

Programme Specification

Postgraduate Programmes

| | |
|---|---|
| Awarding Body/Institution | University of London |
| Teaching Institution | Goldsmiths, University of London |
| Name of Final Award and Programme Title | Post-Graduate Certificate in Secondary Education |
| Name of Interim Award(s) | Post-Graduate Certificate in Education (Secondary) (Level 7); Professional Graduate Certificate in Education (Secondary) (Level 6) (This specification also includes School Direct derivatives of these programmes) |
| Duration of Study/Period of Registration | 1 year full-time ; 2 years: part-time |
| UCAS Code(s) | Various, including School Direct partner codes |
| HECos Code(s) | (100512) Secondary Teaching (101361) Creative Arts and Design (100346) Biology (100069) Drama (100320) English Studies (100322) French Studies (100325) Spanish Studies (100390) General Science (100478) Human Geography (100324) German Studies (100403) Mathematics (100346) Biology (100417) Chemistry (100320) English Studies (100390) General Science (100425) Physics (100361) Creative Art and Design (100366) Computer Science |
| QAA Benchmark Group | Educational Studies |
| FHEQ Level of Award | Level 7 |
| Programme Accredited by | National College for Teaching and Leadership; Department for Education |
| Date Programme Specification last updated/approved | August 2017 |
| Primary Department/Institute | Educational Studies |

Departments which will also be involved in teaching part of the programme

Design, Computing

Programme overview

This Programme offers an integrated, dual pathway approach to initial teacher education by providing the opportunity to complete a PGCE in Secondary Education at either Level 6 or 7. The programme combines Level 6 and Level 7 study with the opportunity to gain a professional teaching qualification in a chosen subject area. It enables students to develop an understanding of the principles underpinning contemporary approaches to good classroom practice, and the ability to reflect systematically and

critically on their classroom performance. In addition Level 7 study will enrich the learning experience for many of our students and credits undertaken at Level 7 may be used as a springboard for further Level 7 study at Goldsmiths, University of London.

The PGCE is delivered in partnership with schools across Greater London. They offer an excellent introduction to teaching in socially mixed, multi-ethnic urban classrooms. This experience is both exciting and challenging. All who successfully complete the programme must also meet the Teachers' Standards for Qualified Teacher Status and as such will be qualified to teach in schools in England. Each subject area works closely with relevant national associations to provide innovative and high quality teaching and learning.

Programme entry requirements

The following requirements are designed to ensure compliance with NCTL (or successor body's) entry requirements for ITT programmes. All applicants must have:

- A first degree of a UK higher education institution or equivalent qualification
- Achieved a standard equivalent to a grade C in the GCSE examinations in English, mathematics and science. This may be demonstrated through successful acquisition of these grades or higher in GCSE/GCE 'O' level qualifications, Grade 1 in CSE qualifications or in an accredited recognised equivalency examination. Further details of this may be obtained from Goldsmiths Admissions.
- Passed NCTL's professional skill tests prior to entry to the course (for all entrants commencing ITT on or before 1 August 2013)
- Taken part in a rigorous selection process at College or at a partnership school of the College, designed to assess their suitability to teach, which ensure that applicants
 - have the intellectual and academic capabilities needed to meet the required QTS Standards;
 - possess the appropriate qualities, attitudes and values expected of a teacher;
 - have met the requirements for physical and mental fitness to teach (including passing a fitness to teach check)
 - have completed Disclosure and Barring Service (DBS) checks and are cleared to teach by the accredited provider, ensuring they are not barred from working with young people or excluded from teaching
- Additionally, Goldsmiths, University of London requires applicants meet these additional entry requirements:
 - That the student can demonstrate a relationship between their first/higher degree content or other academic/professional qualifications that they might hold and the subject they will be teaching in. At the discretion of the admissions tutor, relevant professional work experience or additional study may be considered as additional evidence of relevant subject knowledge
 - Where an admissions tutor deems it necessary, completion of an NCTL funded Subject Knowledge Enhancement course (SKE). Successful completion of this course may be a requirement of entry to the programme, or applicants may be required to complete this course in parallel with completing the PGCE programme.

Aims of the programme

The Goldsmiths PGCE programme aims to:

1. Develop in students the knowledge, skills and understanding needed necessary to become a responsible professional who can make positive and informed contributions to educational. policy
2. Engage students in practical and theoretical enquiry as a key element in their development as teachers
3. Enable students to reflect on their personal and professional development and respond positively to change
4. Provide the experiences necessary to meet the standards for Qualified Teacher Status.

What you will be expected to achieve

There are three modules in the PGCE:

Subject Studies: available at Level 6 and Level 7 learning outcomes and award

Studies in Professional Issues and Research in Education: available at Level 6 and Level 7 learning outcomes and award

School Experience: available at Level 6 learning outcomes and award

Each module in this programme at both level 6 and level 7 has its own set of detailed learning outcomes, teaching methods and related methods of assessment that are derived from and complement the overall learning outcomes of the programme.

Upon completion of the Level 6 programme students should:

| Knowledge and Understanding | | Taught by the following modules |
|------------------------------------|--|---|
| A1 | Know and understand the structure and organisation of secondary education in England and Wales, including the range of school types | School experience; Studies in Professional Issues and Research in Education |
| A2 | Know and understand key developments in education policy post-1944, including current statutory and non- statutory documents and frameworks related to the work of a secondary teacher | School experience; Studies in Professional Issues and Research in Education |
| A3 | Know and understand key critical debates around the nature and aims of education | Subject Studies; School experience; Studies in Professional Issues and Research in Education |
| A4 | Know and understand the implications for teachers of working within a multi-cultural, multi-ethnic society | Subject Studies; School experience; Studies in Professional Issues and Research in Education |
| A5 | Know and understand appropriate applications of specialist subject knowledge within the classroom context | Subject Studies; School experience |
| A6 | Know and understand the role of research in an educational context | Studies in Professional Issues and Research in Education |

| Cognitive and Thinking Skills | | Taught by the following modules |
|--------------------------------------|--|---|
| B1 | Engage in educational debates in professional manner | Subject Studies; School experience; Studies in Professional Issues and Research in Education |
| B2 | Exercise critical judgement on professional ideas | Subject Studies; School experience; Studies in Professional Issues and Research in Education |
| B3 | Theorise key issues relating to educational | Subject Studies; School experience; Studies in Professional Issues and |

| | | |
|-----------|--|--|
| | practice. | Research in Education |
| B4 | Reflect on practice | Subject Studies; School experience; Studies in Professional Issues and Research in Education |
| B5 | Show familiarity with and understanding of the main research and thinking in the field | Subject Studies; Initial Studies in Professional Issues and Research in Education; Classroom based |
| B6 | Develop a theoretical understanding of educational issues and be able to relate them to practice | Subject Studies; School experience; Studies in Professional Issues and Research in Education; |

| Subject Specific Skills and Professional Behaviours and Attitudes | | Taught by the following modules |
|--|--|--|
| C1 | Have detailed subject knowledge to teach the National Curriculum across key stages 3 and 4, and Post-16 where relevant | Subject Studies; School experience; |
| C2 | Be able to mediate their subject to make it accessible to all pupils | Subject Studies; School experience; |
| C3 | Have an ability to critical reflect on their practice in an educational context | Subject Studies; School experience; Studies in Professional Issues and Research in Education |
| C4 | Demonstrate an ability to engage with the social and emotional learning of pupils, sometimes within a multi- agency approach | Subject Studies; School experience; Studies in Professional Issues and Research in Education |

| Transferable Skills | | Taught by the following modules |
|----------------------------|---|---|
| D1 | Develop positive relationships with pupils | School experience |
| D2 | Work cooperatively and effectively with other | School experience; Studies in Professional Issues and Research in Education; |
| D3 | Develop a high level of skills in organising and managing theoretical and practical assignments | Subject Studies; School experience; Studies in Professional Issues and Research in Education; |
| D4 | Work effectively independently | Subject Studies; School experience; Studies in Professional Issues and Research in Education; |
| D5 | Make decisions in complex and unpredictable situations. | Subject Studies; Studies in Professional Issues and Research in Education |

Upon completion of the Level 7 modules students should:

| Knowledge and Understanding | | Taught by the following modules |
|------------------------------------|--|--|
| A1 | display an advanced understanding of the relationship between pedagogy and subject knowledge | Studies in Professional Issues and Research in Education |
| A2 | critically engage with key philosophical debates on educational issues | Studies in Professional Issues and Research in Education |
| A3 | have knowledge of appropriate research methodology in order to conduct school-based investigations | Studies in Professional Issues and Research in Education |

| Cognitive and Thinking Skills | | Taught by the following modules |
|--------------------------------------|--|--|
| B1 | Analyse and present complex critical accounts about teaching in relation to their specialist subject. | Subject Studies |
| B2 | Critically evaluate the key research contributions and thinking in the field | Subject Studies; Initial Studies in Professional Issues and Research in Education |
| B3 | Make connections between contributions in different areas in education | Subject Studies; Initial Studies in Professional Issues and Research in Education |
| B4 | Critically assess scholarly work relevant to their area of investigation, deconstructing key concepts and evaluating the implications for professional activity. | Subject Studies; Initial Studies in Professional Issues and Research in Education |
| B5 | Examine theory and practice, identifying the tensions between them | Subject Studies; Initial Studies in Professional Issues and Research in Education |

| Subject Specific Skills and Professional Behaviours and Attitudes | | Taught by the following modules |
|--|--|--|
| C1 | Understand in depth the relationship between theory and practice | Subject Studies; Studies in Professional Issues and Research in Education |
| C2 | Demonstrate specialist skills relating to their subject | Subject Studies; Studies in Professional Issues and Research in Education |
| C3 | Have thorough practical and theoretical knowledge of recent technological developments in relation to their own special subject as a teacher | Subject Studies; Studies in Professional Issues and Research in Education |

| Transferable Skills | | Taught by the following modules |
|----------------------------|--|--|
| D1 | Effectively conduct extended personal inquiry into an educational issue | Subject Studies; Studies in Professional Issues and Research in Education |
| D2 | Apply in-depth reflective and evaluative skills to professional practice | Subject Studies; Studies in Professional Issues and Research in Education |

How you will learn

Learning and Teaching Methods: Knowledge and Understanding

For both Level 6 and 7 students, a range of teaching methods is employed to support the learning outcomes detailed above:

- 1) Taught subject sessions
- 2) Taught General Professional Study sessions
- 3) Practical workshops
- 4) Core lectures
- 5) Group tutorials/seminars
- 6) Individual tutorials
- 7) Individual and group presentations

8) Supported self-study

In taught sessions students engage with key philosophical debates on educational issues. Between the taught sessions students reflect on their experience in schools and apply theoretical perspectives, gained during both subject and GPS sessions and from their directed reading, to their work.

Students work independently and as part of a team. They demonstrate their on-going knowledge and understanding through presentations, portfolio tasks and written assignments. Development of critical and reflective assignments is enabled through structured group discussion and tutorial support.

In addition to the above, Level 7 students attend specific taught sessions and support tutorials concurrently with their 7 Level modules.

Learning and Teaching Methods: Thinking Skills

Thinking skills are modelled through all taught sessions. Furthermore, the theoretical perspectives considered during the taught sessions are applied to and inform the students' reflective practice during the periods of school experience.

By engaging in educational debates, in taught sessions students develop their ability to theorise key issues relating to educational practice and at Level 7 are able to examine in greater detail the tensions that exist between theory and practice.

Thinking skills are developed incrementally in accordance with the staging of the modules through students' professional practice both within and outside of the school context; analytical reading of texts; reflective writing; student-led discussions; presentations; and through oral and written feedback on assignments.

Participation in structured group tasks and presentations supports the questioning of knowledge and theories relating to educational practice. Written tasks, adhering to set criteria, encourage the development of cognitive skills; and at M Level students present more complex critical accounts in relation to teaching their subject, as well as making connections between contributions in the different areas of education.

Learning and Teaching Methods: Practical Subject Skills

A range of learning and teaching methods is employed to support the learning outcomes detailed above. Students attend lectures by expert practitioners in the field as well as contributing to taught sessions, workshops, small group tutorials/ seminars and individual tutorials. Between taught sessions students engage in reading and reflection. They have the opportunity to access both level 6 and 7 specific materials and resources via the Goldsmiths virtual learning environment, learn.gold. All students are required to critically reflect on their practice in an educational context, and at Level 7 students' contributions to taught sessions and written submissions are informed by a more in-depth understanding of the relationship between theory and practice.

In taught subject sessions active approaches to learning within the subject area are modelled by tutors to demonstrate how the subject skills and content can be mediated and made accessible to pupils in schools and at the required levels.

During periods of school experience, and supported by tutors, students continue to develop key aspects of their subject and wider knowledge for teaching, through observation; practical application in the planning and teaching of lessons; contribution to teams and working groups; and on-going reflective practice.

Learning and Teaching Methods: Transferable Skills

Students develop these skills through written tasks; structured group work and presentations in taught sessions and workshops; personal organisation to meet assignment requirements; guidance on managing workload and meeting deadlines. During extended periods of school experience there are

many opportunities for students to develop skills in the areas of professional cooperation; working in teams; personal and professional organisation; time management; informed decision-making; self-evaluation and reflection; and at Level 7 the application of reflection and evaluative skills to inform and enhance practice to a high degree.

Transferable skills are supported through discussions in taught sessions and lectures; seminars and tutorials; guided reading; self-study tasks; structured group tasks; independent inquiry and personal research.

Communication opportunities are afforded through contributions to taught sessions; structured group work and presentations; problem-solving; discussions with practitioners; on-line discussion with fellow students; written tasks; group tutorials/seminars; and individual tutorials.

How you will be assessed

Assessment: Knowledge and Understanding

As well as on-going formative assessment, a number of complementary summative assessment strategies are utilised. These appropriately assess the range of Programme Learning Outcomes presented above.

Assessed written assignment for Curriculum Studies: 4000-5000 words or equivalent

School Experience Module: assessment of classroom practice on school experience and portfolio of evidence, to meet the requirements of the Teachers' Standards for Qualified Teacher Status

Assessed written assignment for Studies in Professional Issues and Research in Education (SPIRE)

Investigation: 4000-5000 words In addition, during the programme there are a number of occasions when students are required to present their ideas and work, in order to share practice, and the acquisition of new knowledge and understanding.

Assessment: Thinking Skills

Students' thinking skills are formally assessed through written assignments. During tutorials and workshop sessions they will be formatively assessed through students' discussions and presentation of ideas. On-going reflection and target-setting to effect improvements in professional practice during school experiences are carefully recorded by students in their professional portfolio which is subject to regular scrutiny and evaluation by school experience tutors.

Assessment: Practical Subject Skills

Assessed assignment for Subject Studies: at Level 6 and Level 7 4000-5000 words

School Experience Module: assessment of classroom practice on school placements is provided through a portfolio of evidence which is designed to meet the requirements of the Standards for Qualified Teacher Status, particularly in standards related to professional knowledge and understanding and other requirements of the National College of Teaching and Leadership (or successor body)

SPIRE Investigation: at Level 6 and Level 7 4000-5000 words, demonstrating the ability to engage with the social and emotional learning of pupils; and at Level 7, demonstrating a more in-depth understanding of the relationship between theory and practice within the area of the inquiry.

In addition, during the programme there will be numerous occasions during taught sessions when students are required to present their ideas and work, in order to share practice, experience and the development of practical subject skills. These are not formal assessment opportunities, but they prepare and rehearse students for the formal assessment process. Informal feedback by tutors, both oral and written, supports this process.

Assessment: Transferable Skills

The development of these skills is vital to successful completion of all elements of the Module and in meeting the Standards for Qualified Teacher Status. Transferable skills are continuously assessed by college tutors and school mentors through observations of lessons, assessing all aspects of lesson preparation, negotiations with teachers, support staff and technical assistants. Additionally, students' relationships with people inside and outside the school environment are evaluated and reported on.

Assessment will be through the following requirements: meeting deadlines; appropriate levels of work (both scope and depth); a consistent and organised approach; positive and appropriate professional relationships with pupils, practitioners and tutors; appropriate responses to feedback from peers and tutors; on-going self-evaluation and reflective practice.

Assessment methods vary to meet the different requirements of modules and learning processes, yet they always reflect the extent to which the module learning outcomes have been achieved. The outcomes of the modules to which the grading criteria apply may include essays, investigative work, statements, presentations or work in other forms. Specific assessment methods are indicated within each module. Throughout the programme students are expected to engage with relevant literature and theoretical debates and to relate new learning to the contextualisation of their research and the development of their school- related and pedagogical work.

Marking criteria

| Mark | Descriptor | Specific Marking Criteria |
|---------|--|--|
| 80-100% | Distinction (Outstanding/Exceptional) | LEVEL 7: Shows evidence of outstanding relevant reading and a highly advanced grasp of current major issues in the field. This knowledge has been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence demonstrate highly sophisticated reasoning and are exceptionally clear, well-focused and cogent, considered to be of quality suitable for publication. You have demonstrated that you have achieved the specific learning outcomes of the module to an exceptional level. The work is very well written with accurate and appropriate referencing. LEVEL 6: No award at this level |
| 70-79% | Distinction | LEVEL 7: Shows evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be clear, well focused and cogent. Candidates will have demonstrated that you have achieved the specific learning outcomes of the module to an excellent level. The work is very well written with accurate and appropriate referencing. Level 6: No award at this level |
| 60-69% | Merit | Shows consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. Candidates demonstrate an ability to relate this reading to their particular educational field and have clearly understood |

| | | |
|--------|------|--|
| | | <p>and assimilated the relevant literature. Candidates have demonstrated that they have achieved the specific learning outcomes of the module to a very good extent. The work is well written with accurate and appropriate referencing.</p> <p>LEVEL 6: No award at this level</p> |
| 50-59% | Pass | <p>LEVEL 7: Shows clear evidence of knowledge and understanding but there may be little development of ideas, critical comment or methodology. There is reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that candidates have grasped fundamental concepts and procedures in the field. Candidates have demonstrated that they have achieved the specific learning outcomes of the module adequately. The work is well written with accurate and appropriate referencing</p> <p>LEVEL 6 PASS: NB Students may be assessed at Level 6 only if they do not pass at 50% or more on this Level 7 scale. There is only pass/fail for H level awards.</p> <p>The criteria for a Level 6 Pass: Shows some evidence of knowledge with some development of ideas and a degree of analysis. There is evidence of an understanding of key concepts and procedures and the appropriate use of methodology. There is reference to relevant reading, though not necessarily extensive. Candidates have demonstrated that they have achieved the specific H level learning outcomes of the module. The work is written to a satisfactory level with accurate and mostly appropriate referencing.</p> |
| 30-49% | Fail | <p>LEVEL 7: Candidates have not demonstrated to a satisfactory extent that they have read and understood the essential texts of the course. There are weak and inaccurate answers to questions. There may be confusion and incoherence and unfocused comment on the literature. Candidates will not have demonstrated that they have achieved the specific learning outcomes of the module. The work is written to a satisfactory level with accurate and mostly appropriate referencing.</p> <p>LEVEL 6 Fail: NB, this Fail criteria is not related to an Level 7 scale of 30-49%. Students failing to attain a Pass mark of 50%+ at Level 7 will be assessed against Level 6 criteria.</p> <p>Shows limited evidence of knowledge and understanding with little or no development of ideas or analysis. There is limited understanding of key concepts and procedures and/or inappropriate use of methodology. There is</p> |

| | | |
|--------|-------------------------------|---|
| | | inadequate or no reference to relevant reading. Candidates have not met the learning outcomes of the module adequately. The work is sometimes lacking clarity of written style and/or incorrect scholarly procedures. |
| 10-29% | Bad fail | LEVEL 7: Represents a significant overall failure to achieve the course learning outcomes, reading is limited or restricted to non-academic texts and key concepts are inadequately discussed. LEVEL 6: Not available at this level |
| 1-9% | Very bad fail | LEVEL 7: Represents a submission that does not even attempt to address the course learning outcomes. It shall be deemed a non-valid attempt and must be re- sat. LEVEL 6: Not available at this level |
| 0% | Non submission or plagiarised | LEVEL 7: Represents either a failure to submit an assignment or a mark assigned for a plagiarised assessment. LEVEL 6: Not available at this level |

How the programme is structured

The programme comprises of 3 modules. Students complete all 3 modules and have the option of studying their Subject studies and Studies in Professional Issues and Research in Education (SPIRE) at Level 7. The programme offers a part-time route completed within 2 years.

As a programme that leads to Qualified Teacher Status, the PGCE must conform to NCTL/DfE regulations. These state that the programme must include 120 days school experience. Given these requirements, the breakdown of hours on the programme is as follows:

Programme Component Number of Hours
 College based lectures/ seminars 360
 College based individual study time 90
 School Experience 1000
 School Experience individual study time 130

Total Hours 1580

The amount of individual study may slightly vary. Therefore, an award of 120 credits is believed appropriate for the programme

Academic Year of Study 1

| Module Title | Module Code | Credits | Level | Module Status | Term |
|--|--|---------|-------|---------------|------|
| Subject Studies | ED61025A (Level 6) ED62025A (Level 7) | 30 | 6/7 | Compulsory | 1 |
| School Experience | ED61026A | 60 | 6 | Compulsory | 1,3 |
| Studies in Professional Issues and Research in Education | ED61027B (Level 6) ED62027B (Level 7) | 30 | 6/7 | Compulsory | 2,3 |

Academic support

The team has a strong commitment to Inclusive Learning and works to produce a better match between learning requirements and provision in order to improve the overall the quality of learning for students with disabilities and/or difficulties. The team considers how it needs to introduce new content into the course, and how it may need to adapt the assessment and learning styles to help students. The College is also adapting the physical environment to improve access.

The Tomlinson Report said the aim is not for students to simply take part in further education but to be actively included and fully engaged in their learning and to include:

- an individual learning programme
- a curriculum which promotes progress in learning
- effective teaching
- counselling, guidance and initial assessment
- opportunities for students to discuss and manage their own learning
- support for learning
- support for learners such as creche facilities
- procedures for assessing, recording and accrediting achievement
- learning materials and resources
- technical aids and equipment
- learning technology
- trained staff
- physical surroundings, for example teaching rooms, canteen and library

The following indicates the ways in which we are starting to address some of these issues, and we will continue to build on and develop in these areas.

Background

The course has an established reputation for catering for the diversity of students' needs from the outset of the course to its completion. Situated in an inner London context, it aims to model the awareness we hope students will show in relation to their pupils. The course recruits above national targets from a range of ethnic backgrounds and has a good age profile. While on the course we ensure it is accessible through learn.gold and a variety of support mechanisms, as detailed below.

College-based Curriculum

Induction

During the Induction Programme students are introduced to the range of support services available across the college, and there is an introduction to the various Teachers' Unions.

Subject Audit

The subject audit enables students to set themselves clear targets with suggestions offered as to how these can be achieved. Their progress is monitored during college tutor visits and end of term profile tutorials.

Collaboration

A strong collaborative working atmosphere is a feature of all the courses so that students can support and learn from each other. Learn.gold provides a virtual distance 'learning community'. Peer teaching sessions are often held where students with specific skills in one area teach each other.

Written assignments and feedback

There are opportunities in some written assignments for students to pursue individual interests. Detailed feedback is provided on all assignments with individualised target setting. On a more informal level, individual and group presentations during college-based sessions also provide college tutors with the opportunity to provide feedback to meet students' needs.

Inclusion

Diversity themes are considered throughout the programme, particular forming a key part of the SPIRE Programme. This includes race, gender and LGBT issues. In 2013/14 an LGBT group was also formed to support LGBT students to provide support and advice to each other during the training year. This also led to an additional session being inserted into the overall SPIRE programme.

Dyslexia support is provided by Student Support Identified tutor support

Amanda Kipling is the identified tutor for students with Special Educational Needs and disabilities.

Study Skills Support

A recent Study Skills Audit conducted for the College's Learning and Teaching Committee indicates the range of additional support offered, including specific booklets. This includes sessions to support ICT development, for example in the use of the interactive whiteboard

Optional modules/ workshops

A range of optional modules are available:

Voice Workshops: These take place in the Autumn Term or beginning of the Spring Term and cover not only voice projection but a range of issues to do with behaviour management and non-verbal communication

English for Academic Purposes: The Academic Skills Centre runs modules on writing assignments/ job applications/ pupil reports. These can be particularly useful for students whose first language is not English.

School-based curriculum

Where appropriate, considerable care is taken in matching students to schools in terms of their previous experiences, skills and needs.

Regular tutorials with school mentors and the end of term profile with both school mentors and college tutors allow individualised target setting and support according to the students' needs.

Continuity between placement phases/schools is ensured by school mentors exchanging information on students' progress in relation to the Standards through meetings, shared documentation in the QTS file etc.

Extra visits to school are made by the college tutor in cases where students are struggling to make progress

Links with employers, placement opportunities and career prospects

The majority of those awarded at Level 6 or 7 follow employment paths within the teaching profession.

The statistics for those finding relevant employment is likely to be in line with the current employment rate for the existing PGCE Programme. The employment rate is stable from year to year with the most recent published figures showing teacher employment rates as 95% (2013/14).

When you successfully complete the programme, you complete a Induction Year Profile with our support to help you prepare for your first teaching post. Employment opportunities are excellent, with the majority of students gaining a first teaching appointment in London or elsewhere.

The requirements of a Goldsmiths degree

The University grants a Professional Graduate Certificate in Education (Primary) to students who successfully complete the programme with either 120 credits at level 6 or 90 credits at level 6 and 30 at level 7.

Students who successfully complete the programme with 60 credits at level 7 and 60 credits at level 6 will be awarded the Postgraduate Certificate in Education (Primary).

Students who successfully complete the programme and satisfy all other necessary conditions may be recommended for qualified teacher status to the General Teaching Council for England (GTCE) by the authorities of the College.

All study and assessment for Curriculum Studies and Studies in Professional Issues and Research in Education will be undertaken at level 7. If work submitted fails to meet the criteria to be awarded a pass at level 7 then it may be assessed against level 6 learning outcomes and grading criteria. If the said work meets the criteria to be awarded a pass at H level the student may either accept the pass at level 6 or elect to re-enter the examination at level 7. Failure to meet either set of criteria will result in a student being graded as a fail in that piece of work.

In determining the proficiency of students in practical teaching the Board of Examiners shall take into account the report of all those involved in the assessment of the student's performance whilst on School Experience

In order to be awarded the Certificate a student must satisfy the relevant Board of Examiners in all parts of the examination, including the standards specified by the TDA (or successor body) for the award of Qualified Teacher Status.

Programme-specific rules and facts

Attendance

Students are required to pursue a programme of study approved by the College extending over not less than one academic year of thirty-eight weeks full-time study, including school experience of not less than 120 days. The programme must, unless special exemption is obtained, be continuously pursued. Any interruption in a student's attendance through illness or other exceptional circumstances must be notified to the College at the earliest opportunity.

In determining the proficiency of students in practical teaching the Board of Examiners shall take into account the report of all those involved in the assessment of the student's performance whilst on School Experience

In order to be awarded the Certificate a student must satisfy the relevant Board of Examiners in all parts of the examination, including the standards specified by the NCTL (or successor body) for the award of Qualified Teacher Status.

In the assessment of coursework and practical teaching, the final decision shall rest with the Sub-Board of Examiners

Re-entry to examination

The Board of Examiners will meet once in the spring term and once in the summer term.

Students who, at their first entry, do not successfully complete any element of assessment for the Certificate may with the approval of the relevant Board of Examiners re-enter the examination on one occasion only. Re-entry must be made at the next following examination for which the candidate is eligible unless permission to defer re-entry has been obtained from the Academic Registrar of the College.

For work considered at the Spring Term meeting of the Board of Examiners, the next following occasion

for re-entry will be in the summer term for consideration at the Summer Term meeting of the Board.

For work considered at the Summer Term meeting of the Board of Examiners, the next following occasion for re-entry will be in late summer.

Candidates who fail to satisfy the relevant Board of Examiners in the theoretical OR practical part of the examination may, at the discretion of that Board, and subject to the provisions of Regulation 4.2, be permitted to present themselves in that part only at the next examination or examinations and if they attain a sufficiently high standard shall be recommended by the Board for the award of the Certificate. Except where special permission has been obtained from the Academic Registrar of the College such candidates must have been examined in both the theoretical and practical parts of the examination on the same occasion on their first entry to the examination.

In order to re-enter any part of the examination a student must fulfil the conditions imposed by the relevant Board of Examiners; The relevant Board of Examiners shall have before it an assessment of the work of the student during the whole of the programme, which it may take into account at its discretion.

A student re-entering the practical part of the examination shall be required to undertake a further period of supervised School Experience and be examined therein. The length of this period of supervised School Experience shall be determined by the relevant Board of Examiners.

Publication of results and award of Certificate

Level 6 and 7 work will be marked according to the respective learning outcomes and grading criteria for the two levels

A certificate to be called either the 'Professional Graduate Certificate in Education (Secondary)' or the 'Postgraduate Certificate in Education (Secondary) under the seal of the University will be delivered to each successful student.

Cases of unsatisfactory School based progress

6.1 In respect of School Experience and other school based work the following special Regulations shall, as appropriate, replace the relevant provisions of the Goldsmiths College Regulations governing student progress review and appeals. In all other parts of the course the foresaid College Regulations above shall apply.

Commencement of school experience and other school based work

Any alleged case of unsuitability for the commencement of School Experience and other school based work shall, in the first instance, be dealt with promptly by discussion between the student and the relevant tutor, referring to the Head of Initial teacher Education (ITE) if either the staff member or the student deem it necessary to do so. A written record of the discussion will be made

If the Head of ITE believes the student is still not ready to commence his / her School Experience, then he / she shall write formally to the student, outlining the reasons for the concern about the student's progress, with a copy being sent to the Senior Tutor of the Department of Education of Goldsmiths College. The student will then be normally be given two weeks to address any such issues

This shall be followed, if necessary, by a letter (issued by the Head of Department, not less than two weeks after the letter from the Head of ITE) to notify the student of a recommendation to the Student Review Committee (the Committee) that the student be dismissed from the programme.

If such notification is given, the Committee shall convene without delay and, in consultation with the Head of ITE and the Head of the Department, shall either permanently dismiss the student from the College or decide that the student shall be permitted to continue with the programme. A student whose

permanent dismissal has been decided shall have the right of appeal, but may not continue on his or her school experience until and unless the appeal is upheld.

Notification of the decision shall be sent to the Head of Enrolments and Records who shall, if necessary, act thereon. Continuation of school practice and other school based work.

Following representations from the school at which a student is engaged on school experience or other school based work, or from College tutors, the Head of the Department of Educational Studies may require a student immediately to withdraw from that school and may recommend to the Student Review Committee (the Committee) that the student be dismissed from the programme.

If such notification is given, the Committee shall convene without delay and, in consultation with the Head of ITE and the Head of the Department of Educational Studies, shall permanently dismiss the student from the College or decide that the student shall be permitted to continue with the programme. A student whose permanent dismissal has been decided shall have the right of appeal, but may not continue with his or her School Experience until and unless the appeal is upheld.

Notification of the decision shall be sent to the Head of Enrolments and Records who shall, if necessary, act thereon.

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).