

## PGCE PCET COURSE SPECIFICATION

Programme Aim and Title	PGCE Post-Compulsory Education and Training (PCET)
Intermediate Awards Available	NA
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	Havering College of Further and Adult Education
UEL Academic School	Cass School of Education and Communities
UCAS Code	3FQ9
Professional Body Accreditation	NA
Relevant QAA Benchmark Statements	
Additional Versions of this Programme	Drop down exit award at Level 6 Professional Graduate Certificate in Education – this is not an option to students and is simply used if the Level 7 criteria cannot be met.
Date Specification Last Updated	November 2019

### Programme Aims and Learning Outcomes

Programme Aims: This programme is designed to give you the opportunity to:

- Provide a high-quality programme of initial teacher education for those intending to teach in a wide range of education and training settings in the lifelong learning and skills sector.
- Develop teachers who will be responsive to the diverse needs of post-14 learners, and who are innovative, flexible, and challenging in their practice.
- Develop teachers who are critical and reflective towards their own teaching and continuing professional development, committed to professional values and practice and to ensuring equal opportunities for their learners.

#### Programme Learning Outcomes

Knowledge: you will

- Demonstrate a knowledge and understanding of relevant educational theory and research in relation to the learning and skills sector teaching/training role and context;
- Set realistic and challenging learning objectives for students which take account of diverse individual learners' needs and the demands of relevant curricula;
- Select and use a range of teaching methods effectively so that all learners can progress successfully;

Thinking skills: you will

- Design, plan and implement schemes of work in a subject or vocational specialism;
- Identify areas which may act as barriers to learning and devise strategies to address these in order to promote equal opportunities and an inclusive learning environment;
- Differentiate teaching/training to meet the needs of all learners, including high achievers, those with a history of educational failure, those with learning difficulties and disabilities and those for who English is an additional language.

Subject-Based Practical skills: you will

- Meet the Professional Standards as specified by the Society for Education and Training Foundation 2014;
- Teach/train effectively in an approved learning and skills context and demonstrate secure subject and/or vocational knowledge in a teaching/training;
- Prepare and use high quality teaching and learning resources, using ICT as appropriate in the curriculum area;
- Use a range of assessment strategies to monitor and evaluate students' learning and progress against planned learning outcomes;
- Provide individual learners with appropriate support and with the skills to work autonomously.

Skills for life and work (general skills): you will

- Organise and manage the learning environment safely and effectively, including responding to challenging behaviour;
- Work autonomously and in collaborative team contexts in learning and skills sector environments;
- Work within a professional value base and take responsibility for own continuing professional development;
- Critically evaluate own professional practice as a teacher/trainer in the learning and skills sector;
- Demonstrate meeting minimum core personal skill requirements in language & literacy, numeracy and ICT

## Learning and Teaching

A range of teaching and learning strategies are used, which provide opportunities for you to link theory and practice and reflect on your developing knowledge and skills. The emphasis is on interactive learning, with a view to modelling good practice and teaching approaches, which you can use whilst on placement.

Knowledge is developed through

- Tutor-led lectures including the use of guest lecturers
- Seminars, which engage you in discussion and debate
- Independent reading
- Guided reading
- Knowledge-based activities with feedback
- Individual supervision
- One-to-one tutorials
- Workshops

Thinking skills are developed through

- Reflective activities with feedback
- Use of the VLE: online discussions and activities
- Revision/assignment workshops
- Interactive tasks
- Collaboration with peers
- Independent study
- Group supervision

Practical skills are developed through

- Teaching practice in your subject discipline
- Feedback from tutors and mentors on teaching
- Microteaching and feedback
- Self-reflective activities
- Research skills-based activity
- Observation of experienced tutors

Skills for life and work (general skills) are developed through

- Planning assignments and preparation for teaching (including planning and resources)
- Project work
- Individual presentation
- Collaborative activities

This range enables you to develop the higher order thinking skills of reflection, analysis, critical awareness, problem-solving and evaluation. You have opportunities to apply and acquire knowledge and skills related to teaching post-16 learners, and to work directly with tutors and peers in different settings.

## Assessment

Formative assessment methods are intended to provide feedback you with information about your progress and development through the modules, with key formative assessment progress points. Formative assessment includes feed up (goals), feedback (progress in relation to goals) and feed forward (where to go next to reach the goal). There are a variety of formative assessment modes across the programme including: draft written tasks; reflective writing; self-evaluation; presentation; proposals for summative assessments; peer review and feedback. Within each module, formative tasks are embedded as teaching and learning strategies.

Summative assessment methods provide you with an opportunity to demonstrate how you have met the intended learning outcomes of each module, as outlined in the module specifications and detailed in the module guides. Summative assessment for all modules will be in the form of a portfolio of tasks and academic writing.

During the programme, you submit coursework for two 30-credit level 7 modules, and one 60-credit level 6 module, totaling coursework assessment for 3 modules in all. You are formally observed eight times in your teaching placement, and you need to pass these in order to complete the programme.

Completing all the elements of the programme successfully will lead to the award of Post-Graduate Certificate of Education, which carries 120 credits: 60 of these are at level 6 and a further 60 are at level 7 (2 x 30-credit modules).

Assessments are staggered through the programme and assessment submission dates are published in advance in order to give you sufficient time to manage your workload.

Knowledge is assessed by

- Coursework (portfolios for each module)

Thinking skills are assessed by

- Coursework (portfolios for each module)

Practical skills are assessed by

- Coursework (portfolios for each module)

Skills for life and work (general skills) are assessed by

- Coursework (portfolios for each module)

A portfolio of course work may include, for example, an academic presentation, academic poster, action research project report, review of academic literature, evaluative annotated bibliography, reflective journal, research project proposal, essay, case study, evaluation and academic blog.

If you have a disability and/or particular learning needs, you should discuss assessments with the Programme Leader to ensure you are able to fully engage with all the assessments within the programme.

## Work or Study Placements

Successful completion of a 100-hour teaching practice placement is a mandatory element of the programme. This is undertaken in an appropriate post-16 setting: a college of Further Education or a 6<sup>th</sup> form college; sometimes, this may be in an adult/community learning environment. There may also be the possibility of gaining some experience in a prison/youth offending context. Whilst on placement, you will work with a mentor who will support you with the development of your teaching and subject knowledge. You will be formally observed teaching eight times (four times by your mentor and four times by a member of the UEL academic team) and must pass these in order to pass the practical element of the programme. You will continue to attend university-based training during the year. The link between theory and practice provides you with opportunities to reflect on your teaching, and thereby develop your skills and knowledge.

## Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed. One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

The structure of the PGCE PCET programme is one-year full-time academic year, which takes place from September - June. There are three compulsory modules totalling 120 credits. All trainees will have to complete a minimum of a 100-hour teaching placement in an appropriate post-16 setting. There is a standard intake in September. There are no exit awards.

The curriculum is initially front-loaded and you do a 4-week 'block' of learning in September. 'Block' learning also takes place for a week in term 2, and 2 separate weeks in term 3. In addition, you are required to attend for one day a week for the whole academic year. When you are not at UEL, you are with your placement provider. Teaching placements are sourced locally and from the surrounding boroughs. You will be responsible for the cost of travelling to your teaching placement and may be expected to travel for up to an hour.

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Master's degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
6		College-Based Learning: Reflections on Practice (Mental Wealth)	60	Core	N
7		Active Enquiry and Intervention: Impacting upon Student Progress	30	Core	N
7		Developing Subject Expertise and Subject Specialism	30	Core	N

*Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

**Additional detail about the programme module structure:**

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

**Additional costs:**

Travel costs to school (dependent on school distance but generally we place no more than 1-hour door to door);

DBS cost (approx. £50 per student);

Fitness to Teach cost (approx. £50 per student).

The overall credit-rating of this course is 120 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

**Programme Specific Regulations**

NA

### Typical Duration

The duration of this programme is one calendar year full-time and enrolment is in September.

### Further Information

More information about this programme is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- <https://set.et-foundation.co.uk>

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

#### Additional costs:

There may be some additional costs to the programme, which include costs for the purchase of study materials including books, stationery, and mobile learning devices. Trainees are also responsible for the costs incurred through travelling to their placement provider.

Upon completion of the programme, trainees may make an application for Qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training. In this case, the cost will be the responsibility of the trainee. QTLS is administered by the Society for Education and Training, and not UEL. The current cost is £485, and there is also a membership fee in addition to this.

### Alternative Locations of Delivery

The programme is also delivered at Havering College of Further and Adult Education, who is collaborative partner. The College runs:

- a 1-year full-time level 6 PGCE pre-service programme
- a 2-year part-time level 6 PGCE in-service programme
- a 2-year part-time level 5 Certificate in Education programme for non-graduates.

