

**PROGRAMME SPECIFICATION**

for the award of

**PGCE Post Compulsory**

**Managed by the Faculty of Humanities and Social Sciences**

**delivered by Activate Learning; City of Oxford College and Reading College**

<b>Date approved:</b>	2008
<b>Applies to students commencing study in:</b>	September 2020 PGCEP-PCE-C (PFGCEP-PCE-C)

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
February 2019	Minor Changes	Reflect professional practice in the sector
February 2020	Periodic review	Reflect professional practice in the sector and academic framework

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	City of Oxford College Oxpens Road, Oxford, OX1 1 SA Reading College, Kings Road, Reading, RG1 4HJ
<b>Language of study:</b>	English
<b>Final award/s:</b>	Postgraduate Certificate in Education (Post Compulsory)
<b>Programme title:</b>	PGCE Post Compulsory
<b>Interim exit awards and award titles available:</b>	Professional Graduate Certificate in Education (Post Compulsory)
<b>Brookes course code:</b>	PGCEP-PCE-C
<b>UCAS code:</b>	X341
<b>JACS code:</b>	X141
<b>HECoS code:</b>	100508
<b>Mode of delivery:</b> (Mode of Study given in brackets)	Face to face and online in a blended approach (part-time)
<b>Duration of study:</b>	Two Years Part Time
<b>Subject benchmark statement/s which apply to the programme:</b>	Education Studies (2019) <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5</a>
<b>Professional accreditation attached to the programme:</b>	Society for Education and Training <a href="https://set.etfoundation.co.uk">https://set.etfoundation.co.uk</a>
<b>Apprenticeship Standard:</b>	Not Applicable
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

This programme is firmly rooted in practice in the Post Compulsory sector, reflecting its diversity and complexity. Supporting trainees from a wide range of subject specialisms to use their experiences and those of their fellow trainees to help them to develop an understanding of academic literature and policy to develop their own professional practice and build a bridge between theory and practice. Sessions draw on the teaching experiences of the trainees and staff to explore the research, theory and policy, and current issues helping trainees to challenge and use these to inform their professional practice and development. The programme is devised to reflect the best in current practice, building on the substantial experience of the team gained over many years. The programme provides training for teachers in the Post Compulsory Sector and has currency in the other educational sectors including the international online sector.

In the part-time programme trainees are invited to a three-day intensive pre-training offered in August to help them set up a successful practice from the start of the academic year. When the required sessions begin trainees will continue their study and connect their practice to theory underpinned by the required [Professional Standards](#), which are embedded in the taught sessions, to their teaching practice and the academic assignments. Taught sessions will take place in fortnightly face to face sessions with face to face sessions in between so that there is a maximum of flexibility in the delivery and model best practice of teaching and learning in a very diverse education sector. This programme ensures that they also meet the requirement to apply for [Qualified Teacher Learning and Skills](#) (QTLS) which is the Post Compulsory sector equivalent to Qualified Teacher Status (QTS) and is delivered 100% online. Trainees are either employed unqualified teachers or volunteer teachers in order to satisfy the 50 hours/year required teaching practice. In both situations trainees will need to have subject specialist mentors with whom the programme works with to ensure trainees are supported both in placement and in college.

Trainees study to Level 7 for the Postgraduate Certificate in Education (Post Compulsory) with the opportunity to complete the Level 6 Professional Certificate in Education (Post Compulsory). Students who complete the Postgraduate Certificate in Education (Post Compulsory) are able to transfer these 60 Level 7 credits to a Masters programme.

External bodies such as Ofsted have identified that we provide effective pastoral support that help students to develop professional resilience reaching their potential with a significant majority finding their jobs of choice in the sector.

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

Programme Learning Outcomes for Professional Graduate Certificate (Level 6)

Take part in complex classroom discussions and presentations

Develop their ability to be critically analytical and to express complex ideas on subjects such as the factors that affect learning, curriculum 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.

#### Additional Programme Learning Outcomes Postgraduate Certificate (Level 7)

Critically examine current knowledge in their own field, including research and 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**

#### Programme Learning Outcomes for Professional Graduate Certificate (Level 6)

Research a topic using the appropriate methods and to write up findings

Apply knowledge gained by research to their own professional practice and thus make links between theory and practice

Work with other students to collaboratively research a specific issue relating to their professional context.

#### Additional Programme Learning Outcomes Postgraduate Certificate (Level 7)

Take a systematic and creative approach to enquire into teaching practice

Evaluate and critique research and, where appropriate, propose new ways of exploring their own practice

Evaluate and interpret research findings

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

Develop the skills 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.

Develop strategies to sustain emotional wellbeing

Make 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

### 3.4 DIGITAL AND INFORMATION LITERACY

Competently use a range of appropriate technologies within their own professional practice for example search engines, electronic referencing, virtual learning environments

Demonstrate competence in a range of technologies appropriate to pedagogical contexts for example 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

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

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:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
PGCE 6010	Introduction to Teaching	15	6	Compulsory	100/0
PGCE 6012	Educational Theories in Learning and Teaching	15	6	Compulsory	100/0
PGCE 6013	Digital Literacies	15	6	Compulsory	100/0
PGCE 6014/7004	Developing Practice Through Research	20	6/7	Compulsory	100/0

PGCE 6015/7005	Curriculum Design for Diversity	20	6/7	Compulsory	100/0
PGCE 6016/7006	Contextualizing Policy within Subject Specialism	20	6/7	Compulsory	100/0
PGCE 6017	Developing Professional Practice	15	6	Compulsory	100/0

The programme is structured in seven modules. The first module supports the initial phase of your experience on the programme that will be built on throughout the programme. Each of the modules incorporate aspects of reflective practice which is central to teaching and learning.

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 workshops and online webinars, and discussions), 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 in the module descriptors 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

The Professional Graduate Certificate in Education (PFGCEP-PCE-C) is available to students who choose to undertake all the modules at Level 6 or achieve all modules at Level 6. In order to achieve the Professional Graduate Certificate in Education (PFGCEP-PCE-C) all modules must be successfully completed at Level 6 and it is expected that this will entail students attending the course for the full academic year.

## 4.3 PROFESSIONAL REQUIREMENTS

Teaching practice falls outside the academic requirements, however in order to successfully complete the programme trainees must demonstrate that they meet the requirements of the Professional Standards. The module Developing Professional Practice PGCE6017 is the key module for providing the evidence for this and spans for the duration of the two year course.

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 of the course, currently 50 hours/ year. 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

The course is designed to meet the demands of part-time trainees with the understanding that their time is split between placement (paid or volunteer) and taught sessions delivered on campus and online. Time in placements is organized by the trainee and his/her mentor; we encourage to teach at least two cohorts per week and recognize that the more opportunity to teach the quicker one's practice improves. During teaching practice students are supported through regular observation and lesson evaluation, as well as discussion with teachers, mentor, colleagues and by regular visits from University staff.

Sessions are organised to meet weekly for five hours with some weeks identified as value add sessions. Sessions identified mandatory are ones specifically aligned to modules, course work and assessment tasks and are designed for face to face. In addition there will be online sessions aligned to modules that trainees are expected to engage with and actively participate with. Value add sessions are ones where trainees are encouraged to attend to expand their practice and hear from guest speakers or engage in trainings which will further enhance their practice but may not be part of the course's academic tasks though critical for the development as a professional teacher. In addition trainees are expected to

engage with the online learning system and participate in class discussions and research groups. Altogether these sessions and face to face learning experiences account for 20% of the learning.

Student will be given opportunities to learn from a range of activities for in person and online that will include:

- 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

- Work in groups to develop resources

- Plan and deliver short lessons and presentations to peers

- Provide and receive feedback on activities to inform summative assignments

- Observing and analyse teaching

- Compiling an individual portfolio of effective teaching and professional practice

- 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 helping students to identify specific actions to support their continued professional development.

The rationale for and pattern of assessment are informed by the [Assessment and Feedback Policy](#) and are based on the aims, learning outcomes and rationale of the programme. Thus, assessment is concerned particularly with the development and demonstration of knowledge and understanding of professional competence as a teacher as well as academic development.

A variety of methods of assessment will be used within the programme, including essays and practical teaching, there are no exams. Assignments will include opportunities to research into research and policy to support the development of inclusive curriculum design and your professional practice. There are a formative assessment tasks such as presentations and academic posters that will help you develop the skills and understanding for the summative assignments. It is expected that you will achieve ALL the learning outcomes for each module. 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.

Samples of student work are moderated and made available for the External Examiner to ensure the fairness of the assessment process. Marks are ratified at Examination Boards. Formal observations made during University Teaching Support Visits (TSVs) students will receive feedback informed by the current Ofsted Framework and the Professional Standards.

Depending on the overall marks achieved students will be awarded either a Pass, Merit or Distinction.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

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

University degree or Level 3 qualification or significant experience in the specialist subject to be taught.

Level 2 qualification in English, normally grade A\*-C or 9-4 GCSE or O Level English Language,

For international trainees to be able to satisfy the University's requirements with regard to English Language proficiency, this is normally IELTS level-6.5 or above with a minimum of 6.0 in reading and writing and 5.5 in speaking and listening.

Level 2 qualification in mathematics normally a GCSE grade A\* to C or 9-4 or an O Level in Mathematics.

50 hours teaching over the duration of each year which over the two years will entail 100 hours of teaching. Which will be arranged by the trainee.

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 Employer or Volunteer agency before the student can begin teaching in their professional context and shared with the programme team.

The DBS check is seen and verified as suitable for the student to be admitted to the programme.

Student will be screened for fitness to practise before the start of the programme

### **6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)**

Not applicable

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

This is a work-based programme where the student develops the skills and knowledge to work effectively in the post compulsory sector. They are also encouraged to share their experiences from placement to support their learning providing the whole cohort with a wider understanding of the sector.

There is a programme of visiting speakers from relevant industries/professions throughout the year to help the students to develop a wider understanding of the sector, including past students, representatives from the prison service and local colleges.

Many students on the part-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 QTLS. In addition a few have gone on to pursue their Masters degree in Education.

PART TIME