Programme Specification

Title of Course: PGCE Secondary-

Date Specification Produced: March 2013 (updated February 2016)

SECTION 1:   GENERAL INFORMATION

Title:	PGCE Secondary
Awarding Institution:	Kingston University

Teaching Institution: *Kingston University/George Abbott SCITT/Southfields SCITT*

Location: *Kingston University School of Education Kingston Hill Campus-with practical teaching experience placements in two partner schools.*

George Abbott School (SCITT) Guildford Surrey GU11XX- with practical teaching experience placements in SCITT partner schools.

Southfields School (SCITT), London SW18 5JU- with practical teaching experience placements in SCITT partner schools.

Programme Accredited By   *Kingston University School of Education, Faculty of Health Social Care and Education*

Section 2:   The PROGRAMME

A. Module Summary (indicative)

This programme qualifies students to teach in their subject specialism in the 11-16 age range. Successful students achieve Qualified Teacher Status and the award of the Postgraduate Certificate in Education.
The University George Abbott SCITT and Southfields SCITT all work closely with partner schools to provide a coherent training programme.
In each case the programme team is fully committed to producing world-class training for beginning teachers in secondary education, and the subjects they will teach.

We believe that the purpose of teacher education is to equip teachers with the relevant knowledge, understanding, skills, attitudes and behaviours so that, through their work as a teacher, they meet the academic, cognitive, physical, emotional, and moral needs of the pupils.

We are deeply committed to the notion of teachers as reflective practitioners. In order to develop as effective teachers, it is essential that students have opportunities both to practice their classroom skills and to reflect on and develop their practice.

The programme contains compulsory Masters level work taught by academic staff in the university teachers in schools and moderated by academics who have had substantial and successful experience of both working in schools and of providing university-based teaching training.

The programme provides a range of experiences which promote the high level skills and understandings that are needed to become an excellent teacher. A key feature of any excellent teacher is their subject knowledge and the PGCE programme supports the development not only of this knowledge but also how this knowledge can be utilised and explored to understand what the appropriate levels are for teaching pupils of differing abilities and ages. Much of the programme is studied in the context of the student's subject specialism. Peer support and sharing ideas and understandings are critical features of the programme.

At the heart of the programme is the need to understand what motivates pupils and hence how to plan quality learning experiences and outcomes for them. The programme observes the statutory requirement for time spent in schools where students explore their growing understanding through practical teaching activities and where they can put in practice their ideas, review progress, revise their thinking and improve their teaching. The programme blends university/SCITT-based work with school-based work supported by school and university staff.

The development of behaviour for learning is a core activity and students are supported throughout the course in developing their knowledge, skills and practical experience in this area. To do this students are encouraged to see all aspects of the programme as being interrelated and this requires them to engage in developing the all round skills, attitudes and abilities needed to provide them with an excellent start to their teaching career.

B. Aims of the Programme

The principal aims of the programme are to:

- Produce graduates of the highest calibre who, as newly qualified teachers and reflective professionals, can take their place in the teaching profession with confidence and make an immediate contribution to children's learning
- Set the ethos of continuing professional development so that holders of Kingston's Secondary PGCE Secondary can progress to the highest level of responsibility in the education system
- Ensure that children of present and future generations have every opportunity to meet their full potential and that their standards of attainment rise
- Ensure students develop and utilise research skills that will enable them to explore and critically analyse pedagogical theory and practice, and further their own professional knowledge, understanding and practice
- Enable students to evaluate, and be willing to challenge, their own beliefs, values and patterns of thinking as teaching professionals
- Engender a critical and reflective approach to the literature of, and professional practice related to, their chosen subject specialism and related pedagogy

C. Intended Learning Outcomes

- The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in their specialist subject to:

(i) meet the Statutory Requirements for recommendation for Qualified Teacher Status) in particular the current Teachers' Standards at "qualification" level
(ii) achieve a Post Graduate Certificate in Education (the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008)

	Programme Learning Outcomes				
	Knowledge and Understanding **On completion of the course students will be able to:**		**Intellectual skills – able to:** **On completion of the course students will be able to:**		**Subject Practical skills** **On completion of the course students will be able to:**
A1	Meet or exceed the required 'standards' for qualified teacher status	B1	A deep and critical understanding of relevant and recent research and how this can be used to raise standards of teaching and learning	C1	An ability to use their teaching skills across the secondary age range and the relevant subject curricula
A2	Demonstrate good knowledge of the appropriate elements of the National Curriculum and other specification sources both in terms of their own understandings and those required of their pupils.	B2	An understanding of teaching and learning and how theory and practice interrelate	C2	The ability to present a suitable role model for young people through the highest level of professionalism and personal standards, by example
A3	Design, implement, analyse and review effective learning and teaching in order to improve pupils' personal and educational achievement including a clear understanding of the broad range of factors that influence such achievement	B3	The ability to reflect on their own professional and pedagogic knowledge and understanding in a critical, personally reflective and proactive way	C3	The ability to work as an effective professional within a team and the wider school community
A4	Demonstrate a strong insight into how to reflect upon and hence further improve their own practice through the use of systematic inquiry and a critical approach to evidence	B4	A 'professional intelligence' through being reflective, self-critical and able to take responsibility for their own learning and continuing professional development including the ability to be a professional researcher	C4	An infectious enthusiasm for and commitment to teaching, subject knowledge, and their continuing professional development
	Key Skills				
	Self Awareness Skills		**Communication Skills**		**Interpersonal Skills**
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs
	Research and information Literacy Skills		**Numeracy Skills**		**Management & Leadership Skills**

DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Demonstrate a secure understanding of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	Creativity and Problem Solving Skills				
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				

Teaching/learning methods and strategies

The range of learning and teaching strategies includes:

Focused observations, directed reading, taught sessions, peer group debate and presentations, practical teaching experience with whole classes and small groups of pupils, peer group subject-based tasks, school-based taught sessions, reflective writing, data analysis workshops (with university tutors and school subject mentor), designing implementing and review small scale research questions,

Assessment strategies

The assessment strategies employed in the Fields include the following:

Written assignments on professional focused issues, self-reflective records of professional development, evidence generation of achievement in relation to the Teachers' Standards, presentations, analysis of data in professional settings, research report.

D. Entry Requirements

The minimum entry qualifications for the programme are:

(i)   GCSE Mathematics and English (or equivalent) Grade C or above

(ii)   A first degree (normally upper second or above) in a required secondary age-phase curriculum area or cognate subject (entry requirements relating to degree subject for the Modern Languages (ML) PGCE may vary with regards to native speakers who may be accepted onto the course with a non-ML degree on the basis that their language skills are such that they do not require the ML degree)

(iii) All students must establish *at interview* that they can communicate in English competently, confidently and clearly to a level that facilitates good quality communication with pupils, parents and colleagues and do so both orally and through writing

(iv) Interviews are conducted for all prospective students during the preceding academic year

(v) Candidates with potential in Mathematics or Science or ML may be referred to attendance at NCTL sponsored "subject enhancement schemes" as a condition of entry

(vi) All students must pass the National College for Teaching and Leadership Skills Tests in literacy and numeracy prior to starting the course

(vii) Students recruited to Secondary School Centred Initial Teacher Training (SCITT) are interviewed on site at those schools and teaching aptitude and resilience is tested along with group tasks and a one-to-one interview. The KU School of Education Liaison Officer samples the selection procedures in the school-based programmes to assure that recruited candidates meet equivalent, rigorous requirements of those admitted to the KU-based programme

All students will require DBS clearance, list 99 clearance and to meet the requirements of government circulars relating to "Fitness to Teach".

A minimum IELTS score of 6.5, or equivalent is required for those who do not have English Language GCSE at Grade C or above. Applicants with an IELTS should be aware that they should have a minimum of 5.5 on all elements of the test and that it is valid for two years only.

E. Programme Structure

This programme is offered in full-time mode, and leads to the award of The Post Graduate Certificate in Education (secondary) and recommendation for Qualified Teacher Status. Intake is normally in September.

E1.   Professional and Statutory Regulatory Bodies
       National College for Teacher and Leadership Agency QTS

E2.   Work-based learning, including sandwich programmes

E3.   Outline Programme Structure

The programme is designed around three compulsory modules and students take a subject option within these. The programme has a very strong subject focus.
The course pattern consists of time spent in two schools and in the university or SCITT.
The content of the modules covers aspects of both university-based and school-based activities.
This structure reflects the need to consider theoretical underpinnings in the context of proactive engagement in a professional setting.

The Programme timetable for SCITTs may vary from the exemplar below to accommodate local circumstances, but will ensure the appropriate time allocations for the modules (tuition) and the statutory requirement for practical teaching experience (PTE) in two complementary settings, in order to be compliant.

	Focused Observation in a Primary and a Secondary School	
Autumn Term	QS6000 University-based preparation for school based work	
	QS6000 School-based work (school 1)	
Spring Term	QS7200 University-based	QS6000 School-based work (school 2)
	QS6000, QS7200 School-based work (school 2)	
Summer Term	QS6000, QS7100, QS7100 School-based work (school 2)	
	QS7100 University-based	

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block	
Professional Practice	QS6000	60	6	X	X	100%		
Analysing practice in a professional setting	QS7200	30	7	X	X	100%		
Subject Specialist Research Project	QS7100	30	7	X	X	100%		

F.   Principles of Teaching Learning and Assessment

Becoming an effective teacher requires a significant range of skills, knowledge and practice. The approach of the course team is to draw upon previous experience of both subject knowledge and working with children to start the process of understanding ways in which different children learn and different teachers teach. Practice experience in school blends with taught sessions in school and the university or SCITT to support subject knowledge development and classroom practice. The course contains compulsory modules which our partner schools fully support because they value student teachers who work at a high level to improve the education of children. Our relationship with a wide range of partner schools is crucial to the course design and informs the student experiences throughout the year. Teaching is complex and this course aims to ensure that student experiences and the subsequent assessment are rooted in professional practice, challenging and reflective of the current educational context in which they are training and will be working.

Because learning to become an effective teacher is complex, non-linear, personal and requires intelligence and resilience the core principles that inform the design of the learning are:
(i)   the subject knowledge of the students needs to be strong and a constant focus of improvement including their ability to effectively use educational technology
(ii)   understanding of how the full range of pupils most effectively achieve are best developed through student teachers interacting with both professionals and professional understanding in the context of a range of professional settings
(iii)   learning to teach requires the development and use of a range of reflective practices which need to be modelled during the programme
(iv)   very good teachers cannot help but be actively seeking out answers to pedagogical questions through engagement with the professional literature and their own systematic investigations into learning and teaching
(v)   assessment should support the development of students' pedagogical understanding and enhance their ability to provide for their pupils a challenging and safe learning experience. Academic and professional understanding merge for the very best teachers and the assessment for the PGCE must support trainees' appreciation of this.
(vi)   whilst the above five points are central there also needs to be a teaching approach which is personalised (different people teach very well in different ways) and supportive (the journey to high levels of teaching is for many an emotional as well as a professional journey).

The teaching and learning strategies students' experience, in the university and SCITT, need to model, both explicitly and implicitly, key aspects of the very best secondary subject specialist pedagogy.

This philosophy of teaching and learning promotes an understanding of theories such as social constructivism. This view of learning, which emphasises and values the experience of learners through collaborative investigation and dialogue with peers and tutors, promotes a variety of teaching and learning strategies which will be used within the PGCE programme of study. These will model and exemplify the range of approaches within secondary teaching and learning that students will encounter. This facilitates engagement with a developmental programme of observation and practice in professional settings.

In encouraging students to analyse and evaluate teaching and learning approaches within secondary education, the approaches used within the course itself are similarly open to critical examination. It is a professional requirement of teachers and student teachers to reflect systematically on approaches to teaching and this is embedded in the Teachers' Standards. The principles underlying on-going practice will be continually explored in the light of theory and research. Through this approach students are encouraged to generate their own provisional teaching and learning theories and to inform these through experience, reflection, discussion, research and reading of theoretical propositions and research findings. Tutors similarly reflect on, analyse and develop their own understanding of teaching and learning through active dialogue with students and colleagues.

Educational technologies enhance learning in all modules. Students develop their knowledge of the appropriate selection and use of technologies to promote pupil interest and engagement within and beyond the curriculum. The

School of Education continues to invest in innovative technologies to promote a creative and dynamic approach to teaching.

In promoting effective learning and to ensure that the Teachers' Standards are met, tutors and colleagues in schools will use a range of strategies to exemplify good practice in teaching and learning. These will include some or all of the following:

- Lectures, seminars, workshops and group work with opportunities for discussion and debate
- Individual learning and directed study
- Collaborative learning
- Group and individual tutorials
- Role-play, micro-teaching and student presentation
- Technology-enhanced learning
- An emphasis on personal reflection
- Field work and educational visits
- Inputs from teachers and others from the wider field of education
- Informal tasks and practical experiences
- Observation of good practice
- Written and verbal feedback on academic and professional development
- Audits of students' subject knowledge, target setting and action plans

Students are required to:

- Take responsibility for their own learning across and between modules including professional development
- Take a critical and reflective approach to their own learning and development
- Actively participate in all timetabled sessions
- Undertake prescribed reading and extend this further to widen and develop their knowledge and understanding
- Keep personal reading and reflective learning logs
- Maximise the opportunities afforded them by the University's Learning Resource Centre and information communication technology to support their learning
- Keep 'professional' hours and provide a suitable professional role model in every respect for the children with whom they are in contact during all periods of school experience
- Set realistic professional, academic and school experience targets to ensure their success in terms of the PGCE aims and The Teachers standards

Assessment is an integral part of the teaching and learning process and also provides evidence that the standards for Qualified Teacher Status have been attained. Knowledge and understanding of the principles of assessment for learning, which are essential to classroom practice, are reflected in the approaches to assessment on the taught course. Students will engage in self- and peer- assessment as well as being summatively assessed. This engagement with the process develops student appreciation of the importance of a range of approaches to assessment in the classroom in order to facilitate pupil progress.

Formative assessment enables students to build on their previous knowledge and experience and to develop self-assessment strategies; essential if they are to take responsibility for their own learning and professional development. Formative tasks are carefully designed to build student knowledge and experience throughout the taught course to support student learning and develop the ability to complete summative assignments confidently. These also inform school experience and enable students to synthesise theory and practice. Examples of the tasks and types of formative assessment which have been selected to complement the assessment of learning outcomes are found in the modular descriptions and summarised in the bullet points below. These reflect the pedagogies of the individual curriculum subjects.

The capstone of the course is the final school experience which draws together all student subject knowledge and understanding. This has been progressively built through the formative and summative tasks integrated in the course and leads to final completion of the programme. The final school experience does not simply reflect theoretical understanding and practical application, but considers all the qualities required of the professional meeting the Teachers' Standards. Passing the school experience leads to a recommendation for QTS and ensures that Kingston graduates can compete successfully for teaching posts.

Formative assessment also provides evidence of standards in teaching and learning. It informs staff development and supports further course development and innovation.
The PGCE (Secondary) programme will therefore employ a wide range of formative assessment activities which may include:

- Group and individual presentations
- Peer assessment of papers and presentations
- Self-assessment and the setting of targets for future development
- Production of teaching materials and learning aids
- Reports on observations made on school experience placements
- Preparation of short and medium term plans for teaching
- Production of a school experience file for each school experience placement
- Records of assessment, recording and reporting on pupils' performance, attainment and ability
- Audits of students' subject knowledge
- The use of educational technology to assist teaching and promote learning

These will provide constructive feedback for students from tutors, peers and colleagues in the professional work-based settings and enable individuals to identify their own areas for further development.

Summative assessment is solely through assessment of practice as course work and assignments rather than examinations. It is vital that students show their ability to use knowledge generated through research-based literature and personal reflection to inform their practice and it is considered that this is best demonstrated through accurate and wide referencing to both academic resources and professional practice.

All summative assessment will be criteria referenced. The Undergraduate/Postgraduate (as appropriate) grade assessment criteria will be applied to grade students' work and to provide them with developmental feedback. The School Experience module will be assessed against the Teachers' Standards.

Support for Students and their Learning

A range of staff are involved in this ensuring effective personal and professional support throughout the year. Students are supported by: University/SCITT tutors: (i) Personal tutor (ii) School Experience visiting tutor. In school placements: Subject mentor, School Senior Co-ordinating mentor, subject Head of Department, Specialist staff such as SEND co-ordinators.

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies.

H. Employability Statement

Employment rates are very high. The majority of students (i.e. consistently year-on-year over 90%, ref: School Evaluation Document) take up employment in secondary schools. We are a significant supplier of teachers in our region. The career progression of our past students is strong with many holding key management roles in our local schools. Past students also return to us to teach on the PGCE engage in Masters courses and work with our students in schools.

More generally this course provides opportunities for students to develop a wide range of personal and professional skills which are attractive to a broad range of employers. Successful students are able to demonstrate high skill levels of personal organisation, an ability to motivate others, a capacity for learning in a professional setting and a strong ability to take significant responsibility for the development and progress of others. In addition successful students demonstrate high levels of subject expertise, and the ability to critically reflect upon their professionalism.

I. Approved Variants from the Postgraduate Regulations

- Following failure of more than 60 credits at first attempt, there will be no opportunity for students to 'replace' credit.

- Professional Practice module: Students will only be offered one opportunity for reassessment in module QS6000. If the student has been in serious breach of NCTL Teachers' Standards in their first assessment attempt, the student will not be offered any further reassessment. There will be no opportunity to repeat this module.

J. Other sources of information that you may wish to consult

The PGCE is compliant with government requirements published through the National College for Teaching and Leadership.

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

			Level 6	Level 7	
	Module Code		QS6000	QS7100	QS7200
Programme Learning Outcomes	Knowledge & Understanding	A1	F/S	F	
		A2	S	S	
		A3	F/S	S	S
		A4	S	F/S	S
	Intellectual Skills	B1	F/S	S	S
		B2	S	S	
		B3	F/S	S	
		B4	F/S	S	S
	Practical Skills	C1	S	F/S	
		C2	F/S		
		C3	S	F	
		C4	S	F	F
	Transferable Skills	D1	F/S	F/S	F/S
		D2	F/S	F/S	F/S
		D3	F	F/S	S
		D4	F	S	S

Indicative Module Assessment Map

Module					Coursework 1				Coursework 2				Coursework 3			
Level	Module Name	Module code	Credit value	Core/ option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*	Written/ practical	Duration	Weighting %	S/F*
6	Professional Practice	QS6000	60	Core	Portfolio of evidence	5000	100%	F/S	Formative tasks	N/A	0%	F				F
7	Analysing practice in a professional setting	QS7200	30		Literature review	1500	30	S	Professional setting project report	3500	70					
7	Subject Specialist Research Project	QS7100	30		Research proposal	500	10	S	Research report	4500	90					

Technical Annex

Final Award(s): *Post Graduate Certificate in Education; Recommendation for Qualified Teacher Status*

Intermediate Award(s): *None*

Minimum period of registration: *1 year*

3 years

Maximum period of registration:

FHEQ Level for the Final Award: *7*

QAA Subject Benchmark:

Modes of Delivery: *Full time*

Language of Delivery: *English*

Faculty: *Faculty Heath, Social Work and Education*

School: *School of Education*

JACS code: *X130*

UCAS Code: *N/A*

Course Code Course and route codes provided to provide clarity, but shouldn't be included in awards.

Awards for Kingston University (core allocation)

PGCE Secondary: (Course, based on course code)

- PGCE Secondary: Citizenship (*KEDKPCQ1FSCZ)*

- PGCE Secondary: Mathematics (*KEDKPCQ1FSMA)*

- PGCE Secondary: Science with Biology (*KEDKPCQ1FSSB)*

- PGCE Secondary: Science with Chemistry (*KEDKPCQ1FSSC*)

- PGCE Secondary: Science with Physics (*KEDKPCQ1FSSP*)

- PGCE Secondary: Modern Languages (*KEDKPCQ1FSML*)

Awards for School Direct partners

PGCE Secondary (School Direct):

- PGCE Secondary (School Direct): Citizenship (*KEDKPCQ1FSSDCZ)*

- PGCE Secondary (School Direct): Mathematics (*KEDKPCQ1FSSDMA)*

- PGCE Secondary (School Direct): Science with Biology (*KEDKPCQ1FSSDSB)*

- PGCE Secondary (School Direct): Science with Chemistry (*KEDKPCQ1FSSDSC*)

- PGCE Secondary: (School Direct) Science with Physics (*KEDKPCQ1FSSDSP*)

- PGCE Secondary: (School Direct) Modern Languages (*KEDKPCQ1FSSDML*)

PGCE Secondary (School Direct Salaried):

- PGCE Secondary (School Direct Salaried): Citizenship (*KEDKPCQ1FSSDSCZ)*

- PGCE Secondary (School Direct Salaried): Mathematics (*KEDKPCQ1FSSDSMA)*

- PGCE Secondary (School Direct Salaried): Science with Biology (*KEDKPCQ1FSSDSSB)*

- PGCE Secondary (School Direct Salaried): Science with Chemistry (*KEDKPCQ1FSSDSSC*)

- PGCE Secondary: (School Direct Salaried) Science with Physics (*KEDKPCQ1FSSDSSP*)

- PGCE Secondary: (School Direct

Salaried) Modern Languages (*KEDKPCQ1FSSDSML*)

- PGCE Secondary (School Direct Salaried) English (*KEDKPCQ1FSSDSE)*

Awards for PGCE franchise partners

George Abbot (KEDAPCQ1FSGA)

PGCE Secondary (George Abbot): (subject name linked to route code)

- PGCE Secondary (George Abbot): Art and Design (KTSAG)

- PGCE Secondary (George Abbot): Biology (KTSBG)

- PGCE Secondary (George Abbot): Biology with Psychology (ROUTE CODE TBC)

- PGCE Secondary (George Abbot): Chemistry (KTSCG)

- PGCE Secondary (George Abbot): Biology with Psychology (ROUTE CODE TBC)

- PGCE Secondary (George Abbot): Computing (ROUTE CODE TBC)

- PGCE Secondary (George Abbot): Design and Technology (KTSDTG)

- PGCE Secondary (George Abbot): Drama (KTSDG)

- PGCE Secondary (George Abbot): English (KTSEG)

- PGCE Secondary (George Abbot): Geography (KTSGG)

- PGCE Secondary (George Abbot): History (KTSHG)

- PGCE Secondary (George Abbot): Mathematics (KTSMG)

- PGCE Secondary (George Abbot): Modern Languages (KTSLG)

- PGCE Secondary (George Abbot): Physical Education (KTSPEG)

- PGCE Secondary (George Abbot): Physics (KTSPG)

- PGCE Secondary (George Abbot): Religious Education (KTSRG)

Southfields

PGCE Secondary (Southfields Academy): (Course, based on route code)

- PGCE Secondary (Southfields Academy): Mathematics (KTSMS)

NB: This programme is unlikely to run after 2015/16

Route Code:	*KTSLF*
	KTSLG
	KTSLS
	KTSMA
	KTSSB
	KTSSC
	KTSSP
	KTSAG
	KTSBG
	KTSCG
	KTSDTG
	KTSDG
	KTSEG
	KTSGG
	KTSHG
	KTSMG
	KTSPLG

KTSPEG

KTSPG

KTSRG

KTSCZ

KTSSDCZ

KTSSDM

KTSSDSB

KTSSDSC

KTSSDSP

KTSSDML

KTSSDSCZ

KTSSDSM

KTSSDSSB

KTSSDSSC

KTSSDSSP

KTSSDSML