COURSE SPECIFICATION

PGCE Secondary History

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Course Title	*Postgraduate Certificate in Education - History*
Final Award	*Postgraduate Certificate in Education - History*
Exit Awards	*Postgraduate Certificate in Education - History*
Course Code / UCAS code (if applicable)	*P4040FTC/PTC*
Mode of study	*Full Time or Part Time*
Mode of delivery	*Campus based*
Normal length of course	*1 year or 2 years*
Cohort(s) to which this course specification applies	*September 2026 intake onwards*
Awarding Body	*University of Portsmouth*
Teaching Institution	*University of Portsmouth*
Faculty	*Faculty of Humanities and Social Sciences*
School/Department/Subject Group	*School of Education, Languages and Linguistics*
School/Department/Subject Group webpage	*School of Education, Languages & Linguistics| University of Portsmouth*
Course webpage including entry criteria	*PGCE Courses | University of Portsmouth*
Professional and/or Statutory Regulatory Body accreditations	*Teachers' Standards 2012/Department for Education/Ofsted*
Office for Students Conditions of Registration	*https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/*
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	*7*

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.
This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

This programme is designed to provide trainee teachers with the opportunity to study the theory and practice of education from the perspective of learners, teachers, administrators, policymakers and other key stakeholders in the system of formal education. It combines work based at the University with school experience in order to equip trainee teachers with the knowledge, understanding and skills that they need to begin to develop as a professional educator. It also provides them with the skills to make effective use of theoretical and research-based evidence to extend their knowledge and understanding and to allow them to reflect critically upon their own personal and professional values.

Achievement of the Teachers' Standards 2012 (DfE) are an essential part of the practical experience in school and the programme as a whole.

The aims of the programme are:

- To equip trainee teachers with a rigorous knowledge and understanding of the core areas of education – professional values and practice, knowledge and understanding and teaching (including planning, expectations and target setting, monitoring and assessment, teaching and class management).
- To enable trainee teachers to recognise the complex interrelationship between educational theory, policy and practice
- To enable trainee teachers to apply educational and research based analysis to issues of their personal practice
- To introduce trainee teachers to conceptual and analytic methods used in educational research and to provide opportunities for the development and application of these tools
- To enable trainee teachers to develop critical, evaluative and reflective thinking in the context of their personal practice
- To enable trainee teachers to develop a range of skills and abilities that will contribute to their effectiveness as a professional educator
- To support trainee teachers in becoming independent learners in their subsequent career development.
- To encourage trainees to progress to completion of a full masters level qualification and make a substantial contribution to the development of their subject pedagogy during the early years of their career in teaching.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

Office for Students Conditions of Registration

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
A1	their subject content equivalent to degree level	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A2	the National Curriculum programmes of Study National Strategy for Key Stage 3 and Key Stage 4 pathways for progression	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A3	the values, aims, purposes and the general teaching requirements set out in the National Curriculum handbook.	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A4	the programme of Study for citizenship and the national Curriculum Framework for personal, social and health education	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
A5	the expectations, typical curricula and teaching arrangements in the Keys Stages before and after the ones they are trained to teach in	*Lectures, seminars and school-based training*	*Through portfolio assessment*
A6	relevant research and inspection evidence relating to pedagogy and professional values	*Lectures, seminars and school-based training*	*Through essays and assessed presentations. Assessment of teaching practice.*
A7	methods of small-scale educational research and enquiry	*Lectures, seminars and school-based training*	*Through essays and assessed presentations.*
A8	theories of teaching and learning and current subject pedagogies	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A9	methods of formative and summative assessment, their strengths and limitations	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A10	a range of strategies for promoting good behaviour and establishing a purposeful learning environment	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
A11	the role and application of IT in education and the implications arising from its use and abuse	*Lectures, seminars and*	*Through assessment of*

		school-based training	*teaching practice*
A12	The diversity of learners' needs and appropriate learning and teaching approaches	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A13	the range of stakeholders in the education of children	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*

B. Cognitive (Intellectual or Thinking) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
B1	use research and inspection evidence effectively in their professional practice	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
B2	assess and reflect critically on the relationship between theory and their professional practice	*Lectures, seminars and school-based training*	*Through assessment of teaching practice and essays*
B3	use IT competently in retrieving, interpreting, assessing and presenting information about pedagogy and professional practice	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
B4	deal with complex educational issues systematically and creatively using principal sources of educational information and data, make sound judgements based on information and communicate their conclusions to a wider audience	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
B5	apply professional ethics to their own practice	*Lectures, seminars and school-based training*	*Through assessment of teaching practice and research project*
B6	evaluate the effectiveness of a range of learning strategies	*Lectures, seminars and school-based training*	*Through assessment of teaching practice and essays*
B7	continue to advance their knowledge and understanding, and to develop new skills to a high level	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*

C. Practical (Professional or Subject) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
C1	set high expectations for all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
C2	demonstrate that they treat pupils consistently with respect and consideration, and are concerned for their development as learners	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
C3	demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
C4	communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
C5	contribute to, and share responsibly in, the corporate life of schools	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
C6	understand the contribution that support staff and other professionals make to teaching and learning	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
C7	improve their own teaching, by evaluating it, learning from the effective practice of others and from research based evidence. They will be motivated and able to take increasing responsibility for their own professional development	*Lectures, seminars and school-based training*	*Through assessment of teaching practice and essays*
C8	work within the statutory frameworks relating to teachers' responsibilities	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
In addition, students will be required to demonstrate that they have met the QTS Standards which cover the areas of:			
C9	Teaching	*Teaching Practice*	*Lesson observations and assessment of portfolio of evidence*
C10	Personal and professional conduct	*Teaching Practice*	*Lesson observations and assessment*

			of portfolio of evidence

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
D1	organise and communicate their opinions and arguments in speech and writing showing confident use of specialist vocabulary	*Lectures, seminars and school-based training*	*Essays and assessed presentation*
D2	use IT competently and be able to judge where the use of IT is not appropriate	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
D3	process and synthesise empirical and theoretical data, to present and justify arguments	*Lectures, seminars and school-based training*	*Essays*
D4	work independently, demonstrating initiative and self-management	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
D5	interpret and use graphical and tabular presentation of data in a critical and constructive way	*Lectures, seminars and school-based training*	*Essays and assessed presentation*
D6	articulate their own preferred learning methods and strategies and reflect on these from a range of theoretical perspectives including social, cultural and psychology viewpoints. They will use these to organise an effective work pattern including working to deadlines	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*

Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations will apply to this course. Approved course exemptions can be found here.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Connected Curriculum
- University of Portsmouth Vision
- Office for Students Conditions of Registration
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Office for Students Conditions of Registration
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: **Department for Education and OFSTED**
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- The Teachers' Standards for the award of Qualified Teacher Status (QTS)

Changes to your course/modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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Document Details	
CSD Template date	*July 2025*
Author	*Andrew Porter*
Date of production and version number	*12th November 2025 V1*
Date of update and version number	
Minimum student registration numbers	