Programme Specification

1. 1. Awarding Institution	2. Teaching Institution	3. Faculty/Department	
University of Greenwich	NESCOT	Faculty of Health, Education & Community Studies/Education	

4. Final Award	5. Programme Title and approved endorsements:	6. Accredited by:	7. UCAS Code:
Professional Graduate Certificate in Education (FE & Skills Sector) **Professional Certificate in Education (Education & Training)**	**Professional Graduate Certificate in Education (FE & Skills Sector)** **Professional Certificate in Education (Education & Training)**	**N/A**	**N/A**

8. Maximum/ Minimum Period(s) of Registration

F/T = 1/2 years	P/T = 2/3 years	SW	D/L	BR

9. Programme Code	10. Last Revision date for Programme Specification
P13785 (ProfGCE (FE & Skills Sector)) & P13163 (Cert Ed to be renamed 'Professional Certificate in Education (Education & Training)' – referred to as PCE)	September 2014

11. External Reference Points, e.g. subject benchmark statements and professional body requirements, Apprenticeship Standards

The following sources have been drawn on to inform the design, content and assessment of the ProfGCE & PCE at the relevant level – 6 or 5. Initial teacher training (ITT) programmes are specifically required to ensure students can meet the Professional Standards as set out by the Education & Training Foundation (ETF) and facilitate students' development of skills and abilities in relation to the Minimum Core. Students also need to be made aware of the process of professional formation, leading to QTLS status. Subsequently, all following sources act as essential reference points.

QAA Subject Benchmark Statements. Education Studies, February 2015 [Available at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_10]

UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, October 2014 [Available at: http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14]

ETF Qualifications in education and training. Updated guidance on the teaching qualifications for the further education and skills sector. November 2016. [Available at: https://www.feadvice.org.uk/sites/www.feadvice.org.uk/files/Guidance%20for%20Qualifications%20in%20Education%20and%20Training%20November%202016.pdf]

ETF Professional Standards for Teacher and Trainers – England. 2014 [Available at: https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/]

ETF Minimum Core Guidance. November 2016. [Available at: https://feadvice.org.uk/sites/default/files/Minimum%20Core%20Guidance%20November%202016.pdf]

SET QTLS Guidance for Initial Teacher Educators [Available at: https://set.et-foundation.co.uk/professionalism/qtls/guidance-for-headteachers-and-initial-teacher-educators/guidance-for-initial-teacher-educators/]

Ofsted Initial Teacher Education Inspection Handbook. For use from September 2018. [Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737106/ITE_handbook_September_2018_300818.pdf]

12. Entry Requirements

ProfGCE – a degree (Ordinary or Honours) or equivalent; level 3 qualification (or higher) in the subject they are teaching; English at L2 (eg. GCSE or equivalent); Maths at L2 or willingness to work towards achieving the qualification; the potential to study at level 6; access to a suitable teaching placement; a satisfactory DBS.

PCE - level 3 qualification (or higher) in the subject they are teaching or significant relevant experience; English at L2 (eg. GCSE or equivalent): Maths at L2 or willingness to work towards achieving the qualification; the potential to study at level 5; access to a suitable teaching placement; a satisfactory DBS.

NB: equivalency of qualification may require NARIC certification or professional body verification.

13. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:

The programmes provide an initial teaching qualification for those working within the education and training sector. They enable students to:
- critically and systematically analyse educational concepts, theories and policies related to their subject specialism and teaching context;
- identify, implement and evaluate principles of planning, delivering, assessing and evaluating teaching and learning in becoming competent practitioners;
- develop an awareness of professional roles and responsibilities within their teaching and wider professional context;
- develop research and critically reflective skills to analyse and develop their own practice and, subsequently, participate in CPD activities;
- investigate the role, needs and expectations of stakeholders with a vested interest in education and training;
- evaluate the impact of personal and organisational values, beliefs and attitudes on professional practice; and
- develop study and academic skills.

PCE students have the opportunity to progress to a degree and all can seek employment in a teaching or training role.

14. Summary of Skills Development for Students within the Programme [Maximum 150 words]:

The ProfGCE and PCE programmes enable students to develop:
- professional relationships with students and teaching and assessing skills that demonstrate competence in the classroom;
- analytical and evaluative skills when relating theory to practice and reviewing personal, social, political, economic and technological impacts on teaching and learning;
- critical reflective and evaluative skills when reviewing own practice;
- academic skills to demonstrate rigour when reviewing literature and other information sources, synthesising information and presenting understanding in written and visual formats;
- independent and collaborative skills in managing, completing and evaluating teaching and learning activities;
- research skills to support independent action research within the classroom; and
- personal and professional skills to meet the requirements of the minimum core and professional standards.

15. The programme provides opportunities for students to achieve the following outcomes:

Knowledge and understanding of:
On successful completion of the ProfGCE, students should demonstrate a critical understanding of the:
- underlying values, theories and concepts relevant to education;
- diversity of learners and the complexities of the education process;
- complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process; and

- societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process.

On successful completion of the PCE, students will be able to demonstrate:
- knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed;
- knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context; and
- ability to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations.

16. The programme provides opportunities for students to develop the following skills (reference in guidance to prompt consideration of the relevant Apprenticeship Standard):

Intellectual skills

On successful completion of the ProfGCE, students should demonstrate the ability to:
- analyse educational concepts theories and issues of policy in a systematic way;
- identify and reflect on the potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts;
- accommodate new principles and understanding;
- select a range of relevant primary and secondary sources including theoretical and research based evidence to extend their knowledge and understanding; and
- use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

On successful completion of the PCE, students will be able to demonstrate:
- ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;
- knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context;
- use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;
- effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deployment of key techniques of the discipline effectively in their field of study and in a work context;
- accommodate new principles and understanding; and
- use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

Subject practical skills

On successful completion of the ProfGCE, students should be able to demonstrate:
- the ability to reflect on their own and others' value system;
- the ability to use their knowledge and understanding critically to locate and justify personal position in relation to the subject; and
- an understanding of the significance and limitations of theory and research

On successful completion of the PCE, students will be able to demonstrate:
- successful application in the workplace of the range of knowledge and skills learnt throughout the programme;
- ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;
- use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;

- effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deployment of key techniques of the discipline effectively in their field of study and in a work context;
- ability to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations; and
- qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.

Transferable/key skills

On completion of the ProfGCE or PCE, students will be able to:

Communication
- organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.

ILT
- use technology effectively to enhance critical and reflective study.

Numeracy
- collect and apply numerical data, as appropriate;
- present data in a variety of formats including graphical and tabular; and
- analyse and interpret both qualitative and quantitative data.

Working with others
- collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead, where appropriate, and to fulfil agreed responsibilities.

Improving own learning
- articulate their own approaches to learning and organise an effective work pattern including working to deadlines.

Problem solving
- process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

Graduate Attributes

Scholarship and Autonomy
On graduating, students should be able to:
1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries
2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation
3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them
4. Become intellectually curious, responsive to challenges, and demonstrate initiative and resilience

Creativity and Enterprise
On graduating, students should be able to:
1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems
2. Generate new ideas and develop creative solutions or syntheses
3. Communicate clearly and effectively, in a range of forms, taking account of different audiences
4. Make use of familiar and emerging information & communication technologies
5. Seize and shape the opportunities open to them on leaving university

Cross—cultural and International Awareness
On graduating, students should be able to:
1. Engage effectively in groups whose members are from diverse backgrounds
2. Appreciate the importance of behaving sustainably

3. Move fluently between different cultural, social and political contexts
4. Value the ability to communicate in more than one language

17. Teaching, Learning and Assessment Methods related to the programme learning outcomes and skills sets (in addition, for Higher and Degree Apprenticeships please indicate any sub-contractor that is expected to contribute to the delivery of the programme)

Knowledge & understanding:
In order to develop cognition of pedagogic practices that develop and enable learning, the programmes are designed to model these approaches and reflect contemporary research into effect sizes of teaching methods. Subsequently, a social constructivist approach is adopted, drawing on such strategies as assertive questioning; discussions; group work and case studies. It is recognised that this suits the andragogic nature of the cohorts and can be supported by lectures, visiting experts, seminars, tutorials and reading tasks. A key component of developing the classroom practitioner is to develop independence of thought and action, so reflection, peer observations, action research and learning reviews with mentors, tutors and other observers are other valuable teaching & learning methods that are employed.

Many of these methods also act as assessment 'for' and 'of' learning. Formative feedback is a crucial assessment tool and so self, peer and tutor assessment are all employed to confirm knowledge acquisition and depth of understanding. As a result, reflective writing, PDP, assignments, presentations (group & individual), action planning feature throughout the programmes to assess students.

Intellectual skills:

In addition to the above practices, the programmes aim to develop criticality of thought and expression. The students' PDP acts as a significant vehicle to aid this process, in which they are expected to reflect; identify development needs and progress; observe and analyse other teachers; engage with the minimum core; develop an appreciation of how legislation influences organisational policy-making; undertake CPD; and self-assess. Other specific courses within the programmes, such as action research and curriculum development, demand a level of interrogation, analysis and synthesis that demands the development and application of intellectual skills and independent learning. The programmes are also structured to progress learning from level 4 to 5 to 6 with initial induction and mid-programme progression sessions that facilitate the increasing intellectual demands of the content being studied and associated assessments. These include evaluative activities, action research projects and formal reports to senior staff.

Subject practical skills:

The main aim of the programmes is to support the development of the student into a competent and confident classroom practitioner. To this end all theoretical learning in class is directly related to practice, demanding students to apply knowledge and skills learned to their own subject specialism and setting. Again, regular reflective writing acts as a means for the student to analyse these applications and for tutors to assess depth of understanding.

All ProfGCE & PCE students must undertake teaching practice of at least 100 hours in an approved setting and be observed on eight occasions over the duration of the programme. These observations, by tutors and mentors, generate feedback and self-assessment opportunities with associated targets for development. At a micro level, students are able to deliver microteaches, individual and group presentations, all of which boost confidence in delivery techniques of their subject specialism. Via the PDP courses, students must also undertake CPD in such areas as safeguarding, GDPR from which implications for own subject and setting must be analysed.

Transferable/key skills:

As a requirement of ITT programmes, students must engage with the minimum core and so must develop their own maths, English and IT skills as well as develop strategies to support their learners' skills in these areas. They must also have an awareness of the 16-19 study programmes. Subsequently, these skills areas have a focus within the PDP. Class-based research and practical and discussion tasks help develop these skills and lesson observations and written assignments enable their subsequent assessment. Teaching materials and online activities form teaching and learning

approaches adopted using the college VLE; and group work, problem solving activities, self-assessments and action planning permeate the programmes.

18. Programme Structure: Levels, Courses[1] and Credits		*Awards and Credits*
ProfGCE (Full-time)		
Level 4	**Compulsory Courses** PDP1 (Term 1 & 2) Teaching, Learning and Assessment (Term 1) Managing Behaviours in the Learning Environment (Term 1)	15 15 15
Level 5	**Compulsory Courses** Theories & Principles of Learning (Term 2)	15
Level 6	**Compulsory Courses** PDP2 (Term 2 & 3) Developing Subject Specialist Resources (Term 2) Action Research (Term 2) Curriculum Development for Inclusive Practice (Term 3)	15 15 15 15 Professional Graduate Certificate in Education (FE & Skills Sector) – totalling 120 credits
PCE (Full-time)		
Level 4	**Compulsory Courses** PDP1 (Term 1 & 2) Teaching, Learning and Assessment (Term 1) Managing Behaviours in the Learning Environment (Term 1)	15 15 15
Level 5	**Compulsory Courses** Theories & Principles of Learning (Term 2) PDP2 (Term 2 & 3) Developing Subject Specialist Resources (Term 2) Action Research (Term 2) Curriculum Development for Inclusive Practice (Term 3)	15 15 15 15 15 Professional Certificate in Education (Education & Training) – totalling 120 credits
ProfGCE (Part-time)		
Level 4	**Compulsory Courses** PDP1 (all year – year 1) Teaching, Learning and Assessment (Term 1 – year 1) Managing Behaviours in the Learning Environment (Term 2 – year 1)	15 15 15
Level 5	**Compulsory Courses** Theories & Principles of Learning (Term 2 & 3 – year 1)	15

[1] Please indicate clearly whether a course runs in Term 1, Term 2 or across the academic year

Level 6	**Compulsory Courses** PDP2 (all year – year 2) Developing Subject Specialist Resources (Term 1 – year 2) Action Research (Term 2 – year 2) Curriculum Development for Inclusive Practice (Term 2 & 3 – year 2)	15 15 15 15 Professional Graduate Certificate in Education (FE & Skills Sector) – totalling 120 credits
	At the end of year 1 part-time ProfGCE students should be able to demonstrate: • a critical understanding of underlying values, theories and concepts relevant to education; • accommodation of new principles and understandings; • Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice; • The ability to reflect on their own and others' value system; and • The ability to use their knowledge and understanding critically to locate and justify personal position in relation to the subject.	
	At the end of year 2 part-time ProfGCE students should be able to demonstrate: • A critical understanding of the diversity of learners and the complexities of the education process; • A critical understanding of the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process; • A critical understanding of societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process. • Analysis of educational concepts, theories and issues of policy in a systematic way; • Identification and reflection on the potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts; • Selection of a range of relevant primary and secondary sources including theoretical and research-based evidence, to extend their knowledge and understanding; and • An understanding of the significance and limitations of theory and research.	
PCE (Part-time)		
Level 4	**Compulsory Courses** PDP1 (all year – year 1) Teaching, Learning and Assessment (Term 1 – year 1) Managing Behaviours in the Learning Environment (Term 2 – year 1)	15 15 15
Level 5	**Compulsory Courses** Theories & Principles of Learning (Term 2 & 3 – year 1) PDP2 (all year – year 2) Developing Subject Specialist Resources (Term 1 – year 2) Action Research (Term 2 – year 2) Curriculum Development for Inclusive Practice (Term 2 & 3 – year 2)	15 15 15 15 15 Professional Certificate in Education & Training

			(Education & Training) – totalling 120 credits
		At the end of year 1 part-time PCE students should be able to demonstrate: • Knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed; • An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context; and • Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context; • Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context; • An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context; • Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deployment of key techniques of the discipline effectively in their field of study and in a work context; • Accommodation of new principles and understanding • Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deployment of key techniques of the discipline effectively in their field of study and in a work context;	
		At the end of year 2 part-time PCE students should be able to demonstrate: • Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context; • Ability to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations. • Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context; • Use of a range of evidence to formulate appropriate and justified ways forward and potential changes in practice • Successful application in the workplace of the range of knowledge and skills learnt throughout the programme; • Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context; • Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context; • Ability to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations; • Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.	