impact of practice on the inclusive classroom, demonstrating ethical and socially responsible practices.
PLO5	5	Demonstrate professional accountability and evidence informed practice.
PLO6	6	Demonstrate ability to successfully identify and address training needs.
PLO7	7	Critique and synthesise evidence from a range of sources to inform practitioner inquiry.
PLO8	8	Implement research methods to investigate, develop and improve practice.
PLO9	9	Design, plan and evaluate effective curriculum experiences, drawing on a range of contemporary sources.

Course Structure

<p>Programme Structure Description</p>	<p>The target award for the programme is the Post Graduate Diploma in Education Secondary with recommendation for QTS. This programme is for those who wish to train for a career in teaching and to gain an award at level 7. Note: the general 'Secondary' title will be used for new or minority subjects. Postgraduate Diploma in Education Secondary Postgraduate Diploma in Education Secondary Art and Design Postgraduate Diploma in Education Secondary Biology Postgraduate Diploma in Education Secondary Business Studies Postgraduate Diploma in Education Secondary Chemistry Postgraduate Diploma in Education Secondary Computer Science and Information Technology Postgraduate Diploma in Education Secondary Design and Technology Postgraduate Diploma in Education Secondary English Postgraduate Diploma in Education Secondary Geography Postgraduate Diploma in Education Secondary History Postgraduate Diploma in Education Secondary Mathematics Postgraduate Diploma in Education Secondary Modern Languages Postgraduate Diploma in Education Secondary Music Postgraduate Diploma in Education Secondary Performing Arts Dance Postgraduate Diploma in Education Secondary Performing Arts Drama Postgraduate Diploma in Education Secondary Physical Education Postgraduate Diploma in Education Secondary Physics Postgraduate Diploma in Education Secondary Physics with Mathematics Postgraduate Diploma in Education Secondary Psychology Postgraduate Diploma in Education Secondary Religious Education Postgraduate Diploma in Education Secondary Social Sciences Individual students' route through the programme, and exit award, will be determined at selection on an individual basis and agreed with the programme leader according to the students first degree subject, career intentions in teaching and the requirements set in place by the Department of Education or other relevant governmental bodies. Each specialist option will be identified by a plan code to identify the subject award of Postgraduate Diploma in Education (PGDE), with recommendation for Qualified Teacher Status (QTS). Option modules: 7118SBEC Becoming a Professional Teacher (20 Credits) – standard QTS PGDE route 7518EDU Education and Schooling (20 Credits) – Non-QTS PGDip/PGCert route Core modules: 7218SREF Reflecting on Teaching and Learning (40 Credits) 7318SPLA Planning and Assessing for Progress (40 Credits) 7418SEVI Evidencing Impact on Learners (20 Credits) Students can be recorded as recommended for QTS with the Department for Education (DfE), following the Board of Examiners, on successful completion of 7118SBEC Becoming a Professional Teacher (linked to the Placement Experience). _____ The target award of Postgraduate Diploma in Education Secondary [Subject] (PGDE, with recommendation for QTS) will be awarded where students complete the following modules: 7118SBEC Becoming a Professional Teacher (20 Credits) 7218SREF Reflecting on Teaching and Learning (40 Credits) 7318SPLA Planning and Assessing for Progress (40 Credits) 7418SEVI Evidencing Impact on Learners (20 Credits) Students must pass module 7118SBEC to be recommended to the national awarding body for the award of QTS. All students must demonstrate that they have met all requirements for QTS as set out in the current relevant national requirements in order to be recommended for QTS. The Placement Experience procedures, on the LJMU Placement Website, outline the expectations of the LJMU Partnership to meet the competency requirement (Teaching Practice) for this module. _____ An alternative exit award of Postgraduate Certificate in Education Secondary [Subject] (PGCE, with recommendation for QTS) may be awarded where students complete the following modules: 7118SBEC Becoming a Professional Teacher (20 Credits) 7218SREF Reflecting on Teaching and Learning (40 Credits) OR 7318SPLA Planning and Assessing for Progress (40 Credits) Students must pass module 7118SBEC to be recommended to the national awarding bod</p>
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Programme Structure - 120 credit points	
Level 7 - 120 credit points	
Level 7 Core - 100 credit points	CORE
[MODULE] 7218SREF Reflecting on Teaching and Learning Approved 2022.01 - 40 credit points	
[MODULE] 7318SPLA Planning and Assessing for Progress Approved 2022.01 - 40 credit points	
[MODULE] 7418SEVI Evidencing Impact on Learners Approved 2022.01 - 20 credit points	
Level 7 Optional - 20 credit points	OPTIONAL
[MODULE] 7118SBEC Becoming a Professional Teacher Approved 2022.01 - 20 credit points	

Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>Teaching: Lead lectures develop the students' skills in listening and processing research, guidance and technical information. Workshops and seminars enable students to develop conceptual and procedural knowledge, and to work in groups to explore, speculate and evaluate; engaging with problem finding and problem solving activities. The students are encouraged to interact during workshops and seminars to reflect on experience and co-construct their understanding of pedagogic and professional matters. All modules in the programme emphasise evidence-based practice for teaching in the school context, involving students in a significant placement experience in more than one school throughout the programme. They are supported by school-based mentors, who meet with them regularly for discussion, reflection, feedback on their progress in the classroom and wider school context. LJMU tutors support and facilitate students and their mentors on placement. Learning: Students are strongly encouraged to discover information for themselves and take responsibility for their own learning, making full use of the Library and interactive online learning opportunities. An element of school-based learning is compulsory and this will involve: structured lesson observations, supporting learners and teachers; team and solo teaching; including independent planning and evaluation for teaching, learning and assessment. Assignments are set regularly with fixed deadlines and the use of information and communication technology (ICT) is expected, including the use of email to communicate with tutors whilst on placement and interaction with online materials in the virtual learning environment (VLE). Verbal and written feedback on assignments and teaching fosters reflection, self-awareness and independent learning. Lectures, workshops and seminars encourage students to reflect, articulate thoughts and opinions and ask questions. Some group work is undertaken through task-based discussions and group presentations. Assessment: All students receive general and module specific academic guidance, with specialist induction on the identification, location, and use of material in the Libraries and alternative local and non-local sources. Guidance on the aims, structure and marking of assignments is incorporated into module sessions and documentation. The grading criteria are published in the module guides. Indicative and essential readings are included in module guides. Formal evaluation of conceptual and procedural knowledge through written and verbal communication, engaging with research, reflection and observation. Students identify, record and present evidence of their competence in teaching.</p>
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Opportunities for work related learning

Opportunities for work related learning
<p>Opportunity for a minimum of 120 days of placement experience will be provided in secondary schools, or in other educational settings. Placement based training follows the LJMU Partnership arrangements for initial teacher education (ITE), to meet the requirements of the national professional standards for teachers required to be recommended for qualified teacher status (QTS), as defined by the Department for Education (DfE).</p>

Entry Requirements

Type	Description
Alternative qualifications considered	<p>Students will meet the following criteria as a minimum: Have a first-degree classification normally a minimum of 2.2 Honours or equivalent, of a UK university, or equivalent overseas qualification; IELTS overall 7.0 (minimum 6.5 in each component); Have at least a grade C/4 or above in GCSE English and Mathematics or their equivalent; Have passed appropriate government assessments for those intending to teach prior to enrolment; Receipt of satisfactory Disclosure Barring Service (DBS) Certificate prior to enrolment; Completion of a medical questionnaire, for medical clearance by the LJMU Occupational Health team, to confirm Fitness to Teach;</p>

Programme Contacts

Programme Leader

Contact Name

Matt McLain

Link Tutor

Contact Name