

PROGRAMME SPECIFICATION

for the award of

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

Part-time Provision

Managed by the Faculty of Humanities and Social Sciences

delivered by Department/School of School of Education

Date approved:	July 2015
Applies to students commencing study in:	September 2019

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
July 2015	revalidation	Update of programme
September 2019	Minor Changes & Double-Coding	Update of programme

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Activate Learning: Reading College; City of Oxford College and Swindon College
Language of study:	English
Final award:	PGCE
Programme title:	Professional Graduate Certificate in Education/Postgraduate Certificate in Education (Post Compulsory)
Interim exit awards and award titles available:	
Brookes course code:	CV61; CV 62; SW62/ PFGCEP-PCE-C
UCAS code:	Not applicable
JACS code:	X141
HECos Code	100508
Mode of delivery:	Part-time
Mode/s and duration of study:	Face-to-face
QAA subject benchmark statement/s which apply to the programme:	http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf (Level 6 – page 18; Level 7 – page 20)
Professional accreditation attached to the programme:	Society for Education and Training https://set.et-foundation.co.uk/home
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ A variation to the regulations was approved by AESC on 29/6/16

SECTION 2: WHY STUDY THIS 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.

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

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: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

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/PGCE-6010	15 credits	Compulsory	Semester 1
Curriculum and Assessment	U70822/PGCE-6011	15 credits	Compulsory	Semester 1
Theories and Principles of Facilitating Learning	U70823/PGCE-6012	15 credits	Compulsory	Semester 1 and 2
Digital Literacy, English and Mathematics	U70824/PGCE-6013	15 credits	Compulsory	Semester 2 and 3
Action Research	U70825/PGCE-6014	15 credits	Compulsory	Semester 1, 2 and 3
Curriculum Design for Inclusive practice	U70826/PGCE-6015	15 credits	Compulsory	Semester 3
Wider Professional Practice	U70827/PGCE-6016	15 credits	Compulsory	Semester 3
Personal Development Review	U70829/PGCE-6017	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.

Research Project	P70323/PGCE-7004	20 credits	Compulsory	Semester 1, 2 and 3
Curriculum Design for Inclusive practice	P70324/PGCE-7005	20 credits	Compulsory	Semester 3
Wider Professional Practice	P70325/PGCE-7006	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 PROGRESSION AND AWARD REQUIREMENTS

Progression routes

On completion of the Postgraduate Certificate in Education you will have credits towards a Master's in Education.

Routes to Qualified Teacher Learning and Skills Status

On completion of both awards you are eligible to apply for QTLS (Qualified Teacher Learning and Skills) through the Society for Education and Training Professional Membership Services <https://set.et-foundation.co.uk/>. This is now equivalent to QTS and so completion of this award will enable you to apply for jobs in the secondary phase of education as well as the post compulsory Sector.

4.3 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: TEACHING AND ASSESSMENT

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.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

<https://www.brookes.ac.uk/courses/postgraduate/pgce-education-post-compulsory/>

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

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

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: PREPARATION FOR EMPLOYMENT

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.

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.