

## Course Specification

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## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	PC031P01UW PC031P31UW	Full-time Part-time	1 Years 2 Years
<b>Course Title:</b>	PGCE Further Education		
<b>Hierarchy of Awards:</b>	Postgraduate Certificate in Education Further Education University Statement of Credit Further Education		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	04/Sep/2023		
<b>Last Review:</b>	2016/7		
<b>Course Specification valid from:</b>	2022/3		
<b>Course Specification valid to:</b>			

## Academic Staff

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

# Course Information

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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.

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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)

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- To hold a honours degree (normally 2:2 or above) of a United Kingdom higher education institution or equivalent qualification in a subject related to the area you wish to teach with vocational / professional experience considered carefully in each individual circumstance.
- To have achieved grade C/4 or above in GCSEs English and Mathematics, or equivalent qualifications.

Please note we do NOT accept GCSE Short Courses, GCSE English Literature or GCSE Equivalent Tests from other institutions or organisations.

[Please see equivalent GCSE qualifications we do accept](#). If you are unsure please contact our Admissions Department [admissions@wlv.ac.uk](mailto:admissions@wlv.ac.uk) for clarification.

We do offer computer-based Key Skills Level 2 Numeracy and Literacy equivalency tests at the University Walsall Campus. *A charge will be introduced as follows: £40 for one test or £60 for two tests.*

You will be required to provide evidence of your original qualifications.

You must be sure that you wish to embark on a career of teaching in Post-Compulsory Education before applying for this course. In order to achieve this we recommend that you gain some experience within the post compulsory sector. We expect you to research your subject area within the post-compulsory context, and to visit a further education establishment to make an informed decision about how your subject specialism fits into the national vocational framework.

All applicants that are successful with their application will be invited to an interview. This will include a presentation and a panel-based interview. Please view information regarding [interview preparation](#).

Further information regarding the interview process can be found at <https://www.wlv.ac.uk/apply/how-to-apply/4---after-youve-applied/subject-specific-applications/>.

We will not accept applicants onto our professional courses who have been unsuccessful on professional courses at other institutions of higher education.

If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £38.00 and a £6.00 ID check service fee. You will also need an Occupational Health Check prior to starting the course.

## Distinctive Features of the Course:

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This course places the student at the centre. Each student has a dedicated personal tutor who will aid their development as a reflective practitioner and support each student teacher as they develop their individual professional identity.

On successful completion of this course students may choose to pursue the completion of Professional Formation through the Society of Education and Training. It is a separate application (not conducted during the course but after the qualification and by the individual themselves). This endows the status of Qualified Teaching, Learning and Skills (QTLS), a status equivalent to Qualified Teaching Status (QTS). QTLS is not mandatory when teaching in a Post Compulsory Education setting.

#### Educational Aims of the Course:

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This pathway aims to develop the knowledge, skills and qualities required by new entrants to teaching in the Lifelong Learning (PCE) sector. The programme will develop you as reflective practitioners who are capable of critically reviewing your own performance. You should also be able to provide learning opportunities for your students using underpinning criteria of equality of access to opportunity, recognising and valuing cultural and linguistic diversity. In addition, you will be able to use a range of technologies for learning and teaching, and work effectively with others in a professional environment.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### 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
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00

#### PSRB:

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None

#### Course Structure:

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### September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6PC012	Introduction to teaching in post compulsory education	20	SEM1	Core
6PC014	Constructing Self and Identity	20	SEM1	Core
6PC013	Contextualised Study	20	SEM1	Core
7PC007	Politics, Policy and Practice	20	SEM2	Core
7PC004	Personal and Professional Development	20	SEM2	Core
7PC005	Reflecting on Self and Identity	20	SEM2	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:

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#### Clause 4.3.3

Students who fail a module at the first attempt at levels 3-7 will be permitted to attempt the failed summative assessment task(s) again. This resit attempt must be taken at the first opportunity within the same academic year the module was studied, unless valid extenuating circumstances are approved.

As this is a professional teacher education course there will be no automatic right to a second attempt (resit) for any failed practice components at the discretion of the Assessment Board. This applies to 6PC014 Constructing Self and Identity and 7PC005 Reflecting on Self and Identity.

In addition, students will not be offered a further resit (third attempt) in any assessments.

#### Clause 4.3.5

As a professional teacher education course and as all modules on the PGCE draw on your teaching practice (making links from theory to practice), you will not have a right to repeat a practice learning module. This applies to 6PC014 Constructing Self and Identity and 7PC005 Reflecting on Self and Identity.

### Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Professional body: <https://www.et-foundation.co.uk/>

### Overview of Assessment:

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As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of

the intermediate awards.

<b>Learning Outcomes</b>	<b>Modules</b>
<b>PGCERTH01</b> Knowledge and understanding: A Critically analyse, synthesise and evaluate current ideologies, theories and methodologies of learning, assessment and inclusive curriculum design. B Demonstrate critical reflection of current practice and identify own judgements and personal insights that inform professional practice	
<b>PGCERTH02</b> Practical, professional and research skills: A Develop the professional skills of proactive practitioner who can critically reflect on own practice and exercise effective decision-making and judgements in complex situations. B Demonstrate an understanding of how research and enquiry skills are used to interpret knowledge and inform professional practice.	
<b>PGCERTH03</b> Intellectual skills: A Develop the ability to critically evaluate evidence-based data and respond creatively to changing needs within the wider professional context. B Develop critiques of professional practice and current research within the limitations and constraints of existing knowledge in the post-compulsory sector	
<b>PGCERTH04</b> Post graduate generic skills: A Demonstrate core professional values of teachers in the post compulsory sector and engage in independent learning with regard to continuous personal and professional development strategies. B Develop strategies to improve core skills within own professional practice as prescribed by Education and Training Foundation (ETF) (2022)	

### Teaching, Learning and Assessment:

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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.

Individual and group tutorials.

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.

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:

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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:

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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

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 have a subject area mentor from your placement 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:

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The programme is designed for participants' direct entry into the Lifelong Learning Sector as teachers.

Successful completion of this programme would allow you 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/>. The process you would undertake is recognised as a 'Professional Formation' process having parity with Qualified Teacher Status (QTS) for secondary teaching.

Gaining a PGCE FE qualification supports career opportunities as education professionals within the Lifelong Learning sector (i.e. further education lecturer, adult education lecturer).

The academic elements of the course have allowed previous students to take part in conferences and research projects, and writing collaboratively with University staff, mentors, and peers towards publications and journal articles.



THE UNIVERSITY OF OPPORTUNITY