Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	PC001G01UW	Full-time	1 Years
Course Title:	Certificate in Education Post Compulsory Education		
Hierarchy of Awards:	Certificate in Education Post Compulsory Education University Statement of Credit Post Compulsory Education		
Language of Study:	English		
Date of DAG approval:	28/Feb/2020		
Last Review:	2020/1		
Course Specification valid from:			
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Mrs Theresa Loughlin
Head of Department:	Miss Victoria Wright

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

This is an in-service programme for teachers employed within the Lifelong Learning Sector and able to provide evidence of at least 150 hours of teaching practice experience over the duration of the award.

At least a National Qualifications Framework (NQF) Level 3 in the subject area in which you are teaching. Experience will be considered in specialisms where no Level 3 qualification exists.

Applicants who have extensive relevant work experience may be considered in specialisms where no Level 3 qualifications have been gained, in line with the PCE sector workforce developments. Please contact your local provider for further advice.

Two satisfactory references are required, one employer from your Line Manager and one academic.

Where applicants hold a degree (required for PG H) or a level 3 (required for Cert Ed) that does not demonstrate a subject-specific link to their teaching (with the exception of Maths, English and/ or ESOL teachers) then in addition, applicants will need to provide a reference from one (or more) employer(s), and evidence of recent (within the last three years) relevant vocational/curriculum experience at Level 3 equivalence or higher (if PG H) in support of the application.

All applicants are reminded of the need to upskill in each of their subject/ vocational areas.

Hold an NQF level 2 in English and preferably mathematics at level 2.

If you have not achieved NQF Level 2 in mathematics, you need to work towards an NQF Level 2 whilst on the programme.

Applicants who hold a Certificate in Teaching in the Lifelong Learning Sector (CETT) may apply for Recognition of Prior Learning (RPL) subject to university procedures.

International entry requirements and application guidance can be found at:
https://www.wlv.ac.uk/international/making-an-application/how-to-apply/

Other requirements:

Entry to this programme requires an Enhanced Disclosure and Barring Service (DBS) check.

Distinctive Features of the Course:

The Certificate in Education Post Compulsory Education (PCE) programme is designed to consolidate and improve your teaching skills, extend your knowledge of current developments in teaching, learning and assessment practices, whilst underpinning your confidence to succeed in your studies with the University of Wolverhampton at undergraduate level.

The programme is suitable for all teachers, trainers and assessors, whether new or experienced to enhance their career development in attaining a recognised post compulsory sector teaching qualification. Our underlying ethos within the university PCE team and partner provider colleagues is to value and promote your

individual engagement, progression and success through recognition of your unique learning needs. The curriculum in Post Compulsory Education is relatable to your own subject specialism and inclusive of your individual contexts.

The programme at levels 4/5 (Cert Ed) and 5/6 (Prof Grad Cert) offers a holistic blend of theories that are translatable to professional practices, through a range of assessment choices such as presentations, written assessments, reflective journals, action plans, compiling portfolio evidence, which maximises your potential for career development opportunities specific to the post compulsory education sector in its widest sense:

Qualifying as a Post Compulsory Teacher allows you to teach in areas such as:

- Sixth Forms
- Further Education (e.g. Colleges)
- Adult and Community Learning institutions (e.g. Local Council provision)
- Adult Training and Education in industry and commerce
- Higher Education
- Adult Training in public sector services such as the NHS, the police, and social services.
- Academies.

The University PCE team are active researchers and authors, and working alongside us are our partner colleagues, contributing to action learning which produces evidence-based teaching, curriculum developments and innovations, in response to local and national transformations in education. You will not only benefit from the latest research and political drivers affecting your settings and subject specialisms, but we encourage you to advance your own interests through small scale research which could lead on to progression in further studies, such as a BA (Hons) in PCE or MA in Professional Practice in Lifelong Education.

The programme is taught as a two-year part-time route, either afternoon, evening, block day release or a combination of all, with the expectation that all applicants will have a minimum of 150 hours teaching throughout.

Our innovative programmes provide the accreditation needed to take on a full teaching role. Our initial teacher education for further education is Ofsted rated Grade 2: Good (March 2013).

Educational Aims of the Course:

The Certificate in Education (PCE) provides a starting point for academic study for those already teaching in the lifelong learning sector who have already gained a variety of vocational, as well as industry/sector experiences. It introduces individuals to both formal and informal contexts for educational frameworks that underpin all aspects of teaching, learning and assessment, and also advocates inclusive practices that differentiate for individual needs.

The programme initiates a ‘through the looking glass’ perspective of you as a teacher and develops a more reflexive approach for evaluating what you do, why you do it that way and how could you do it differently, through the approach of different lenses. You will gain a wider comprehension of the principals of learning and engage with unravelling the uncertainties around curriculum change and transformation of well-established structures, aims and values that reinforce education ideologies and its relationship with society. You will explore issues that are contextually relevant, while recognising where these connect to the local, regional and national policy drivers and political influences.

You will also develop a range of graduate attributes and skills through demonstrating the ability to construct and deconstruct your personal and professional development as a teacher, by reflecting on your strengths and building on those development targets negotiated within the lesson observations that your university and subject mentors, as well as your peers and colleagues’ dialogic conversations.

The key components being, the combination of both theoretical module study alongside the teacher development portfolio (TDP) that holistically amalgamates becoming a qualified teacher.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time	£8600.00
2020/1	Overseas	Full Time	£12250.00
2021/2	H	Full Time	£8600.00
2021/2	Overseas	Full Time	£12950.00

PSRB:

None

Course Structure:

September (Full-time)

Year 1

Module	Title	Credits	Period	Type
4PC001	Professional Development 1	20	YEAR	Core
4PC002	Introduction to Teaching in the Lifelong Learning Sector	20	YEAR	Core
4PC013	Subject Specific Studies Year 1	20	YEAR	Core
5PC004	Professional Development 2	20	YEAR	Core
5PC006	Curriculum, Policy and Practice	20	YEAR	Core
5PC012	Subject Specialism and E-Learning	20	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption to permit the course to run outside of the standard University Academic Calendar with all modules bring offered as Year Long iterations.

Section 2.3.2 - All entrants will normally be in-service teachers employed within the Lifelong Learning Sector and be able to provide evidence of up to 150 hours of teaching experience over the duration of their award. RPL of up to 50% will be considered for applicants who hold the threshold licence to practice (formerly PTLLS) or the certificate in Teaching in the Lifelong Learning sector (formerly CTLLS).

Section 4.3.5 - 5PC004 Professional Development 2 includes summative assessment of practice learning. Where two attempts have been granted by the Assessment Board there will be no right to repeat the module after failure at the re-sit attempt. Failure to pass each assessment component (theory or practice) at the re-sit opportunity will result in discontinuation from the course.

Approved by AFRSC on 25th September 2015.

AFRSC/20/36

Certificate in Education (Post Compulsory Education)

Section 4.2.2 - Exemption for use of a Pass or Fail marking scheme on the following module;

4PC0001- Professional Development 1

4PC002 - Teaching in the Lifelong Learning Sector (Cert Ed and PG H)

4PC013 - Subject Specific Studies

5PC012 - Subject Specialism and E-learning

5PC006 - Curriculum, Policy and Practice

5PC012 - Subject Specialism and ELearning

5PC005 - Professional Development 1 (Professional Graduate Cert)

5PC009 - Teaching in the Lifelong Learning Sector

5PC011 - Subject Specific Studies

6PC011 - Subject Specialism and E-learning 2

6PC008 - Curriculum, Policy and Practice

6PC007 - Professional Development 2 (Professional Graduate Cert)

6PC012 - Introduction to teaching in post-compulsory education

6PC013 - Contextualised Study

6PC014 - Constructing Self and Identity

6PC013 - Contextualised Study

Section 4.2.4 - Exemption for use of a Pass or Fail marking scheme on the following module;

7PC004 - Personal and Professional Development

7PC007 - Politics, Policy and Practice

Effective Date: September 2021

APPROVED by AFRSC on 28/01/2021

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar to allow modules to be delivered as year-long.

Section 4.4.3 - Exemption in accordance with the standards of the Professional Body. For the modules 5PC004 and 6PC007 where the summative assessment includes practice learning, where two attempts have been granted by the Assessment Board there will be no right to repeat the module after failure at the re-sit attempt. Failure to pass each assessment component (theory or practice) at the re-sit opportunity will result in discontinuation from the course.

Section 4.3.5- Exemption in accordance with the standards of the Professional Body. Students will not have a right to repeat modules after failure at the re-sit attempt.

Approved by Chair's Action on 15/06/2021

Effective date: September 2021

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act (2010)

Learning Outcomes:

Cert. in Education Course Learning Outcome 1 (CEDCLO1)

"A commitment to reflect on their own value systems, professional development and practice;"

Cert. in Education Course Learning Outcome 2 (CEDCLO2)

Effective teaching skills in organizing and supporting successful learning;

Cert. in Education Course Learning Outcome 3 (CEDCLO3)

Effective practice in learning and teaching within own specialist subject area;

Cert. in Education Course Learning Outcome 4 (CEDCLO4)

Ability to plan effectively and implement effective assessment for learning;

Cert. in Education Course Learning Outcome 5 (CEDCLO5)

Ability to support learners' access to learning and progression opportunities;

Cert. in Education Course Learning Outcome 6 (CEDCLO6)

"Ability to be critically reflective practitioners and engage with feedback from peers, tutors and mentors."

Overview of Assessment:

Module	Title	Course Learning Outcomes
4PC001	Professional Development 1	CEDCLO1, CEDCLO2, CEDCLO3, CEDCLO4, CEDCLO5, CEDCLO6
4PC002	Introduction to Teaching in the Lifelong Learning Sector	CEDCLO2, CEDCLO3, CEDCLO4, CEDCLO5
4PC013	Subject Specific Studies Year 1	CEDCLO2, CEDCLO3, CEDCLO4, CEDCLO5
5PC004	Professional Development 2	CEDCLO1, CEDCLO2, CEDCLO3, CEDCLO4, CEDCLO5, CEDCLO6
5PC006	Curriculum, Policy and Practice	CEDCLO1, CEDCLO3, CEDCLO6
5PC012	Subject Specialism and E-Learning	CEDCLO3, CEDCLO4, CEDCLO5

Teaching, Learning and Assessment:

Within Post Compulsory Education at the University of Wolverhampton there are a range of teaching and learning activities to help you achieve your programme successfully. The teaching activities employed will have formative learning and assessment opportunities which will enable you to prepare for any final (summative) submissions, as well as your teaching practice observations and portfolio of evidence and can include:

Active contributions to lectures, group activities, including critical reflections and peer discussion seminars.

Directed and self-directed reading that will inform practice developments.

Individual and group research activities using a range of sources, reading of literature relating to issues raised in lectures and through independent research.

Participation in online tasks and discussions.

Action learning sets and developing communities of practice within subject specialisms and with peers of the programme.

Mentoring and coaching will be available through a variety of mechanisms, through your university personal tutor, university observer, your subject mentor as well as wider colleagues.

Individual and group tutorials.

There are also a variety of assessment types used to support and stimulate your learning and progression towards developing your teaching capabilities, that are valued in your contextual settings whilst underpinning your own continuing personal and professional development.

Your course will include a variety of assessment activities, which may include:

Coursework, e.g. reflective synopsis essays, reports, project proposals, small-scale research analysis, poster presentations, journaling and action planning.

Practical, e.g. the compilation of a teacher development portfolio, planning and organising teaching activities and evaluating their effectiveness, self-assessment and self-analysis activities, case study scenarios, oral and video presentations.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

University Libraries (Library Information Services) are the key source of academic information for students, providing access to a wide range of books, journals, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: https://www.wlv.ac.uk/lib/skills-for-learning/

The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

You will also have full access to your chosen partner onsite facilities and resources.

Course Specific Support

You will be allocated a Personal Tutor.

You will be allocated a university mentor/observer, to provide academic support in achieving your teacher development portfolio (TDP) modules. (This may well be your personal tutor)

You will also need to identify a subject specialist mentor from your organisation setting.

Specific assessment support will be factored into each module.

If you have specific learning difficulties you can gain a wide range of support from the Student Support and Well Being team.

Higher Education academic skills will be embedded throughout the curriculum.

Employability in the Curriculum:

Successful completion of this programme would allow progression to apply for Qualified Teacher Learning and Skills (QTLS) with the Society for Education and Training (SET) https://set.et-foundation.co.uk/professionalism/qtls/ and is recognised as a 'Professional Formation' process which has parity with Qualified Teacher Status (QTS) for secondary teaching.

Gaining a PCE Initial Teacher Education (ITE) qualification will enhance the career prospects of in-service students whilst establishing themselves as professionals in their work places. The academic elements have allowed previous students to go to take part in conferences and research projects, and writing collaboratively with University staff towards publications and journal articles.

For the Certificate in Education non-graduates programme, there is a natural progression to a degree in BA in Post-compulsory Education, as many past students have gone on to do in the past.

For the Professional Graduate Certificate post-graduate route, there is natural progression to a Graduate Certificate, Graduate Diploma and M level awards.