

## Course Specification

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<b>Status:</b>	Validated

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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	PC005N31BM	Part-time	2 Years
<b>Course Title:</b>	Professional Graduate Certificate in Education (Post Compulsory Education) at Birmingham Metropolitan College		
<b>Hierarchy of Awards:</b>	Professional Graduate Certificate in Education Post Compulsory Education Undergraduate Credit Undergraduate Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	24/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2021/2		

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## Academic Staff

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<b>Course Leader:</b>	Mrs Sandi Bates
<b>Head of Department:</b>	Ms Julie Hughes Dr Valerie Hall

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# Course Information

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<b>Location of Delivery:</b>	Birmingham Metropolitan College
<b>Category of Partnership:</b>	Supported Delivery of University Provision
<b>Teaching Institution:</b>	Birmingham Metropolitan College
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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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)

All entrants will normally be in-service 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 their award. All entrants will normally hold an appropriate qualification of at least National Qualifications Framework (NQF) level 3 in the subject area in which they are teaching.

As holders of a UK first degree or equivalent, entrants will have been deemed to have met the entry requirements of achievement at NQF level 3 in English/literacy/communication. All entrants will have achieved or be working towards achievement of NQF level 2 in mathematics/numeracy.

The award will include development of former LSIS minimum core specifications in literacy, language, mathematics and ICT. APA/RPL will be granted to applicants who hold the threshold license to practice, the Certificate in Teaching in the Lifelong Learning Sector or appropriate training/industry specific qualifications. In addition, all learners will be provided with credit transcripts for the mandatory units of assessment; this will enable credit accumulation and transfer to equivalent programmes. The programme will include development of minimum core specifications in literacy, language, mathematics and ICT. The programme is also mapped to the 2014 ETF Professional Standards.

## Distinctive Features of the Course:

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The Professional Graduate Certificate in Education (Post Compulsory Education) accredited by the University of Wolverhampton incorporates an innovative blended approach using an e-portfolio. Very few courses of a similar kind make use of this approach for assessment purposes.

The Professional Standards and Workforce Development strand of the ETF has within its remit:

- professionalising the sector workforce
- attracting the brightest and the best people to teach in the sector
- enabling the sector to take the lead in improving the quality of teaching and learning.

The 2014 Professional Standards:

- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education; and,
- provide a national reference point that organisations can use to support the development of their staff.

Initial Teacher Education awards in the post-compulsory sector do not have Professional Statutory and Regulatory Bodies (PSRBs), however, the ETF Professional Standards inform our curriculum and assessments.

## Educational Aims of the Course:

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This course accredits two distinct strands:

1. in-service teachers working in the post-compulsory sector; the course is aimed at teachers who carry out full teaching responsibilities
2. pre-service teachers new to the profession who aim to become teachers carrying out full teaching responsibilities.

It incorporates the ITLLS (Introduction to teaching in the Lifelong Learning Sector). The qualification is endorsed by the Education and Training Foundation (ETF) and provides the accreditation needed by any person intending to take on a full teaching role in the sector. The course covers planning, pedagogical issues, subject specialism and practitioner research. At its core is a holistic model of critical reflective practice. The programme will develop individuals as reflective practitioners who are capable of critically reviewing their own performance and are therefore able to provide learning opportunities for their students against the underpinning criteria of equality of access to opportunity, recognising and valuing cultural and linguistic diversity, utilising information technology for learning and working effectively with others in a professional environment. This course is designed to meet the professional development needs of in-service staff who have already studied to degree level.

Intakes:

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September

Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

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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
2017/8	H	Part Time	£2835.00
2017/8	EU	Part Time	£2835.00

PSRB:

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None

Course Structure:

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## September (Part-time)

### Year 1

Module	Title	Credits	Period	Type
5PC005	Professional Development 1 (Professional Graduate Cert)	20	YEAR	Core
5PC009	Introduction to Teaching in the Lifelong Learning Sector	20	YEAR	Core
5PC011	Subject Specific Studies 2	20	YEAR	Core

# September (Part-time)

## Year 2

Module	Title	Credits	Period	Type
6PC007	Professional Development 2 (Professional Graduate Cert)	20	YEAR	Core
6PC008	Curriculum, Policy and Practice	20	YEAR	Core
6PC011	Subject Specialism and E-Learning 2	20	YEAR	Core

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.2.3 - Exemption to permit the course to run outside of the standard University Academic Calendar with all modules being 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 - 6PC007 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.

### Reference Points:

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Quality Code - Part A: Setting and Maintaining Academic Standards. Including :  
Qualifications Frameworks  
Characteristics Statements  
Credit Frameworks  
Subject Benchmark Statements - list  
Quality Code - Part B: Assuring and Enhancing Academic Quality  
University Policies and Regulations  
Equality Act (2010)  
Education and Training Foundation (ETF) [www.et-foundation.co.uk](http://www.et-foundation.co.uk)

### Learning Outcomes:

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PGCE Course Learning Outcome 1 (PGCECLO1)

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

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PGCE Course Learning Outcome 2 (PGCECLO2)

Effective teaching skills in organizing and supporting successful learning;

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PGCE Course Learning Outcome 3 (PGCECLO3)

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

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PGCE Course Learning Outcome 4 (PGCECLO4)

Ability to plan effectively and implement effective assessment for learning;

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PGCE Course Learning Outcome 5 (PGCECLO5)

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

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PGCE Course Learning Outcome 6 (PGCECLO6)

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

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Graduate Certificate Course Learning Outcome 1 (GCECLO1)

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

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Graduate Certificate Course Learning Outcome 2 (GCECLO2)

effective teaching skills in organizing and supporting successful learning;

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Graduate Certificate Course Learning Outcome 3 (GCECLO3)

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

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Graduate Certificate Course Learning Outcome 4 (GCECLO4)

ability to plan effectively and implement effective assessment for learning;

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Graduate Certificate Course Learning Outcome 5 (GCECLO5)

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

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Graduate Certificate Course Learning Outcome 6 (GCECLO6)

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

#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
5PC005	Professional Development 1 (Professional Graduate Cert)	GCECLO1, GCECLO2, GCECLO3, GCECLO4, GCECLO5, GCECLO6
5PC009	Introduction to Teaching in the Lifelong Learning Sector	GCECLO2, GCECLO3, GCECLO4, GCECLO5
5PC011	Subject Specific Studies 2	GCECLO2, GCECLO3, GCECLO4, GCECLO5
6PC007	Professional Development 2 (Professional Graduate Cert)	GCECLO1, GCECLO2, GCECLO3, GCECLO4, GCECLO5, GCECLO6
6PC008	Curriculum, Policy and Practice	GCECLO1, GCECLO3, GCECLO6
6PC011	Subject Specialism and E-Learning 2	GCECLO3, GCECLO4, GCECLO5

## Teaching, Learning and Assessment:

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### Learning Activities

- Online – individual and group activities
- Tutor-led presentations
- Student-led presentations
- Observations of Teaching & Learning
- Discussions
- Workshops
- Seminars
- Structured and unstructured group work
- Tutorials.

### Blended learning

1. Students will be given the opportunity to engage in interactive and blended learning as well as face to face sessions with their tutors.
2. Students will have access to a digital copy of lecturer-produced course documents.
3. Students will collaborate on line with others in their learning cohort via Pebble Pad, as their group blog is seen as an important learning forum.
4. Students will submit all assessments online where appropriate

### Assessment Methods

#### Level 5

- Formative & summative professional practice assessments in accordance with standards specified by ETF
- Formative & summative written assignments and presentations in accordance with Institute of Education's (FEHW) level 5 generic assessment criteria

#### Level 6

- Formative & summative professional practice assessments in accordance with standards specified by ETF
- Formative & summative written assignments and presentations in accordance with Institute of Education's (FEHW) level 6 generic assessment criteria.

## Student Support:

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### General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide 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: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills) 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.

### Course Specific Support

All students will undergo initial assessment on entry to the programme. Where this process identifies specific learning needs, support for these will be available through Centre support structures. Academic literacy and study skills are supported in an integral way in the course through personal tutorials and peer group support.

### Centre Support

In addition, you can also access support at the Centre where you are studying. This covers a broad range of support, activities and events alongside your programme of study. All of the Centre's staff and tutors are committed to ensuring you have the opportunity to access personal, study and specialist support.

## Employability in the Curriculum:

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This is a professional teaching qualification undertaken by in-service teaching professionals. This course provides students with a practical and theoretical platform on which to found their development as teaching professionals in different PCE settings. Gaining the qualification is likely to enhance career prospects as students establish themselves as professionals in their places of work. The course has practical and academic elements and students who have completed it have also gone on to take part in conferences and research projects, sometimes working collaboratively with University staff to write journal articles. Progression is possible to M Level awards.



THE UNIVERSITY OF OPPORTUNITY