

Programme Specification

Professional Graduate Certificate in Education
Postgraduate Certificate in Education
(Post Compulsory)

Full-time Provision

Valid from: September 2016

Faculty of Humanities and Social Sciences
School of Education

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Harcourt Hill campus, Oxford Brookes University
Final award:	PGCE
Programme title:	Professional Graduate Certificate in Education/Postgraduate Certificate in Education (Post Compulsory)
Interim exit awards and award titles:	
Brookes course code:	ED62
UCAS/UKPASS code:	X341
JACS code:	X142

Mode of delivery:	Face-to-face
Mode/s of study:	Full-time
Language of study:	English
Relevant QAA subject benchmark statement/s:	http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf (Level 6 – page 18; Level 7 – page 20)
External accreditation/recognition:	Society for Education and Training https://set.foundation.co.uk/home
Faculty managing the programme	Humanities and Social Sciences
Date of production (or most recent revision) of specification:	July 2017

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The programme is devised to reflect the best in current practice, building on the substantial experience of the team gained over many years in providing training for teachers in the Post Compulsory sector.

Your individual training needs will be identified early in the programme through the individual learning planning process which is central to the programme. You will be provided with support throughout the programme both from staff delivering the taught programme and from your workplace mentor. The qualification you will obtain on successful completion of the programme is a requirement for those wishing to obtain Qualified Teacher Learning and Skills (QTLS) status in the Post Compulsory sector. This is now equivalent to QTS – Qualified Teacher Status - which enables you to gain employment in secondary schools as well as further education colleges, giving you a wide range of employment opportunities. Students need to apply for QTLS post-qualification.

This programme was inspected in May 2012 by Ofsted and was found to be a Grade Two provision. The following is an example of a statement made in the report regarding the provision that reflects the strength of the partnership through “the experience and expertise of subject leaders and university and partnership trainers, and the quality and effectiveness of the support they provide to trainees” (Ofsted, March 2012, pg 5).

Other key strengths noted were the effective recruitment and selection procedures, the high quality of reflection shown by trainees to improve on their practice, the expertise of the subject leaders and the quality and flexibility of the support provided to trainees. In addition the Inspection commented on the quality of documentation provided by the University to support each aspect of the training programme, the trainees' understanding and preparation to teach students of all abilities and the provider's commitment to equality and diversity.

2.2 Aim/s of the programme

- equip you with specialist knowledge and expertise to enable you to work effectively in education
- promote critical reflection and independent thought as a basis for professional practice
- develop your capacity to evaluate perspectives, policy and performance at individual, institutional, local, national and international level
- develop your capacity to communicate effectively in a professional context
- develop your awareness of pertinent moral, political, economic, social, technical and environmental issues and their impact on policy and practice
- develop your potential to contribute to contemporary educational debate.

SECTION 3: PROGRAMME LEARNING OUTCOMES

3.1 Knowledge, understanding and skills:

On successful completion of this programme you will be able to demonstrate achievement of the following Programme Learning Outcomes (PLOs) which are grouped according to the Graduate Attributes they are linked to:

3.1 Academic Literacy

PLOs for Professional Graduate Certificate (Level 6):

- take part in complex classroom discussions and presentations given both to peers and teacher educators students
- develop their ability to be critically analytical and to express complex ideas on subjects such as the factors that affect learning, curriculum and how different styles of learning can affect teaching and the complexities of the lifelong learning sector
- listen to an argument rationally and objectively and to avoid emotional arguments and anecdotal evidence
- develop their ability and skill in using appropriate media and language in presentations.

PLOs for Postgraduate Certificate (Level 7):

- critically examine current knowledge in their own field, be that curriculum or policy

- critically analyse a concept within the discipline.
- communicate a complex theoretical concept about practice to a range of different audiences.
- demonstrate creativity, self-direction and originality when solving problems related to teaching and learning

3.2 Research Literacy

PLOs for Professional Graduate Certificate (Level 6):

- research a topic using the appropriate methods and to write up research projects
- apply knowledge gained by research to their own professional practice and thus make links between theory and practice
- work with other students in an action learning set to collaboratively research a specific issue relating to their professional context.

PLOs for Postgraduate Certificate (Level 7):

- take a systematic and creative approach to the use of action research to enquire into teaching practice
- evaluate and critique action research as a research methodology and, where appropriate, propose new ways of exploring their own practice
- evaluate and interpret their research findings through an action learning set

3.3 Critical Self Awareness and Personal Literacy

PLOs for Professional Graduate Certificate (Level 6):

- develop the skill of being a reflective practitioner
- self-assess and set targets for their own improvement
- access information from a variety of sources
- work independently and collaboratively to access and manage information
- analyse and synthesise that information to write successful assignments
- organise their own time effectively to meet programme deadlines.

PLO for Postgraduate Certificate (Level 7):

- make synoptic links between theory and practice in a range of unexpected situations and to think laterally or creatively to make sound decisions.
- Inspire and interact with learners and colleagues from a range of diverse backgrounds and situations
- develop emotional intelligence in own self and learners

3.4 Digital and Information Literacy

PLOs for Professional and Postgraduate Certificate (Levels 6 and 7):

- competently use a range of appropriate technologies within their own professional practice e.g. search engines, electronic referencing, virtual learning environments
- demonstrate competence in a range of technologies appropriate to pedagogical contexts e.g. electronic displays, digital media, online discussion
- critically analyse the value of a range of learning technologies for enabling their own students to learn more effectively
- understand and communicate the importance of the evaluation of the reliability and safety of sources such as websites and social media
- Engage productively in an online community of professionals

- Evaluate the use and value of assistive technology for promoting inclusion in learning

3.5 Active Citizenship

PLOs for Professional Graduate Certificate (Level 6):

- Value diversity and be receptive to others' ideas and differences in political, economic and social ideas and concepts
- Be aware of diverse economic, social and cultural differences among their students and be able to evaluate and modify their teaching in accordance with these differences
- Participate in a community of professionals who contribute to each other's ongoing development
- Have a practical awareness of the range of contexts and communities in which they might practice

PLOs for Postgraduate Certificate (Level 7):

- as a reflective practitioner, able to question their own values and analyse where these values originate
- make connections and comparisons between curriculum planning and practice in different contexts and broader issues of social justice, discrimination and equality and diversity.
- prepared to lead and develop a community of professionals from a range of different local contexts

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirement

Eight modules must be passed. Modules 5, 6 and 7 may be taken either at Level 6 (for the Professional PGCE) or at Level 7 (for the Postgraduate PGCE).

Module Title	Number	Credits	Status	Timing
Introduction to Teaching	U70821	15 credits	Compulsory	Semester 1
Curriculum and Assessment	U70822	15 credits	Compulsory	Semester 1
Theories and Principles of Facilitating Learning	U70823	15 credits	Compulsory	Semester 1 and 2
Digital Literacy, English and Mathematics	U70824	15 credits	Compulsory	Semester 2 and 3
Action Research	U70825	15 credits	Compulsory	Semester 1, 2 and 3
Curriculum Design for Inclusive practice	U70826	15 credits	Compulsory	Semester 3
Wider Professional Practice	U70827	15 credits	Compulsory	Semester 3
Personal Development Review	U70828	15 credits	Compulsory	Semester 1, 2 and 3

The following modules are the master's modules at Level 7 and form part of the Postgraduate Certificate in Education.

Action Research	P70323	20 credits	Compulsory	Semester 1, 2 and 3
Curriculum Design for Inclusive practice	P70324	20 credits	Compulsory	Semester 3
Wider Professional Practice	P70325	20 credits	Compulsory	Semester 3

Both programmes are structured in eight modules. The first module supports the initial phase of your experience on the programme and each of the modules incorporate aspects of reflective practice and individual learning planning which are central to teaching and learning, both during the training and subsequently in continuing professional development.

This table indicates which of the Graduate Attributes are most clearly met in which module:

	Academic Literacy	Research Literacy	Digital Literacy	Critical self-awareness	Active citizenship
Introduction to Teaching	x	x	x	x	x

Curriculum and Assessment	x	x	x	x	x
Theories and Principles of Facilitating Learning	x			x	x
Digital Literacy, English and Maths	x	x	x	x	x
Action Research	x	x		x	x
Curriculum Design for Inclusive Practice	x	x	x	x	x
Wider Professional Practice	x	x		x	x
Personal Development Review	x	x	x	x	x

<https://wiki.brookes.ac.uk/display/GAA/3+levels+of+Brookes+Graduate+Attributes>

The learning time on modules is defined by the number of credits of the module. The expectation of a 15-credit module is 150 hours of student learning commitment, and the expectation of a 20-credit module is 200 hours. Learning time is divided between taught/contact time with tutors (through classroom-based activities, seminars and/or workshops), personal study time and time to be devoted to assignment research and completion. It is normal in a module statement to set out the taught/contact time. An indication is given of time to be allocated to personal study, teaching preparation and assignment research and completion time, but the latter is determined by the student with the support of the programme team in individual learning planning.

4.2 Professional requirements:

Teaching practice falls outside the module requirements. The number of hours required to fulfil practice requirements is determined by the University. The programme requirement follows that which is in force at the time you undertake your course, currently 100 hours. The Society for Education and Training Professional Standards apply to this course and the learning outcomes of the course will enable the student to meet these standards.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

Graduate Attributes

Academic Literacy and Research Literacy

The core activities of the teaching profession include lesson planning, teaching and curriculum design, and consequently these activities are embedded iteratively into the academic assessment of the programme, where assignments will normally require that

students present their designed curriculum materials and justify their decisions to an audience of their professional peers.

Additionally, teachers are required to make critical use of educational research to inform their practice. The programme team endorse for this purpose an action research approach in which teachers conduct original research into their own practice as part of a community of professionals. Consequently, the programme comprises a module that specifically requires students to make a critical study of action research methodology and conduct an original piece of research into their own practice as part of an action learning set. This critical and in-depth focus on a particular methodology for research-informed practice is a distinctive feature of the programme.

Critical Self Awareness and Personal Literacy

The award of the PGCE combines academic credit at level 6 or 7 with an acknowledgement of progress towards the professional standards of the post-compulsory sector. It is therefore essential that students can make connections between academic theory and their own teaching practice. This programme takes a distinctive approach to integrating the professional and academic elements of the course through the three PDR assignments that encourage students to take a holistic view of their academic progress on the modules, as well as their development as a professional on teaching practice. Once in each term, after a review meeting (tutorial) with the university tutor, students are required to write a substantial reflection on their progress that term, in which they are required to make connections with the theoretical components of the academic modules and return to their earlier reflective writing. Through this 'spiral' arrangement students' theoretical and practical understanding are both mutually enriched as students are able to make new connections; as their professional experience develops, they are able to see new significance in theoretical material studied earlier in the course, and as their theoretical understanding develops, this is productive of new insights into their earlier professional experiences.¹ The PDR assignment explicitly requires students to evidence this rich developmental process, and encourages students to take a holistic view of their professional development, which the course team considers to be far more valuable than an alternative, 'bitty' process of accumulating atomistic pieces of individual evidence of progress toward the standards. Students are additionally required to collate a portfolio of evidence of lesson observations and other documents to satisfy the requirements of an external quality assurance body (Ofsted) to which the programme is accountable.

Digital and Information Literacy

¹ The use of an 'action learning spiral' approach (Kolb and Fry 1975) here combines the recognition that education, particularly professional education, occurs 'as a direct participation in the events of life' (Houle 1980:221) but that the knowledge acquired through experience must also be 'transferable' through being articulated in theoretical (and thus generalisable) language. The three part iteration of the PDR assignment thus enables students to formally enact the process of learning *in or from* a particular situation, reflecting on and theorising what has been learned, and applying and refining their theoretical accounts in later practice. This is a process which is not firmly separate from other elements of teacher formation, and which has no beginning or end point – it is 'always already' underway, and thus properly cyclical. However, it is also best thought of as a spiral, in that students' theoretical and practical knowledge are both enhanced and developed in dialectical relation. The PDR assignment assesses this development through three written reflective tasks that each follow a tutorial in which the cycle is reviewed.

Houle, C (1980) *Continuing Learning in the Professions*, San Francisco: Jossey-Bass

Kolb, D and Fry, R (1975) 'Toward an applied theory of experiential learning' in Cooper, C (ed) *Theories of Group Process*, London: John Wiley

Digital literacy is embedded throughout the course in that students must develop functional competence in the use of learning technologies as part of their professional practice. This competence is therefore an expected element of most modular assignments. In addition, the specific requirement of an educator's digital literacy is that he or she can make judgements about the most appropriate ways to employ technology to support all students in their learning. Consequently, this capacity is an assessed outcome of a number of modules.

Active Citizenship

The post-compulsory sector has a long history of engagement with matters of social justice and inclusion and the empowerment of adult learners. Consequently, considerations of social justice, equity and inclusion are assessed components of a number of modules and are a distinctive part of the academic literature of this field. Additionally, students are encouraged to consider the range of contexts for post-compulsory education through a modular assessment process which requires them frequently to present and justify their curriculum design approach with their peers in different contexts. A programme of visiting speakers also ensure that students are aware of and can critically engage with the wider context of post-compulsory education, including prisons and a wide range of professional training contexts.

A further distinctive feature of course provision is the annual research conference which all students attend and at which many students present their work. The conference draws together students on both in-service and pre-service training programmes, from a wide variety of practice settings, along with experienced mentors and university tutors. Students therefore participate in a diverse local community of professionals that take ongoing responsibility for each other's professional development.

Programme Delivery

Programme delivery reflects models of good practice. The delivery team models methods that are appropriate, practical, and experiential and include whole class, group and individual teaching. There is also a range of support materials, hosted on both the Virtual Learning Environment (VLE) and in the library for students to use in directed tasks and studies and during teaching placements.

During teaching practice students are supported through regular observation and lesson evaluation, and discussion with teachers, mentor/colleagues and by regular visits from University staff.

Throughout the year, students are given opportunities to learn from:

- lectures, seminars and workshops which develop knowledge and understanding of issues relating to the teaching of their specialist subject
- working in groups to examine and discuss issues relating to the teaching of subject specialisms
- planning and deliver short lessons to peers (micro-teaching)
- observing and analyse teaching (both actual and on video)
- compiling an individual portfolio of Schemes of Work and Lesson Plans
- working with a wide range of practical resources, including appropriate computer hardware and software
- working with a number of expert teachers during their professional practice and taking increasing responsibility for the planning, preparation, delivery and evaluation of their own lessons

- working in a variety of contexts with students representing a range of programmes and levels.

At all stages of the programme students are required to collate information from feedback received and to reflect upon and evaluate their professional development as a teacher in the sector in order to identify objectives for professional development. Part of this process is for students to consider, with the support and guidance of their tutor, whether they wish to pursue the professional graduate or the postgraduate route to qualification.

Reflection and self-evaluation are important processes in students' development as teachers which they continue to undertake throughout their career through continuous professional development.

Students are allocated a personal tutor who is a member of the Post Compulsory team and who supports them throughout the programme, providing professional and personal guidance. They have an entitlement to three half hour tutorials during the year and during time spent with tutors they discuss their progress on the programme and any issues they wish to raise. In particular, the tutor will be key in the Individual Learning Plan (ILP) and completion of the Personal Development Review (PDR) process.

Several different people will observe you in your teaching role. You will be required to present individually to your peer group, work collaboratively with your peers and participate in group presentations. In addition, students receive advice and support from Mentors during teaching practice.

5.1 Assessment

The rationale for and pattern of assessment are informed by the Brookes Assessment Compact (<http://www.brookes.ac.uk/aske/BrookesACompact/>) and are based on the aims, learning outcomes and rationale of the programme. Thus, assessment is concerned particularly with the development and demonstration of your knowledge and understanding of your professional competence as a teacher together with your academic development.

A variety of methods of assessment will be used within the programme, including essays and reports, practical projects and practical teaching. Assignments will include opportunities to undertake a piece of action research, to develop your collaborative and teamwork skills and model co-operative approaches to curriculum policies and planning.

It is expected that you will achieve ALL the learning outcomes for each module. Some learning outcomes will be met during Teaching Support Visits (TSVs). Each module description gives a brief overview of the assignments required and in order to pass the module you must pass all parts of the assessment for that module. Further guidance on assignments is provided in the student module handbooks. Submission dates for all assignments will be given to you at the start of the programme.

In the course of each year you must successfully complete a number of assignments, related to individual modules. You cannot pass a module unless you complete the required assessment successfully. In modules with more than one assignment, both elements must be passed both in order to pass the module. Assignments take a variety of forms. Each is designed to assess specified learning outcomes for the module; the overall nature and pattern of assessment is linked to the course learning outcomes. Student work is sent to the External Examiner to ensure the fairness of the assessment process. Marks are ratified at Examination Boards.

Finally, university teaching support visits (TSVs) are graded according to the current Ofsted Framework.

5.2 Assessment regulations

The programme conforms to University Regulations:
<http://www.brookes.ac.uk/regulations/current/specific/b4/>

SECTION 6: ADMISSIONS

6.1 Entry criteria

Conditions for Admission

Entrants to the programme must normally possess the following minimum qualifications:

- a) A Level 2 qualification in English or communication, normally grade A-C GCSE or O level English Language, or otherwise be able to satisfy the University's requirements with regard to English Language proficiency. For international trainees this is normally IELTS level 6
- b) A Level 2 qualification in mathematics/ numeracy or equivalent level 2 in numeracy or a GCSE grade A to C in mathematics, or an O level in mathematics.
- c) A University degree or Level 3 qualification in the specialist subject to be taught.
- d) A DBS check is required.
- e) 100 hours teaching over the duration of the year.

All applicants are required to attend an interview before admission to the programme.

6.2 DBS checks are carried out by the University before the student can begin teaching in their professional context. The DBS check is seen and verified as suitable for the student to be admitted to the programme. This is on the interview form as one of the aspects that must be checked during the interview, along with evidence of qualifications. If there any borderline cases these are referred to the Admissions Officer. The placement colleges now require to see evidence of this prior to the commencement of teaching.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Sources of help and advice, for example:

- Induction – All students attend an induction at the beginning of the programme. A conference day at Oxford Brookes is also held every September/October for new students.
- As a student at the university you have access to the full range of support services. Your needs are identified either at interview or during the programme and a range of support services can be accessed by students. As enrolled Oxford Brookes students, students are full members of Oxford Brookes Students' Union (OBSU).
- Your personal tutor is the first point of contact should any problems or issues arise. Students normally meet with him/her formally three times per year but you should feel free to contact him/her more often.

SECTION 8: GRADUATE EMPLOYABILITY

Many students on the full-time programme go on to develop their careers by gaining employment in post compulsory education. Since QTLS and QTS became equivalent the course allows students the opportunity to apply to other educational sectors and several past

students now have gained QTS through employment in the secondary sector. In past years the programme has also opened up opportunities within the prison service.

SECTION 9: LINKS WITH EMPLOYERS

This is a work-based programme, in which reflection on your work as a teacher forms the basis of reflection and academic exploration. The course teams value the relationships established with employers (mostly colleges) through quality visits to ensure that individual students are appropriately supported in the workplace.

- From time to time, modules may include guest speakers in relevant areas
- Visiting speakers from relevant industries/professions
- Work placements/opportunities for work-based learning.

SECTION 10: QUALITY MANAGEMENT

A successful periodic review was carried out in March 2015. The programme was inspected by Ofsted in May 2012 and graded as 'Good' (grade 2).

The programme is evaluated three times a year by students and a summary of this evaluation is brought by student representatives to the course committee where it is discussed and turned into action points for the improvement of the programme.

The External Examiner is sent two samples of moderated coursework during the year and attends the Examination Board in July. External examiner reports are received and have consistently showed approval of the programme with a few minor suggestions for improvement which have been implemented. An annual review is written every year in October and discussed at the first programme committee in November.