Institute of Education
Professional Graduate Certificate in Education (Post Compulsory Education) at Dudley College
Course Guide
About this guide

This is your course guide. It provides the basic but fundamental information about your course of study. This guide is yours for the duration of the course, we don't re-issue it annually and if any information contained within were to change then we will write to you to explain so.

In particular, if any important aspects relating to your modules were to change then we will inform you in accordance with the Code of Practice for the Management of Changes to Modules and Courses. The teaching and support teams which you will get to know over time will refer to this guide – it will be useful to you and we advise you to make good use of it throughout your studies.

The Course Guide should be read in conjunction with the more general sources of information which relate to all students at the University. The Student Handbook is a very detailed reference point for all issues relating to your studies which aren't specific to just your particular course. You might also want to refer to the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents which will provide you with all of the information that we think you will need for your period of study here.

If you need additional information, or you simply want to discuss elements of any of these documents or other aspects of your course, find that there is something you need to know, please contact your Faculty Student Services:

Faculty Student Services

We can help with the administration and organisation of your time at University – from enrolment and module registration, tuition fee enquiries, attendance support, course management and lifecycle queries, extenuating circumstances, leave of absence, transfers and changes, assignment submission, SAMs appointments, assessment and result queries, right through to Graduation.

You can also come and talk to us for impartial advice and support if things are starting to go wrong and you're not sure who else to talk to. The main thing to remember is that you are not alone. We see large numbers of students over the course of a year on a variety of issues, so please don't be afraid to approach us.

We are here to ensure that your transition into Higher Education is as smooth as possible. Normal office opening hours are Monday-Friday 08:45-17:00.

You can contact us through the e:vision help desk, by phone or in person or by e-mail:

<table>
<thead>
<tr>
<th>Faculty of Education Health and Wellbeing (City Campus)</th>
<th>The Millennium City Building MC 125</th>
<th>(01902) 518800</th>
<th><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Education Health and Wellbeing (Walsall Campus)</td>
<td>The Jerome K Jerome Building WA 005</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Faculty of Education Health and Wellbeing (Burton Campus)</td>
<td>Burton Centre</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Help and Advice is also available from Student Support &amp; Wellbeing...</td>
<td>Contact us at the Alan Turing Building MI 001 for all enquiries and referrals... Services operate at all campuses by appointment.</td>
<td>(01902) 321074</td>
<td><a href="mailto:ssw@wlv.ac.uk">ssw@wlv.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(01902) 321070</td>
<td><a href="mailto:money@wlv.ac.uk">money@wlv.ac.uk</a></td>
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</tbody>
</table>

Welcome from the Course Leader

On behalf of the teaching and support teams from Professional Graduate Certificate in Education (Post Compulsory Education) at Dudley College course, I would like to extend to you a very warm welcome to the
University of Wolverhampton, and in particular your campus.

My name is Sandi Bates and I am the course leader for your Professional Graduate Certificate in Education (Post Compulsory Education) at Dudley College course and alongside your personal tutor, will be your main point of contact over the duration of your studies. My contact details are below – please don’t hesitate to get in touch if you need any support or guidance.

The successes which you will achieve whilst at the University are based upon a partnership between the expertise and support from the staff here and the effort you put into learning. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market. Make the most of the wide range of opportunities available to you.

Studying at University can be difficult, and for many of you the transition into University life will be challenging. However we will support you throughout your course, particularly whilst you develop into an independent learner over the course of your first year with us.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We hope that you might consider acting as a Course Representative during some of your time with us to help the University continue to improve your experience.

I would like to wish you every success with your studies. We look forward to working with you and hope that you enjoy your time with us.

Sandi Bates

Course Management and Staff Involvement

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Specialism</th>
<th>eMail</th>
<th>Tel. Ext.</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Ms Julie Hughes</td>
<td></td>
<td><a href="mailto:J.Hughes2@wlv.ac.uk">J.Hughes2@wlv.ac.uk</a></td>
<td>3106</td>
<td>WN332</td>
</tr>
<tr>
<td>Head of Department</td>
<td>Dr Valerie Hall</td>
<td></td>
<td><a href="mailto:V.Hall@wlv.ac.uk">V.Hall@wlv.ac.uk</a></td>
<td>3376</td>
<td>WN333</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Mrs Sandi Bates</td>
<td></td>
<td><a href="mailto:sandi.bates@wlv.ac.uk">sandi.bates@wlv.ac.uk</a></td>
<td>3226</td>
<td>WE113</td>
</tr>
<tr>
<td>Student Advisor</td>
<td>Grace Deakin</td>
<td></td>
<td><a href="mailto:Grace.Deakin2@wlv.ac.uk">Grace.Deakin2@wlv.ac.uk</a></td>
<td>8893</td>
<td>WN301</td>
</tr>
<tr>
<td>Faculty Enabling Tutor</td>
<td>Dr Stephanie Brewster</td>
<td></td>
<td><a href="mailto:S.Brewster@wlv.ac.uk">S.Brewster@wlv.ac.uk</a></td>
<td>3026</td>
<td>WA106</td>
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Educational Aims of the Course

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.

What makes this programme distinctive?

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.

Course Structure

September (Part-Time)

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Period</th>
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<tr>
<td>SPC005</td>
<td>Professional Development 1 (Professional</td>
<td>20</td>
<td>YEAR</td>
<td>Core</td>
<td>Sandi Bates</td>
</tr>
<tr>
<td></td>
<td>Graduate Cert)</td>
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</tr>
<tr>
<td>SPC009</td>
<td>Introduction to Teaching in the Lifelong Learning Sector</td>
<td>20</td>
<td>YEAR</td>
<td>Core</td>
<td>Victoria Wright</td>
</tr>
<tr>
<td>SPC011</td>
<td>Subject Specific Studies 2</td>
<td>20</td>
<td>YEAR</td>
<td>Core</td>
<td>Sandi Bates</td>
</tr>
</tbody>
</table>

Course Learning Outcomes
Learning Outcome

Graduate Certificate Course Learning Outcome 1 (GCECLO1)
a commitment to reflect on their own value systems, professional development and practice;

Contributing Modules
5PC005 Professional Development 1 (Professional Graduate Cert)
6PC007 Professional Development 2 (Professional Graduate Cert)
6PC008 Curriculum, Policy and Practice

Graduate Certificate Course Learning Outcome 2 (GCECLO2)
effective teaching skills in organizing and supporting successful learning;

Contributing Modules
5PC005 Professional Development 1 (Professional Graduate Cert)
5PC009 Introduction to Teaching in the Lifelong Learning Sector
5PC011 Subject Specific Studies 2
6PC007 Professional Development 2 (Professional Graduate Cert)

Graduate Certificate Course Learning Outcome 3 (GCECLO3)
effective practice in learning and teaching within own specialist subject area;

Contributing Modules
5PC005 Professional Development 1 (Professional Graduate Cert)
5PC009 Introduction to Teaching in the Lifelong Learning Sector
5PC011 Subject Specific Studies 2
6PC007 Professional Development 2 (Professional Graduate Cert)
6PC008 Curriculum, Policy and Practice
6PC011 Subject Specialism and E-Learning 2

Graduate Certificate Course Learning Outcome 4 (GCECLO4)
ability to plan effectively and implement effective assessment for learning;

Contributing Modules
5PC005 Professional Development 1 (Professional Graduate Cert)
5PC009 Introduction to Teaching in the Lifelong Learning Sector
5PC011 Subject Specific Studies 2
6PC007 Professional Development 2 (Professional Graduate Cert)
6PC011 Subject Specialism and E-Learning 2

Graduate Certificate Course Learning Outcome 5 (GCECLO5)
ability to support learnersÆ access to learning and progression opportunities;

Contributing Modules
5PC005 Professional Development 1 (Professional Graduate Cert)
5PC009 Introduction to Teaching in the Lifelong Learning Sector
5PC011 Subject Specific Studies 2
6PC007 Professional Development 2 (Professional Graduate Cert)
6PC011 Subject Specialism and E-Learning 2

Graduate Certificate Course Learning Outcome 6 (GCECLO6)
ability to be critically reflective practitioners and engage with feedback from peers, tutors and mentors.

Contributing Modules
5PC005 Professional Development 1 (Professional Graduate Cert)
6PC007 Professional Development 2 (Professional Graduate Cert)
6PC008 Curriculum, Policy and Practice

PSRB
None

Employability in the Curriculum

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.

Teaching, Learning and Assessment

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 online 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.

Reference Points

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

Academic Regulations Exemptions

Section A.3.7. & C.1.2
Exemption to permit the course to run outside of the Academic Calendar. All modules will be offered as year-long iterations. (APPROVED 25/09/15, subject to academic calendar being provided that shows start and end dates).

Section G.3.5.
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). (APPROVED 25/09/15)
Section D.3.6.
Module 6PC007 Professional Development 2 includes assessment of practice learning. Where two attempts have been granted by the Assessment Board there will be no right to repeat the modules following failure at the re-sit attempt. Failure to pass each assessment component (theory or practice) at the re-attempt opportunity will result in discontinuation from the course. (APPROVED 25/09/15)

Support with your studies

University Learning Centres are the key source of academic information for students providing access to:

- Physical library resources (books, journal, DVDs etc.)
- Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- A wide range of online information sources, including eBooks, e-journals and subject databases
- 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.
- Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
- Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to “MyWLV” student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Course Specific Support

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. [http://www.dudleycol.ac.uk/Support/Learner-Support](http://www.dudleycol.ac.uk/Support/Learner-Support)

Contact Hours
In higher education, the term 'contact hours' is used very broadly, to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course.

This time provides you with the support in developing your subject knowledge and skills, and opportunities to develop and reflect on your own, independent learning. Contact time can take a wide variety of forms depending on your subject, as well as where and how you are studying. Some of the most common examples are:

- lectures
- seminars
- tutorials
- project supervisions
- demonstrations
- practical classes and workshops
- supervised time in a studio/workshop
- fieldwork
- external visits
- work-based learning (including placements)
- scheduled virtual interaction with tutor such as online, skype, telephone

In UK higher education, you as the student take primary responsibility for your own learning. In this context, contact time with teaching and associated staff is there to help shape and guide your studies. It may be used to introduce new ideas and equip you with certain knowledge or skills, demonstrate practical skills for you to practise independently, offer guidance on project work, or to provide personalised feedback.

Alongside contact time, private or independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. It might include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision, and so on.

**Course Specific Health and Safety Issues**

Students are advised to follow the Health & Safety Regulations and Policy of the college in which they are studying, working or in placement.

DBS: You must ensure that your Disclosure and Barring Service check (DBS) certificate number carried out by your employer is submitted to your college and/or the University of Wolverhampton. You/your employer will need to provide evidence that you have DBS clearance.

Suitability: If there is any change to your health or character status that impact on your suitability to practice, you must inform your course leader immediately. You will be required to complete an online declaration confirming your continued good health and good character status when you re-enrol each year of your study.

**Course Fact File**
<table>
<thead>
<tr>
<th>Hierarchy of Awards:</th>
<th>Professional Graduate Certificate in Education Post Compulsory Education Undergraduate Credit Undergraduate Credit</th>
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<tr>
<td>Course Codes:</td>
<td>PC005N31DC</td>
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<td></td>
<td>Part-Time</td>
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<td></td>
<td>2 Years</td>
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<td>Awarding Body / Institution:</td>
<td>University of Wolverhampton</td>
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<td>School / Institute:</td>
<td>Institute of Education</td>
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<tr>
<td>Category of Partnership:</td>
<td>Supported Delivery of University Provision</td>
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<td>Location of Delivery:</td>
<td>Dudley College</td>
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<td>Teaching Institution:</td>
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