



# Programme Specification

EDU-2018: Post Graduate Certificate in Education

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Programme Status: Approved | Version: 1

## Introduction

This programme specification provides a summary of the main features of the Post Graduate Certificate in Education

programme and the learning outcomes that you as a student might reasonably be expected to achieve and demonstrate on successful completion of the programme.

Further detailed information related to this programme and the College can be found in the following resources:

- Programme Handbook
- B&FC Student Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

## Key Programme Information

<b>Programme Code</b>	EDU-2018
<b>Programme Title</b>	Post Graduate Certificate in Education
<b>Teaching Institution</b>	Blackpool and The Fylde College
<b>Professional, Statutory and Regulatory Body (PSRB) Accreditation</b>	None
<b>UCAS Code</b>	
<b>Language of Study</b>	English
<b>Version</b>	1
<b>Approval Status</b>	Approved
<b>Approval Date</b>	12 June 2018
<b>JACS Code</b>	
<b>Programme Leader</b>	Joanna Rassello

## Programme Awards

<b>Award</b>	<b>Award Type</b>	<b>Level</b>	<b>Awarding Body</b>
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## Programme Overview

The Post Graduate Certificate in Education (PGCE) will develop your knowledge, skills and behaviours in teaching, education and training and effectively prepare you for future success in employment. You will be able to teach in a range of educational and training settings including further education, secondary schools from age fourteen upwards, adult and community education, offender education, sixth form colleges, pre-employment training, higher education and work based learning. This programme allows you to meet the Education and Training Foundation (ETF) Professional Standards (2014) which underpin the teaching profession in the above sectors. The teaching and learning skills and professional practice that you will acquire on this programme will complement your subject specialist knowledge to develop you as a teacher who is highly employable and is able to bring creativity into the classroom.

This PGCE is a full time taught programme delivered over two consecutive days which is enriched with a flexible teaching placement that enables you to acquire the required skills and knowledge to design and deliver effective teaching sessions in your subject specialism. You will be able to effectively create positive and productive learning environments supporting the learning and progression of those that you teach. Curriculum themes focus on theories and

models of learning, communication and assessment and effectively contribute to your ability to critically reflect on theory to inform your developing teaching practice. Curriculum design, and the external environment in which education and training operates, is further explored and this provides an appreciation of the dynamic and evolving nature of the education and training sector. You will have the opportunity to undertake independent research to further enhance your knowledge of education and training and develop the requisite skills, knowledge and behaviours to progress to and in future employment. Employability is at the heart of this PGCE, which has been designed to reflect the knowledge, skills and professional attributes sought by employers: intelligent, flexible, self-aware lifelong learners with communication, interactive and team working skills, who add value to and transform organisations.

## Admission Criteria

### The entry requirements to embark on the PGCE:

- Minimum 2:2 degree in the subject specialism that you wish to teach.
- GCSE English Language grade 4/C or above.
- GCSE mathematics at grade 4/C or
  - If you do not hold mathematics at grade 4/C you may be able to enrol to a GCSE mathematics alongside the PGCE. You must complete an initial and diagnostic assessment and achieve a level 2 to progress to a mathematics GCSE.
  - Functional skills in maths and English at level 2 will not be accepted for entry to this programme.
- Access to an appropriate teaching work placement setting for a minimum of 100 hours teaching practice.

You will be required to have a DBS. For more information on the DBS and criminal record checks, please visit their <https://www.gov.uk/disclosure-barring-service-check/overview>

- If your degree is not from a recognised UK higher education institution advice will be taken from the International Office on comparability. If English is not your first language you will also normally need IELTS 5.5 (or equivalent).
- If you hold overseas qualifications, you can check with the National Recognition Information Centre for the United Kingdom (UK NARIC) whether the qualifications you hold are considered to be equivalent to those required for entry to the PGCE. For more information you can visit their website [www.naric.org.uk](http://www.naric.org.uk).
- Applications should be submitted direct through application on our website [www.blackpool.ac.uk](http://www.blackpool.ac.uk).
- You will be required to provide evidence of your original qualifications.

If you meet the above criteria and have submitted your online application you will be invited for an assessment and panel interview. The assessment day will comprise of an interview which will include a literacy task, a 15 minute mini teach on a topic that you would teach and an interview. All aspects of this process will contribute to the final decision as to assess your academic ability and teaching suitability. Should you not be successful, alternative programmes of study will be suggested to support you.

## Career Options and Progression Opportunities

The PGCE (M Level) provides you with a highly focused route towards a full teaching qualification. Blackpool and The Fylde College creates innovative and employable teachers that are digitally literate, knowledgeable and enterprising who go on to secure teaching posts in a range of educational settings. We are proud of our extensive partnership profile with local colleges, secondary schools, private training providers, sixth form colleges, special educational needs schools and community and leisure learning providers who can provide you with a wide

range of employment opportunities.

This Post Graduate Certificate in Education offers you 60 credits at masters level. For those of you that wish to progress to a further masters qualification in your subject discipline, these credits may be transferred and accredited (subject to acceptance criteria by a validating university). Further employment opportunities are available in a range of related teaching roles including teaching within the compulsory sector (post 14+), Further Education and Higher Education sectors.

### **Professional recognition**

The PGCE M 14+ programmes meet the requirement of the FE-specific Diploma in Education and Training (DET). All new FE teachers must complete a teacher training qualification as the first step in obtaining QTLS (Qualified Teacher Learning and Skills).

The course does not lead to Qualified Teacher Status (QTS) to teach in schools.

### **Programme Aims**

- To provide a structured and progressively developmental programme of academic and teaching practical development which will enable trainees to align their practice to the Professional Teaching Standards (2014).
- To provide a programme of study which enables trainees to develop the knowledge, skills, aptitudes, behaviours and values to enable them to effectively support teaching, learning and professional practice in the post 14 sector.
- To develop professional practitioners who are able to use theoretical and conceptual understanding of pedagogy and apply this sensitively to a range of post 14 professional contexts.
- To enable trainees to develop the skills of reflection, reflective and reflexive practice in order to identify areas for future pedagogic, personal and professional development.
- To provide a programme of study where trainees are able to progressively develop autonomy and reflexivity in order to support informed decision making and engage critically in key ideas and pedagogy.
- To enable trainees to develop expertise in their own curricula specialisms through critical engagement with theories, contemporary literature and research in their subject discipline.
- To develop trainees understanding and critical awareness of established techniques of research and inquiry and to develop critiques of research methodologies when applied in context.
- To extend the trainees' personal and professional repertoires based on reflection, experience and intellectual engagement with pedagogical theories and research.

### **Programme Learning Outcomes**

#### **Level 4**

Upon successful completion of this level, students will be able to:

1. Identify appropriate teaching, learning and assessment strategies and plan effective sessions.
2. Plan an inclusive scheme of work with a linked lesson plan, relating learning to curriculum requirements and including differentiation in the planned teaching and learning.
3. Identify the potential needs of learners through initial and diagnostic assessment
4. Identify the roles, responsibilities and professional requirements of a teacher in the sector.
5. Describe the role and use of assessment in teaching and learning.

## Level 5

Upon successful completion of this level, students will be able to:

6. Explore the local demographic with reference to local and national policy and how this impacts on student behaviour in the learning environment.
7. Compare a range of traditional and contemporary behaviour management theories and discuss their application in the post compulsory sector.
8. Analyse language techniques and models of communication theory and suggest how these can be formulated and applied to promote positive behaviour strategies.
9. Explore the term resilience and its role in supporting both student progress and practitioner well-being.
10. Evaluate advanced professional practice in managing students personal development, well-being and behaviour in the learning environment.

## Level 6

Upon successful completion of this level, students will be able to:

11. Critically analyse the application of learning theories to practice and how theory has informed the chosen teaching and learning methodologies.
12. Review and evaluate theories of communication and critically apply to practice.
13. Critically evaluate the assessment strategies designed and used to enhance learning.
14. Critically evaluate the effectiveness of digital technologies used in an educational setting and their impact on learning and progress.

## Level 7

Upon successful completion of this level, students will be able to:

15. Implement and critically evaluate curriculum models in professional contexts.
16. Critically analyse theories and models of curriculum and curriculum design for enhanced practice.
17. Interrogate contemporary educational issues critically evaluating the impact on individual organisations and society.
18. Communicate the outcomes of educational research to different audiences in order to advance professional practice and understanding.
19. Critically evaluate educational research paradigms and methodologies to investigate problems, implement solutions and evaluate outcomes in professional practice contexts.
20. Critically evaluate current research and advanced scholarship in both pedagogy and subject disciplines to support the development of professional practice.

## Programme Structure

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
<b>Stage 1</b>						
<b>All</b>	EDU401: Preparation for Education (Mandatory)	4	20	50%	50%	
	EDU501: Promoting Positive Behaviour (Mandatory)	5	20	100%		
	EDU601: Developing Teaching, Learning and Assessment (Mandatory)	6	20	100%		
	EDU701: Curriculum Design for Enhanced Practice (Mandatory)	7	20	60%	40%	
	EDU702: Practitioner Enquiry: Deconstructing Practice (Mandatory)	7	20	80%	20%	
	EDU703: Contemporary Issues in Education and Training (Mandatory)	7	20	70%	30%	

## Course Options

There are no options on this programme.

## Study Workload

Timetabling for our PGCE programme is purposely structured to ensure that other commitments can be met, it is similar to other full-time HE programmes in that it will require two days per week of attendance in class and typically two days on placement.

All summative deadlines are set to enable you to have time to focus on the one assignment only with adequate spaced intervals before the next assignment is due. The expected volume of independent study is on average 150 hours per module.

In addition to your timetabled sessions, you will be expected to undertake substantial further study independently, outside of the classroom. This may be in the form of wider reading, research or completing assignments as directed by your tutor. The amount of time you will need to allocate to your studies outside of the classroom will vary greatly from person to person, and the chances are that there will be times within your programme of study where your workload will be heavier than others. Organising your time is a critical aspect for this programme as you will need to balance your teaching placement with the mandatory attendance in the taught sessions for the two days a week.

## Programme Delivery: Learning and Teaching

This course will equip you to be an effective teacher in the classroom, as well as providing you with the skills and knowledge to work in a range of sectors of education. A variety of teaching and learning methods are used throughout the programme in order to ensure you develop the appropriate knowledge, understanding, skills and behaviours to achieve the learning outcomes. Some of these will be experienced during your formally timetabled classes with your tutor and some will be experienced through workshops, peer groups and individual practical activities together with structured exercises and debates/ discussions. Individual support will be given to you in tutorials based on your specific needs. You will engage with a range of teaching and learning approaches including online learning and in advance of the session you will be required to undertake wider reading to inform your in-class activities. You will be required to take part in discussions with your peers and your tutors and to make full use of ICT as a source of information and support. You will also need to maintain a portfolio of evidence of your teaching practice and academic development. It is expected that you will demonstrate significant independence in your studies, taking responsibility for the management of your own learning time.

Teaching placements are arranged by you and will provide situations which meet the requirements for becoming a qualified teacher in the FE and Skills sector. However the placement is your responsibility to initially source. The College will assist as much as possible however you should be aware that without a secure placement, prior to commencement of the programme you will not be eligible to join this programme as you would not have met the entry criteria.

In addition, we review and adjust our teaching approaches to best suit particular group dynamics and feedback that is received during module delivery through the programme quality meetings and your student representatives. We have regular module evaluation questionnaires and student representatives who are there to ensure that any comments or feedback can be relayed to your tutors through a supportive mechanism.

## Programme Delivery: Assessment

Assessment throughout the programme is both formal and informal through coursework and practical teaching activities. There are no examinations. The assessment methods for this programme aim to allow you to produce assignments that are current, professionally reflective and innovative. They have therefore been designed to be broad, wide ranging and flexible, allowing you to produce work relevant to your own areas of interest within the field of teaching and learning. Each module descriptor outlines the assessment that you will undertake. You will be provided with both formative (on-going) and summative (at the end of a module) assessment opportunities. You will also have verbal feedback from your progress tutor in three specifically planned performance reviews throughout the academic year. This will enable you to assess yourself as a trainee teacher against the Professional Standards (2014). You will be guided and directed to areas of research and appropriate background reading to complete the required assignments. There is an expectation that you engage with the wider reading resources for each session.

In terms of your professional teaching practice: you will be given on-going developmental feedback via the observations (8 in total). These will be from your tutor and your assigned subject specialist mentor. This will be used to identify any areas which would benefit you from extra attention on your part or extra support from ourselves as your tutors or other specialist or education professional.

Throughout the programme you will have two portfolios evidencing all your assessed work:

- Portfolio 1: A teaching observation portfolio which includes the eight reflections on teaching practice, assessed against the Professional Standards (2014).
- Portfolio 2: This portfolio will include all your module assignment coursework.

The assessment throughout the programme is progressive in the sense that when accumulated you will be able to identify, evaluate and relate the journey that you have taken and be able to relate this consistently to the Professional Standards (2014).

## **Programme Delivery: Work Based and Placement Learning**

Work-based learning is a central theme throughout this programme. It is through engagement with your teaching placement that you are able to start to draw connections between classroom theory and educational practice.

You will be required to undertake a 100 hours teaching practice in a teaching placement. The teaching placement will typically begin ten weeks into the programme when DBS clearance has been achieved and Safeguarding/ Prevent training has been completed. By the time you are starting your placement you will have completed the preparatory modules in term one, Preparation for Education and Training and Promoting Positive Behaviour. This will not only develop skills and understanding to support you in your teaching practice, but also develop a sound mentor/ mentee relationship which is integral to your development and success.

In terms two and three you will be required to develop teaching and learning approaches informed by theory, which you will relate to practice in your work-based learning placement. In particular, the Curriculum Design for Enhanced Practice module and the Practitioner Enquiry: Deconstructing Practice module requires the application of theory to practice and evidence-based changes to practice.

### **Observations**

Teaching practice observations provide you with developmental feedback and the opportunity for you to reflect on your own practice in ways that help engage and motivate your own learners and develop your personal skills and professional practice. Over the duration of the programme, observers should see a steady improvement in all aspects of teaching/training practice directly linked to the learning from the course and the Professional Standards (2014).

## **Programme Delivery: Graduate Skill Development**

These are the skills that you will develop as a graduate to help prepare you for your career and the PGCE programme will develop these skills:

### **A commitment to lifelong learning and career development**

Personal and professional development planning throughout the programme so that you can plan for career and skills development including post-graduate study or career opportunities. You will have guest speakers who will provide training on recruitment for teacher roles and CV planning.

### **Collaborative teamwork and leadership skills**

Team based group presentations and seminars working on real contemporary issues in education will aid you in communicating with team members, assuming leadership roles where appropriate, managing group dynamics and working collaboratively towards common goal

### **Personal and intellectual autonomy**

We support your development of independence in academic and practical skills through the levels of the programme, culminating in the self-managed research project (Practitioner Enquiry: Deconstructing Practice) where you will be responsible for managing your own extended project.

### **Ethical, social and professional understanding**

As trainee teachers working towards this qualification which is underpinned by the Professional Standards (2014) you will be integrating these concepts into practice whilst on placement. You will be fully aware of these important standards as you will be encouraged to reflect on these after each session.

### **Communication, information and digital literacies**

You will develop your use of digital resources such as searching for and use of the most innovative resources in teaching and learning, and collaborative environments and cloud storage which are valuable in all industries.

### **Global citizenship**

Localisation concerns for teaching in challenging demographics (Promoting Positive Behaviour module) and comparisons to other regions will be covered so you can build an awareness of how to teach effectively in a global market.

### **Research, scholarship and enquiry skills**

The research for Practitioner Enquiry: Deconstructing Practice will be led and managed by you in an area of your own choosing including significant research and development with limited supervision; this will enable you to independently research unfamiliar concepts effectively as a teacher you will become a constant researcher.

### **Enterprise and entrepreneurial awareness and capabilities**

The Professional Development Portfolio (PDP) and collation of evidence from the six modules will enable you to analyse in detail those entrepreneurial traits and capabilities required to use so that if you wanted to become a freelance educational consultant after further studies or create your own resources to market with the vast amount of online tools now available, then you will be well placed to do.

## Study Costs: Equipment Requirements

A DBS Enhanced Disclosure is required; at the date of publication the cost of which is approximately £44.00. You will need to pay this when you enroll, we will obtain this on your behalf. This is a requirement of the programme.

## Study Costs: Additional Costs

There may be additional travel costs to and from your teaching practice work placement.

Costs may also be incurred through the purchasing of stationary to collate your portfolios.

## Related Courses

- This postgraduate qualification offers 60 masters-level 7 credits that can be used towards most masters degrees in the field of education (*you would need to check with the relevant university that they accept these before applying*).
- Typical progression could include: MEd Masters in Education: Professional Practice, MA in Education and Social Justice, MA Education (International) as well as broader educational disciplines.
- Our partners at Lancaster University are very well respected in their portfolio of research-led continuing professional development opportunities at doctoral level; in particular the Education PhD in Educational Research.