Programme Specification for PGCE Further Education

This document applies to Academic Year 2023/24

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	NA
4.	Final award or awards	Postgraduate Certificate in Education Further Education (FE) Professional Graduate Certificate in Education Further Education (FE) Post Graduate Certificate in Educational Studies
5.	Programme title	Postgraduate Certificate in Education Further Education (FE)
6.	Pathways available	PE and Sports Science Health and Social Care English, ESOL, Literacy SEND Special Educational Needs and Disabilities Performing Arts Art and Design
7.	Mode and/or site of delivery	Standard taught programme at the University of Worcester site
8.	Mode of attendance and duration	One-year full time Weekdays
9.	UCAS Code	WR38
10.	Subject Benchmark statement and/or professional body statement	Professional Standards for Teachers and Trainers in Education and Training (2014, updated 2022) Education Inspection Framework (Ofsted, 2019). ITE Inspection Handbook (Ofsted, 2020) Initial Teacher Training (ITT) criteria: supporting advice DfE Guidelines for Delivery of FE ITE
11.	Date of Programme Specification preparation/ revision	Approved June 2020 August 2020 – AQU amendments (Fitness to Practice added). September 2020 – trainees to students revision August 2021 – amendments to Teaching section detailing online provision and AQU amendments. September 2021 – removal of three subject pathways available June 2022: 6 days of blended learning/ summer updates August 2022 – AQU amendments July 2023 – annual updates

12. Educational aims of the programme

Further education is a vast, vibrant and diverse sector of the country's education system. It provides young learners and adults with opportunities to access initial and second

chance learning opportunities; flexible progression routes to higher levels of academic and vocational qualifications and personal and work skills which can transform lives. Further education needs inspirational, skilled and knowledgeable teachers who are able to work effectively with diverse groups and engage learners to develop their own passion for learning.

To achieve this, the PGCE FE programme aims to:

- inspire and nurture values centred on inclusive practice, high expectations and the promotion of safe and respectful learning environments
- support the development of students who are highly skilled in the planning, implementation assessment and evaluation of teaching and learning;
- promote the development of highly skilled, knowledgeable and inspirational subject specialists;
- encourage a culture of dual professionalism supporting the effective use of pedagogic content expertise;
- develop confident, critical and reflective practitioners;
- inspire students to be effective communicators who can work in a collegial manner;
- nurture research-informed intellectuals who promote a love of learning;
- nurture socially, culturally and globally aware practitioners;
- develop resilient professionals who are able to demonstrate high standards of personal conduct and understanding of relevant legislation and codes of practice.

The programme aims to educate student teachers to meet the [Professional Standards for Teachers and Trainers in Education and Training](#) (2014, updated 2022) and requirements of the proposed ITE Inspection Framework (2020) and provide the opportunity to gain 60 credits at Master's level.

Students have a range of experiences depending on subject, setting and individual aspirations. The programme is designed to enable all students to become autonomous learners. It is designed to support students of varying experiences, needs and background; develop their key/transferable skills; disseminate good practice in learning and teaching and monitor the quality of the student experience.

The programme is designed to enable students to acquire the knowledge and skills they need to teach in a range of contexts within the sector.

All students who complete the programme successfully will be eligible to apply for [Qualified Teacher Learning and Skills](#) (QTLS)) status with the Society of Education and Training. QTLS is recognised as equivalent to QTS and, therefore, provides eligibility to teach Post 14 learners in schools.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**
1.	Review and evaluate approaches to a complex and specialised area of subject specific pedagogy and apply knowledge and understanding in new contexts.	PGFE4002	Postgraduate Certificate in Education (PGCE M)

2.	Demonstrate critical understanding of systematic and coherent approaches of subject specific pedagogy and apply this knowledge and understanding in new contexts.	PGFE3001	Professional Graduate Certificate in Education (PGCE)

Cognitive and intellectual skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
3.	Critically reflect on and evaluate core and advanced principles and concepts of teaching, learning and assessment using a theorised practice approach.	PGFE4002	Postgraduate Certificate in Education (PGCE M)
4.	Critically reflect on and evaluate core principles and concepts of teaching, learning and assessment using a theorised practice approach.	PGFE3001	Professional Graduate Certificate in Education (PGCE)

Skills and capabilities related to employment

5.	Demonstrate expertise in rigorous application of research skills related to subject, teaching and policy contexts.	PGFE4004	Postgraduate Certificate in Education (PGCE M)
6.	Design, apply and evaluate appropriate research skills to subject, teaching and policy practice contexts	PGFE4004	Postgraduate Certificate in Education (PGCE M)
7.	Organise and synthesise coherent arguments and ideas in speech and writing using complex structures and extensive specialist vocabulary.	PGFE4004	Postgraduate Certificate in Education (PGCE M)
8.	Organise and present coherent arguments and ideas using appropriate structures and specialist vocabulary.	PGFE3003	Postgraduate Certificate in Education (PGCE)
9.	Engage in a wide variety of contemporary, dynamic and varied professional contexts and critically evaluate and synthesise evidence on the roles and responsibilities within these contexts.	PGFE4004	Professional Certificate in Education (PGCE M)
10.	Engage in a wide variety of contemporary, dynamic and varied professional contexts and critically evaluate own role and responsibilities within these contexts.	PGFE3003	Professional Certificate in Education (PGCE)

11.	Demonstrate commitment to principles of inclusive practice in all areas of academic and practical experience and relate to appropriate conceptual frameworks and theories.	PGFE3001	Professional Certificate in Education (PGCE)
12.	Critically review and evaluate commitment to principles of inclusive practice in all areas of academic and practical experience and analyse experience with reference to conceptual frameworks and theories.	PGFE4002	Professional Certificate in Education (PGCE M)

Transferable skills			
13.	Demonstrate competence across a wide range of independent learning, self-management, collaboration, critical reflection and communication skills to support professional development and inclusive working practice.	PGFE3003	Postgraduate Certificate in Education (PGCE)
14.	Demonstrate high level competence across a complex and extensive range of independent learning, self-management, collaboration, critical reflection and communication skills to support professional development and inclusive working practice.	PGFE4004	Postgraduate Certificate in Education (PGCE M)

Learning, Teaching and Assessment

The course is designed with reference to the guidance produced by the [Education and Training Foundation](#) (2016, updated Jan 2023). These guidelines are not regulatory.

Features of the course which support the aims of the programme and provide a vibrant, challenging and inclusive experience for all involved include the following:

- programme design underpinned by values and safe and respectful learning environments
- a focus on pedagogy and subject expertise
- extensive development of, and application of, critical reflective practice and research- focussed learning
- teaching experience which is explicitly integrated into university-based learning
- expert tutoring which provides opportunities for "double decker" academic and practical learning

All students on the programme are expected to complete assignments that meet the criteria as defined by the University's Taught Courses Regulatory Framework.

Teaching

The majority of teaching sessions will be face to face. 6 days will be dedicated as multi-modal learning or synchronous online learning.

Typically contact hours for the centre-based training will be structured around:

- Interactive small group seminars on campus
- Practical skills sessions on campus
- Scheduled online lecture/discussions.

In addition, students will be expected to engage in tutorials, online research, completing learning activities and accessing learning materials each week. This includes independent study preparing for assessments.

Meetings with Personal Academic Tutors (subject tutors) are scheduled usually once every month. Tutors also visit students in their settings to quality assure the process and offer tutorial support.

Contact time

The programme is designed to provide an average of three days a week on placement. In addition, students spend time in the University for taught classes and directed study. The course contact time meets the recommendations in the ETF guidance (2016).

Independent self-study

Students are also expected to undertake independent study. Typically, this will involve completing tasks such as reading journal articles and books, working on teaching preparation and evaluation of teaching practice, undertaking research in the library and online, preparing coursework assignments, maintaining an e-portfolio, presentations and collaborative tasks.

Independent learning is supported by a range of learning facilities, including The Hive and library resources, online resources, the virtual learning environment and electronic portfolio access.

Work-Based Learning

Students will engage in teaching practice experiences as part of their training programme. In a typical week students will have around 18 hours (3 days a week) based in an FE setting.

Teaching staff

Students are taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes tutors with sector teaching qualifications at the highest level and extensive sector teaching and research experience. Highly experienced university tutors ensure that theory is informed by recent and relevant pedagogical and subject research. This creates a course design which has coherent links between subject-specific and pedagogical training to enable students to link theory to practice.
A number of the team have published research articles and continue to have a research profile in the sector. Teaching is informed by research and consultancy and all of lecturers on the course have a higher education teaching qualification or are Fellows/Senior Fellows of the Higher Education Academy.

The team includes;

- Course Leader
- Professional Studies Tutor
- Subject Studies Tutor (one per subject pathway)
- Personal Academic Tutors

14. Assessment

The course provides opportunities to test understanding and learning informally through the submission of 'formative' submissions. The taught modules are assessed at Level 6

or 7 and have one or more formal or 'summative' assessments which are graded and counts towards the overall module outcome.

Assessment methods include;

1 x professional portfolio
1 x *viva voce*
1x annotated scheme of work
1 x reflective commentary
1 x Critical literature review
1 x digital presentation

Assessment strategy

The course provides opportunities to test understanding and learning informally through the submission of formative submissions. Formative assessment contributes to summative assessment. Details of formative and summative assessment are provided in programme information Each of the two taught modules has one or more summative assessments which are graded and count towards the overall module outcome.

The design of the postgraduate assessment strategy has been determined by the following considerations in line with the University Assessment Policy:

Varied assessment types and methods are used, for example, formative observations are used in work-based learning and a scheme of work is annotated to show how a sequence of lessons has been adapted. Learning outcomes are mapped to Initial Teacher Training (ITT) criteria: supporting advice

Assessment grade criteria for summative assessment is provided for taught modules. The assessment criteria are benchmarked against the University's Generic Masters Grade Descriptor document which is in accordance with the University's Taught Courses Regulatory Framework. Work based learning assessment is benchmarked against the Professional Standards (updated 2022).

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook.

15. **Programme structures and requirements**

    The course is designed to allow for 2 different routes:

    A Postgraduate Certificate of Education FE (60 credits at Level 7); and
    A Professional Graduate Certificate of Education FE (60 credits at Level 6, or 30 credits at Level 6 and 30 credits at Level 7).

    Students who are unsuccessful in passing the professional elements, but who successfully complete all postgraduate elements, will be awarded 60 credits at Level 7 to gain the Postgraduate Certificate in Educational Studies.

    Level 7 Postgraduate Certificate in Education FE

			Status Mandatory (M) or Optional (O)	
Module Code	**Module Title**	**Credits (Number)**	**Postgraduate Certificate in Education FE**	**Professional Graduate Certificate in Education FE**

PGFE3000	Meeting the Professional Standards	0	M	M
PGFE3001	Learning, Teaching and Assessment in FE	30		M
PGFE4002	Learning, Teaching and Assessment in FE	30	M	
PGFE 3003	Curriculum, research-informed practice and professionalism in FE	30		M
PGFE4004	Curriculum, research-informed practice and professionalism in FE	30	M	*
Total Credits		60		

Students can be awarded a Professional Certificate in Education FE with 30 credits at level 7

A detailed schedule for the course showing how modules are delivered over the academic year is set out in the course handbook.

16. QAA and professional academic standards and quality

The programme is in line with the Professional Standards and has been mapped to the FHEQ qualification descriptors Levels 6 and 7 (see Award map, section 15) and Level 5 and 6 of the OfS sector recognised standards.

The course operates within the University's Fitness to Practice procedures. The principle of the Fitness to Practice procedure relates to the University's expectations of students' behaviour which should be appropriate to University regulations and procedures and the code of conduct (or equivalent) of the relevant professional or regulatory body.

Fitness to Practice comprises the following: 2 stages of investigation; a review stage and, as a final stage, referral to the Office of the Independent Adjudicator (OIA). The procedure may be concluded to everyone's satisfaction at any stage of the procedure. https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf

17. Support for Students

The purpose of course based student support is based on pedagogic and social values of the importance of assisting students to reach their potential. A range of roles and activities and resources are integrated into the programme so that student support focuses on interactions which support students' personal and academic development. The aim is that key interactions and targets are recorded by the student within their online Professional and Personal Development portfolio which can be accessed by students, tutors and mentors.

The following roles, activities and documents provide support for students on this programme:

- Course leader – who oversees the programme
- Professional Studies tutor – who leads on the generic aspects of learning and teaching
- Subject tutor - leads on subject specific aspects of learning and teaching and supports subject specific development needs
- Personal academic tutor (PAT) - provides pastoral support academic advice and guidance, and assistance with personal development planning through monthly tutorials. An e-portfolio supports this process.
- A designated, trained mentor who will support the teaching placement.

- Course handbook and module guides; all materials are also on the virtual learning environment (VLE).
- Learning and study guides, including assessment guidance, Partnership Handbook (for Teaching Practice Partners), Meeting the Professional Standards Booklets and digital resources. Student representation on the Course Representative Committee and Course Management Committee - to address course-wide issues. The programme has a School Representative.
- Induction includes library, media and facilities.
- Library Services supports students on & off campus and in The Hive. All students will also have access to University of Worcester Student Services

18. Admissions

Admissions policy

The course aims to recruit graduates who wish to teach in the FE and Skills sector including, for example, general FE, adult and community education and work-based learning. The course will focus on pre-service students.

The University of Worcester and partners welcome applicants from under-represented groups including those with disabilities, including those with specific learning difficulties and/or mental health difficulties. The programme celebrates diversity, equality of opportunity and widening of access for disadvantaged groups. This is reflected in course admissions.

Admissions to the course reflect the requirements of the ITT criteria Initial Teacher Training ; Criteria and Supporting Advice (DfE) .

Entry requirements

Normally the course entry requirements are:

Honours degree (usually 2.2 and above) or equivalent higher education qualification in a relevant subject
A standard equivalent to grade C/4 in English Language and Mathematics (or equivalent) passed at the time of entry*
Enhanced DBS check
IELTS 6.5 (or equivalent) for international students)

*It is the standard, not the certificate that matters. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C/level 4 may be given an opportunity to show that they can, nevertheless meet the required standard either by taking a University of Worcester equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning is not applicable for admission to the course.

Disclosure and Barring Service (DBS) requirements

A satisfactory enhanced DBS disclosure is required.
Course admissions procedures comply with the statutory guidance Keeping Children Safe in Education which requires providers to ensure that entrants have been subject to an enhanced Disclosure and Barring Service (DBS) criminal record check including a check of the children's barred list. In addition, all students will also be subject to a Prohibition List check. Registry keeps records showing that students have met the requirements of these checks. Additionally, the University obtains references and certificates of good conduct

from the relevant authority overseas in respect of students who have spent time living overseas (those taught at UW only).

Admissions procedures

The course seeks to recruit graduates who wish to train to teach in the FE and Skills sector. The course has a rigorous selection procedure based on a sequence of written task, group presentations (when there is more than one applicant at interview) and interviews with two key people selected from university tutors, mentors and sector tutors. Tasks are evaluated against the Professional Standards where appropriate.

Admission procedures are also designed to take into account principles of equality, diversity and inclusion, for example, accessibility needs on the day of interview.

Admissions/selection criteria

Selection criteria

This includes assessment relating to:

1. Subject and curriculum knowledge – applicants are expected to demonstrate an in-depth awareness of their specialist subject and how it may be taught, provide clear evidence of having researched the subject in relation to at least one curriculum level.

2. Aptitude for teaching – applicants are expected to demonstrate evidence of being self-reliant and able to take a lead role when working in a team. They should show a high level of resilience and an ability to manage stressful situations. They should also be a confident and articulate communicator both verbally and in writing.

3. Meet the mandatory admission requirements

4. Complete a successful interview

19. **Regulation of assessment**

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- At Level 6 modules are pass/fail
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Students who fail PGFE3000 'Meeting the Professional Standards' (teaching practice) have the right to one reassessment opportunity only.
- Students who fail a module at Level 7 are offered the opportunity to be reassessed in any failed assignment at level 7 or at level 6.
- Reassessment items at level 7 that are passed are capped at D-. If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade at level 7 for a re-taken module is capped at D-.
- Reassessment items at Level 6 are marked P/F. If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade at level 6 for a re-taken module is P/F.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
Postgraduate Certificate in Education Further Education	Passed a minimum of 60 credits at level 7 and the Meeting the Professional Standards teaching practice module

Exit Awards	Requirement
Professional Graduate Certificate in Further Education	Passed a minimum of 30 credits at Level 7 and 30 credits at Level 6 or 60 credits at level 6 and the Meeting the Professional Standards teaching practice module
Postgraduate Certificate of Educational Studies	Passed a minimum of 60 credits at Level 7

The awards of Professional Graduate Certificate Education & Postgraduate Certificate of Education Studies are assessed on a pass or fail basis.

20.   Graduate destinations, employability and links with employers

Graduate destinations

The course provides a Master's level qualification route to a recognised qualification for teaching in the FE and other sector settings, for example, adult and community education, 6th forms and offender learning. Students who successfully pass the PGCE FE will be eligible to apply for Qualified Teacher Learning and Skills (QTLS) which is equivalent to Qualified Teacher Status (QTS). Students who are awarded QTLS can apply for post-14 jobs in schools. This could increase the appeal of the qualification in terms of providing greater employment opportunities.

This new course complements the UW Diploma in Education and Training at Level 5. Employment rates over the last 3 years on the DET are excellent (SED 2018) and there

is no reason to assume that the destinations for PGCE FE qualified teachers will be less favourable. Potential employment opportunities are supported by demographic factors and built-in opportunities to gain further teaching accreditation (QTLS) which opens up employment opportunities in the Post 14 sector of school provision.

The expected qualification of PGCE FE will provide 60 credits at Level 7 which can be used towards a full Master's qualification.

Student employability

60% of course time is dedicated to teaching placement incorporating practice and development. Employability skills and attributes are woven into course design with students encouraged to approach their teaching placement as "being on interview", this generates proactive and creative participation in the daily life of the placement. Employment and CPD opportunities are a focus throughout the course and students have dedicated sections for action plans on CPD and employability within the Professional and Personal Development Portfolio. This strategy has been highly effective within the DET programme with employability and CPD a course feature from day one of the course.

Further employability activities include:
participation in conferences and events
participation in enhancement events within teaching placement.

Links with employers

Placement providers are welcomed as partners in course design and delivery and this is reflected in the placement Partnership Agreement and active role of providers within this the Partnership.

The Partnership Agreement sets out the roles of providers as partners in the course. The agreement is underpinned by other practices, such as well-understood procedures for communication between partners and agreed arrangements for the co-ordination of the training.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications