

# Programme Specification September 2013

## Postgraduate Certificate in Education in Post-Compulsory Education and Training

### Level 7

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the relevant Student Course Guide.

The course does not lead to Qualified Teacher Learning and Skills status (QTLS), but offers a route towards QTLS after a period of employment in the sector and CPD activities.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

1	<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
2	<b>Teaching Institution:</b>	<b>Birmingham City University</b>
3	<b>Programme Title:</b>	<ul style="list-style-type: none"> <li>• <b>Postgraduate Certificate in Education in Post-Compulsory Education and Training</b></li> <li>• <b>Postgraduate Certificate in Education in Post-Compulsory Education and Training English for Speakers of Other Languages (ESOL) &amp; Teachers of Adult Literacy</b></li> <li>• <b>Postgraduate Certificate in Education Studies in Post-Compulsory Education and Training in English for Speakers of Other Languages (ESOL) &amp; Teachers of Adult Literacy</b></li> <li>• <b>Postgraduate Certificate in Education Studies</b></li> </ul>
	<b>endorsed by</b>	<b>Learning and Skills Improvement Service (LSIS)</b>
4	<b>Final Award:</b>	• <b>Postgraduate Certificate in Education</b>
5	<b>GTTR Code:</b>	<b>X341</b>
6	<b>Standards:</b>	<b>Learning and Skills Improvement Service (LSIS)</b>

## **7 Aims of the programme**

### **The programme aims**

Students will:

- have an advanced knowledge and understanding of learning and teaching which enables them to demonstrate high levels of reflective and professional practice; including the core functional skills and standards required by national bodies
- apply the necessary commitment, confidence and flexibility to teach, train and work in a PCET environment that is characterised by diversity, complexity and change
- act as a specialist subject teacher, or trainer, who is informed and supported by a coherent and relevant body of educational knowledge
- actively promote lifelong learning and widening participation within their professional environment
- take responsibility for researching, determining and achieving individual professional goals, including Continuing Personal and Professional Development (CPPD)
- fully engage in social activities through interaction in learning communities to enhance their professional development and skills
- demonstrate and apply wide knowledge and understanding of the principles and practice of teaching English language and literacy to adults.

**8 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:**

**Knowledge and understanding**

<p><b>Knowledge and understanding</b></p> <p>By the end of the course you will be able to:</p> <ul style="list-style-type: none"> <li>• describe your roles and responsibilities within your learning and teaching context;</li> <li>• demonstrate knowledge and understanding of learning and teaching resources and strategies for delivering your subject specialism;</li> <li>• understand the purpose and application of different assessment tools;</li> <li>• demonstrate understanding of key terminology in evaluation and assessment theory;</li> <li>• interpret theories, principles and models of curriculum design and implementation with regard to your learning and teaching context;</li> <li>• describe appropriate learning and teaching approaches in your specialist area;</li> <li>• describe professionalism in relation to your own practice;</li> <li>• list core professional values for teachers in the lifelong learning sector.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Teaching placement.</li> <li>• Lectures, seminars, workshops and directed tasks</li> <li>• Discussions with peers and mentors</li> <li>• Evaluation of own teaching</li> <li>• Target setting and action planning</li> </ul> <p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Feedback from mentors and observation of teaching</li> <li>• Observed presentations</li> <li>• Written assignments</li> <li>• Profiles of evidence for completion of Professional Standards</li> </ul>
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**Skills and other attributes**

<p><b>Intellectual / cognitive skills</b></p> <p>By the end of the course you will be able to:</p> <ul style="list-style-type: none"> <li>• reflect on your ability to deliver inclusive sessions which motivate learners;</li> <li>• critically evaluate your lessons;</li> <li>• analyse assessment tools;</li> <li>• critically evaluate an assessment tool used in practice;</li> <li>• explain how government and institutional policy affects your curriculum;</li> <li>• critically evaluate resources for teaching your subject specialism;</li> <li>• critically evaluate your engagement in CPPD activities over the last year;</li> <li>• create a plan for CPPD for the coming year.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Teaching placement.</li> <li>• Lectures, seminars, workshops and directed tasks.</li> <li>• Discussions with peers and mentors.</li> <li>• Evaluation of own teaching.</li> <li>• Target setting and action planning.</li> <li>• Observation of experienced teachers.</li> </ul> <p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Feedback from mentors and tutors.</li> <li>• Observation of teaching.</li> <li>• Presentation to an audience with feedback.</li> <li>• Written assignments.</li> <li>• Profiles of evidence for completion of Professional Standards</li> </ul>
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<p><b>Practical, research and independent learning skills</b></p> <p>By the end of the course you will be able to:</p> <ul style="list-style-type: none"> <li>• analyse the teaching of others with a view to developing your own subject specific teaching skills;</li> <li>• apply principles of planning to your rationale, schemes of work and lesson plans;</li> <li>• design and/or adapt formal and/or informal assessment tools;</li> <li>• create and interpret data;</li> <li>• apply theories of inclusive curriculum design to a course which you teach;</li> <li>• produce a range of inclusive learning resources for your subject specialism;</li> <li>• explain how you have/will have contributed to QA and QI systems and procedures;</li> <li>• demonstrate knowledge and understanding of theories, principles and models of reflective practice and CPPD;</li> <li>• use academic literature and other information sources to inform your work.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Placement experience.</li> <li>• Lectures, seminars, workshops and directed task.</li> <li>• Discussions with peers and mentors.</li> <li>• Collecting data.</li> <li>• Evaluation of own teaching.</li> <li>• Target setting and action planning.</li> <li>• Observation of other teachers.</li> </ul> <p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Feedback from mentors and tutors.</li> <li>• Observation of teaching.</li> <li>• Presentation to an audience with feedback.</li> <li>• Written assignments.</li> <li>• Profiles of evidence for completion of Professional Standards</li> </ul>
<p><b>Transferable / key skills</b></p> <p>By the end of the course you will be able to:</p> <ul style="list-style-type: none"> <li>• apply the Professional Standards in your own practice;</li> <li>• collate and organise appropriate documentary evidence using clear, concise English;</li> <li>• provide effective feedback to promote progress and achievement;</li> <li>• reference literature using the Harvard system;</li> <li>• use ICT and other information sources to research your work;</li> <li>• respond to issues of equality and diversity in the design of your resources;</li> <li>• use ICT to support your presentation;</li> <li>• communicate effectively in spoken and written text.</li> </ul>	<p><b>Teaching, learning and assessment methods used</b></p> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Teaching placement.</li> <li>• Lectures, seminars, workshops and directed tasks.</li> <li>• Discussions with peers and mentors.</li> <li>• Evaluation of own teaching.</li> <li>• Target setting and action planning.</li> </ul> <p><b>Assessment methods</b></p> <ul style="list-style-type: none"> <li>• Feedback from mentors and tutors.</li> <li>• Observation of teaching.</li> <li>• Presentations.</li> <li>• Written assignments.</li> <li>• Profiles of evidence for completion of Professional Standards</li> </ul>

## 9 Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below. Personal Development Planning is an integral part of the learning process in all modules.

Two years is the maximum period for enrolment on the course.

### PGCE PCET (Full time and part time generic route)

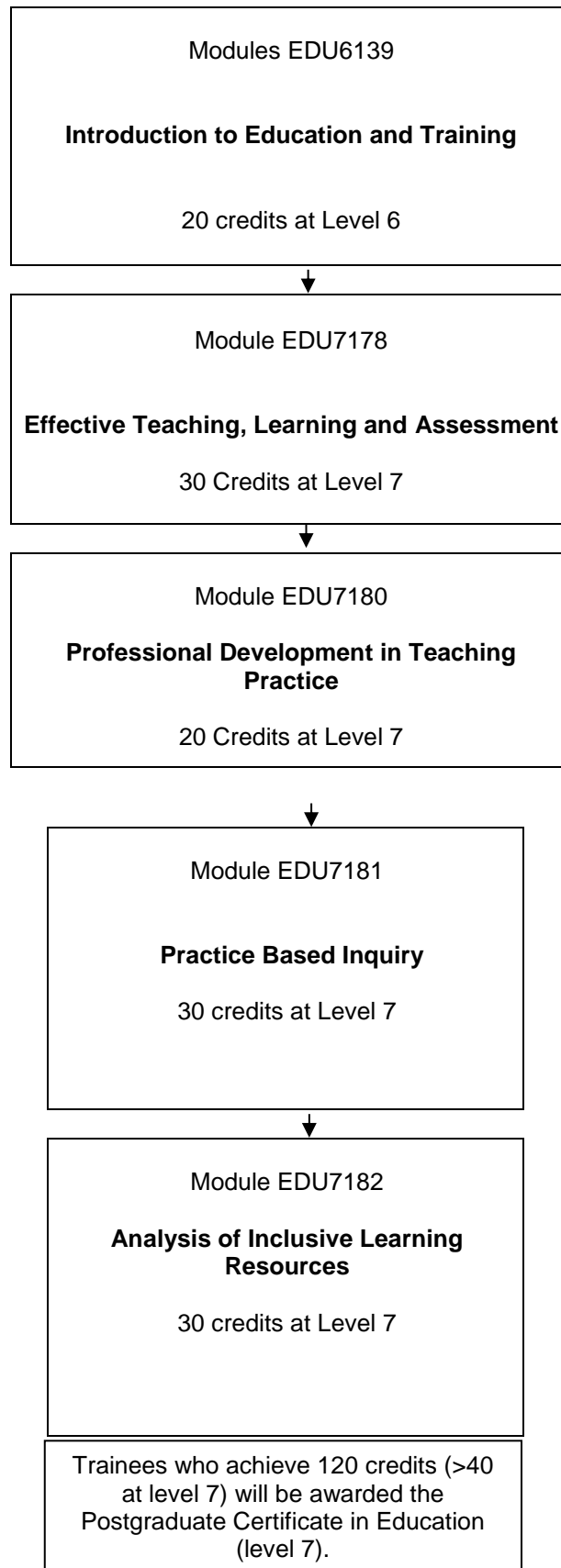
Module Code Number	Module Title	Credits
<u>EDU6139</u>	<u>Introduction to Education and Training</u>	Level 6 20 Credits
<u>EDU7178</u>	<u>Effective Teaching Learning and Assessment</u>	Level 7 30 Credits
<u>EDU7180</u>	<u>Professional Development in Teaching Practice</u>	Level 7 20 Credits
<u>EDU7181</u>	<u>Practice Based Inquiry</u>	Level 7 30 Credits
<u>EDU7182</u>	<u>Analysis of Inclusive Learning Resources</u>	Level 7 20 Credits

### PGCE PCET ESOL/Literacy

Module Code Number	Module Title	Credits
<u>EDU6140</u>	<u>Introduction to Education and Training in ESOL/Literacy</u>	Level 6 20 Credits
<u>EDU7179</u>	<u>Effective Teaching Learning and Assessment for ESOL and Literacy</u>	Level 7 30 Credits
<u>EDU7180</u>	<u>Professional Development in Teaching Practice</u>	Level 7 20 Credits
<u>EDU7181</u>	<u>Practice Based Inquiry</u>	Level 7 30 Credits
<u>EDU7183</u>	<u>ESOL and Literacy Theories and Frameworks</u>	Level 7 20 Credits
<u>EDU7184</u>	<u>Literacy, ESOL and the Learners</u>	Level 7 20 Credits

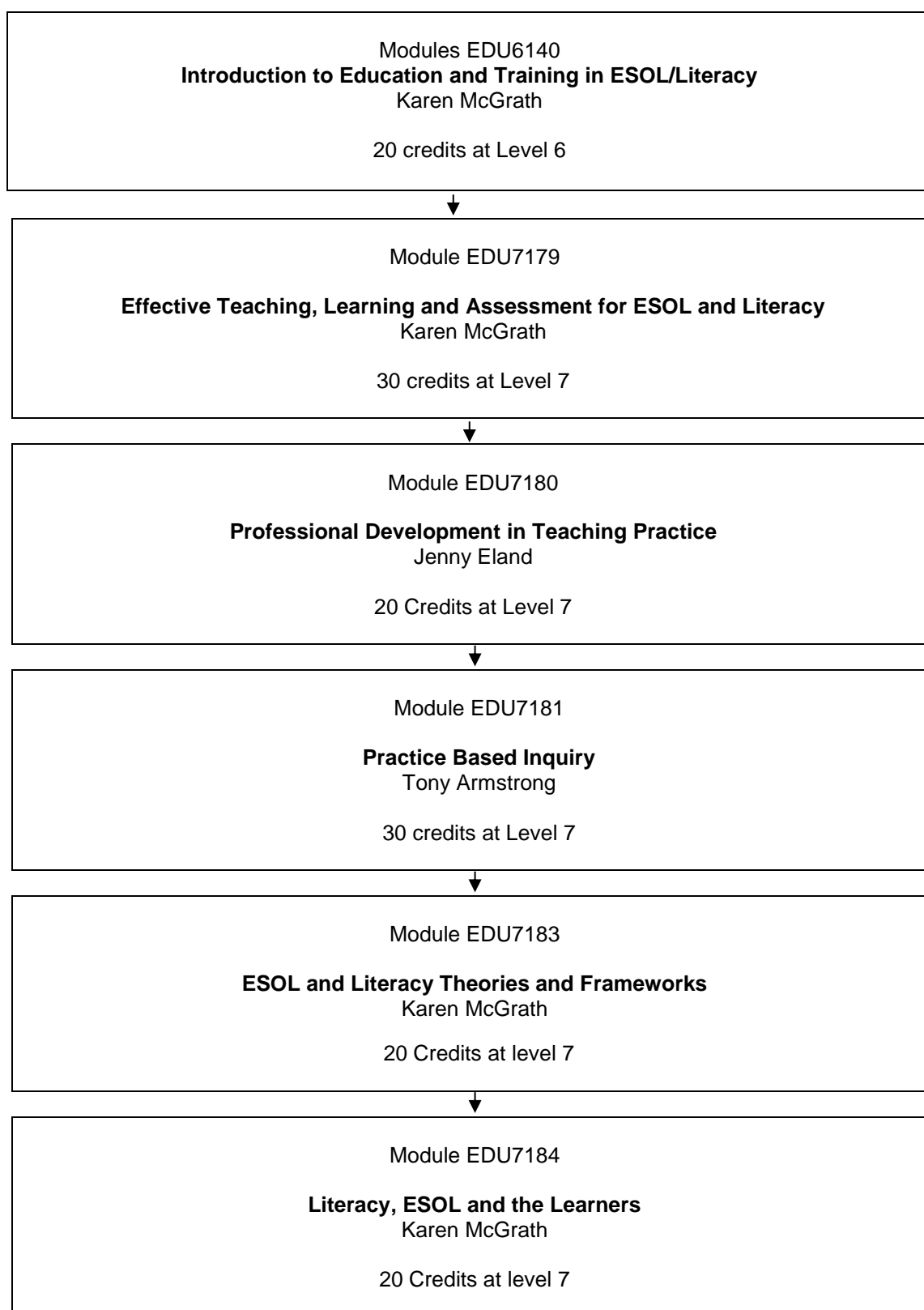
## PGCE PCET Structure and Module Overview (Full time and Part time Generic)

Modules, their credit weightings and levels are indicated on the module diagram below.



## PGCE PCET English for Speakers of Other Languages/Teachers of Adult Literacy Structure and Module Overview

Modules, their credit weightings and levels are indicated on the module diagram below.



Trainees who achieve 140 credits (>40 at level 7) will be awarded the Postgraduate Certificate in Education (level 7).

## 10 Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

**Personal Development Planning (PDP)** is built into the course using a number of procedures. These include:

- audits and action plans, and diagnostic writing;
- personal tutorials and placement reviews;
- evidence of reflective practice as part of teaching on placements;
- Evidence of completion of Professional Standards.
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### **Audits and Diagnostic Writing**

Trainees complete audits which help identify aspects of teaching that they have already experienced and gaps in their knowledge which need to be filled during their training programme. This process is started during interview and those trainees accepted onto the course are given details of a preparatory activity which they are asked to bring to their first sessions in the University. Trainees complete an ICT audit. Those whose generic ICT skills are weaker are encouraged to undertake an appropriate programme of further study. Trainees also complete a diagnostic assignment at the start of the course. Those whose standard of written English is found to be weak are encouraged to attend a short course in English for Academic Purposes or to seek additional support from the Centre for Academic Success.

### **Professional Development Tutor (PDT)**

Trainees have termly meetings with their assigned PDT. The PDT will in most cases address any pastoral issues, monitor academic progress and visit the trainee's placement. PDTs will also draft a trainee's reference. PDTs will assist in reviewing placements together with the mentor.

### **Mentors**

In each placement, trainees will work closely with a mentor. The mentor will supervise the trainee on a regular basis, dealing with the details of the placement experience. In larger institutions there will also be a mentor who has oversight of all mentors. This mentor will address institutional issues where they arise. Mentors are responsible for providing opportunities and teaching experiences through which the trainee teacher can accumulate evidence toward the acquisition of Professional Standards. This will happen cumulatively throughout the placement. Mentors will monitor and assess the evidence presented towards the acquisition of Professional Standards.

### **Documentation and Feedback**

Trainees are further supported through course documentation and profiles. The Student Course Guide and Partners' Handbook guide trainees through the requirements and expectations of the course and working in placements. The Practice of Teaching Workbooks are issued for gathering evidence towards the achievement of Professional Standards, which trainees complete through the programme. A series of forms is used to enable trainees to gather necessary evidence of progress in a systematic way. These are completed, as appropriate, by mentors in placement, tutors and peers and include the Rationale for Observed Sessions, the Lesson Plan, the Observation of Teaching and Learning, the Post-Observation Summary & Targets, the Teacher Self Evaluation Schedule, the Profile of Minimum Core of Language, Literacy and Numeracy, the Initial Subject Audit, the Targets for Development, Tutorial Record Forms, the Mid-Placement Report, the Placement Summative Report.

Trainees also receive written feedback from tutors regarding written assignments, and trainees are encouraged to link assignments to the acquisition of Professional Standards. Further written and oral feedback from tutors is given as part of the tutorial system. These items form part of PDP, discussed above.

### **Library**

The University's library provides books and e-books, journals, audio-visual, CD Rom and Internet access materials on all aspects of education together with a collection of materials suitable for use in schools. Trainees are introduced to the library and the full range of services during their



Induction programme.

### **ICT Support**

All trainee teachers have access to networked computer rooms, which have a range of software, internet and email facilities. Many of these facilities are available to trainee teachers while they are on placement through the intranet and through Moodle, the University's Virtual Learning Environment (VLE). Trainee teachers also receive assistance from IT Support Unit staff and the Learning Resources Centre technician, including support with some generic aspects of ICT where required.

### **Student Services**

A range of support services including careers and study advice, counselling, health care, financial and legal advice is available to all trainee teachers on the course. A childcare facility in the form of a nursery is available on site, as are opportunities for consultation with a nurse.

### **Centre for Academic Success**

The Centre for Academic Success is able to provide a range of short courses and individual help for trainee teachers with aspects of their academic work and progress. In particular, a short English for Academic Purposes course can be run by the Centre specifically to meet the needs of PGCE PCET trainees. Trainees are also encouraged to seek help and support from the Centre with subsequent assignments and other aspects of written English.

### **Equal Opportunities Policy**

The course operates within the Faculty's Equal Opportunities policy and a copy of the Equal Opportunities Statement is included in the Student Course Guide. The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team, supported by appropriate University departments and other agencies, strive to ensure that there is equality of opportunity for all applicants and entrants to the course.

## **11 Criteria for Admission**

Candidates must satisfy the general admissions requirements of the programme, which are available on the website at:

<http://www.bcu.ac.uk/elss/school-of-education/courses/pgce-post-compulsory-education-and-training-pgce>

## 12 Evaluation and improvement of quality and standards

<b>Committees:</b> <ul style="list-style-type: none"><li>• Team Meetings</li><li>• Boards of Studies</li><li>• Post-Compulsory Partnership Committee Meetings</li><li>• Examination Boards</li><li>• Annual Monitoring Procedures</li><li>• Faculty Academic Standards and Quality Enhancement Committee (FASQEC)</li><li>• Faculty Student Experience Committee</li><li>• Faculty Board</li><li>• Senate</li><li>• Course Evaluations</li></ul>	<b>Mechanisms for review and evaluation:</b> <ul style="list-style-type: none"><li>• Individual module evaluation by students, staff and, where appropriate, stakeholders</li><li>• Review of module evaluation by module leaders and course directors</li><li>• Annual course evaluation reports</li><li>• Annual monitoring panels</li><li>• Appraisal of teaching</li><li>• Individual performance reviews</li><li>• External examiners' comments and formal reports</li><li>• Student representatives' feedback to Boards of Studies</li><li>• Consideration of minutes of the Boards of Studies by Faculty Academic Standards and Quality Enhancement Committee and Faculty Board</li><li>• Approval and re-approval events</li><li>• University and National Student Satisfaction Survey(NSS)</li><li>• Ofsted/QAA inspections</li><li>• Annual course development days</li></ul>
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## 13 Regulation of assessment

Details of the mechanisms and criteria for assessment should be read in conjunction with the University's most recent Academic Regulations and Policies document. Students are issued with a copy of the Student Course Guide at the beginning of each year. This includes details on Assessment Regulations, procedures to be followed in cases of alleged cheating and plagiarism and representation by students against academic decisions. Individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

An External Examiner is appointed. The examiner's work includes:

- approving coursework assignments and assessment criteria;
- participating in the approval and re-approval processes;
- monitoring standards through moderation of completed assignments;
- monitoring standards through observations of students through teaching experience;
- attending examination boards;
- advising on course development.