

**Quality Assurance**

**Programme Specification: Post/Professional Graduate Certificate in Education (Academic Award)**

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele’s Annual Programme Review process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

This document applies to students starting the programme from September 2021 onwards.

**Introduction**

This document provides a summary of the main features of the Postgraduate Certificate in Education (Academic Award). It explains what you can expect from studying Education at Postgraduate level at Keele University, and includes information about what you will be able to do if you take full advantage of the opportunities provided during the course of this programme.

<b>Names of programmes</b>	Postgraduate Certificate in Education (Academic Award)
<b>Mode of study</b>	Part time
<b>Framework of Higher Education Qualification (FHEQ) level of final award:</b>	<p>Level 7 (Postgraduate Certificate in Education)</p> <p>Level 7 (Postgraduate Certificate in Academic Studies in Education)</p> <p>Level 6 (Professional Graduate Certificate in Education)</p> <p>Level 6 (Professional Graduate Certificate in Academic Studies in Education)</p>
<b>Duration</b>	One year part-time/Two years part-time

External Examiner(s) names: <http://www.keele.ac.uk/qa/externalexaminers/>

**1. What is the philosophy of the Programme?**

The Postgraduate Certificate in Education (Academic Award), henceforward referred to as the PGCE, is designed and structured to meet the needs of teachers in initial training programmes in the UK, who wish to study for a related academic award. Please note that this Award does not itself give qualified teacher status, but is a complementary programme to enhance initial teacher training leading to Qualified Teacher Status (QTS). Students enrolled on a programme leading to QTS, or who will have already gained QTS at the commencement of the programme, are eligible to enrol on the programme.

The aim of the programme is to support the development of critically reflective teachers and to contribute to their capacity to achieve the highest possible standards of classroom practice, based on scholarship, professionalism and ethical practice. The programme enables participants to critically examine a wide

range of contemporary educational issues that relate directly to teaching practice in schools. It is intended to promote a deeper understanding of subject knowledge and subject pedagogy. It is designed to encourage a critical engagement with theories of teaching and learning and the practice and experience of teachers. A key aim of the programme is to provide opportunities for teachers to analyse and reflect upon their immersion in professional contexts and practice and to examine the relevance of theory to practical experience. In this way, it is intended to prepare participants for further professional and academic development.

Engagement with this programme will enable participants to develop their intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesising information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst participants will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help each participant to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world following their studies at Keele, whether through entry into teaching or in another sphere of life.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele. Further information can be found at [www.keele.ac.uk/journey](http://www.keele.ac.uk/journey).

## **2. How is the Programme taught?**

The PGCE is a part-time taught programme, comprising four 15 credit modules. Progression is built into the modules to enable participants to make progress towards the final learning outcomes of the whole programme. Each module consists of a series of Keele-based sessions. The 15 credit module sessions are equivalent to 2 days centre-based input in total, spread out over several weeks, allowing time for associated structured activities and study. The input sessions for all the modules take place at Keele University and consist of a mixture of lectures, workshops, and small group tasks. These taught sessions provide opportunities for participants to engage with, review, discuss and challenge ideas and to share reflections on the way theories and methods of teaching and learning relate to practice.

Support is provided through modular self-study materials, which comprise both traditional text based and digital resources that are accessed through the Keele Learning Environment (KLE); this latter resource is also used to enhance student support and provides a forum for the exchange of ideas and discussion of issues that arise.

The programme team includes very experienced teacher educators who have responsibility for the provision of the suite of postgraduate education programmes in the School of Social, Political and Global Studies. All current staff have formal teaching qualifications and extensive teaching experience in schools across the UK; they also have substantial experience of teaching on both undergraduate and postgraduate programmes.

## **3. What is the Structure of the Programme?**

The programme comprises four modules; Learners and Learning (15 credits); Learning and Assessment (15 credits); Subject Identity and Pedagogy (15 credits), and Effective and Outstanding Practice (15 Credits) which will be completed in one academic year. Modules are offered at FHEQ Level 7. Students who are not successful in achieving the Level 7 assessment criteria, will be re-assessed against the FHEQ Level 6 criteria. Gaining FHEQ Level 7 in at least 3 of the 15 credit modules with a maximum of one 15 credit module achieved at FHEQ Level 6, will lead to the award of the Postgraduate Certificate in Education (Academic Award). Students who gain no more than 30 credits at FHEQ Level 7, with the other credits gained at FHEQ Level 6, will graduate with the alternative exit award, the Professional Graduate Certificate in Education (Academic Award).

For those students who have not achieved QTS by the end of the Programme, the alternative awards Postgraduate Certificate in Academic Studies in Education (Level 7) and Professional Graduate Certificate in Academic Studies in Education (Level 6) will be awarded.

Students who successfully gain credits at FHEQ Level 7 may subsequently use the credits achieved in support of a higher Level 7 qualification (e.g. a Postgraduate Diploma or MA). When determining a student's eligibility to use credits in this way, the policy on the Recognition of Prior Learning (RPL) in force at the time will apply.

Students who submit assignments which fail or which are awarded FHEQ Level 6, are permitted one resubmission. All resubmissions are capped at 50%, the lowest mark available for FHEQ Level 7.

## Core Academic Modules

**Learners and Learning (15 Credits):** This module provides an opportunity for you to develop your understanding of the diverse experiences of schooling which young people have and the issues which need to be considered in developing approaches which can support their learning. You will consider learners in terms of different social groups and what is known about provision and outcomes for those groups. The module helps students to develop their position with regards to key concerns for educators in meeting the needs of learners such as: approaches to equal opportunity, diversity and differentiation; teaching by ability; the significance of school context for learner outcomes; and approaches to behaviour management.

**Learning and Assessment (15 Credits):** The module examines the relationship between learning theories and classroom practice. You will consider questions such as: What do we know about how students learn? How do these ideas affect our practice as educators? What factors affect student learning? How might we take those factors into account when deciding what we want students to know understand and be able to do? How has the concept of multiple intelligences affected classroom practice? Why do we assess students? Who decides what to assess? How fit for purpose are the assessment instruments that we use?

**Subject Identity and Pedagogy (15 Credits):** This module will enable you to grapple with the complex concept of knowledge including the relationship between practical and academic knowledge, subject knowledge and pedagogy. You will do this in relation to your specialism. You will critically examine the idea of subject knowledge and explore the ways in which your specialism's body of knowledge is distinctive, both academically and pedagogically. The representation of your subject within the National Curriculum (England), other policy documents and by professional bodies will be compared to classroom practice. Through a consideration of the processes that underpin the creation of such definition and positioning of subject knowledge, you will explore the political, social and cultural dimensions of curriculum pedagogy. You will consider the ways in which being an expert teacher differs from being an expert in the subject.

**Effective and Outstanding Practice (15 Credits):** This module will explore what different stakeholders mean by the terms 'effective' and 'outstanding' practice. It will engage you in critically reviewing those meanings, as well as reflecting on what it means to you, personally, as a potential educational practitioner. You will be asked to consider the perspectives from which both 'effective' and 'outstanding practice' is defined, the criteria that are used to underpin such definitions and the evidence base on which judgements of the quality of practice can be made. You will be asked to identify different features of effective and/or outstanding in relation to practice. You will be asked to explore the practical implications of these in relation to your own developing practice and associated pedagogy. You will be introduced to some approaches to reflective and reflexive practice.

## Learning Outcomes FHEQ Level 7

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Students will demonstrate:		
systematic knowledge and critical awareness of a range of educational theories and issues that relate to practice in school contexts	<b>EDU-40180 Learners and Learning – KNSTE</b>  <b>EDU-40182 Learning and Assessment – KNSTE</b>  <b>EDU-40184 Subject Identity and Pedagogy – KNSTE</b>	Essays, Assignment, reflective analysis, small-scale classroom based enquiry

	<b>EDU-40178 Effective and Outstanding Practice – KNSTE</b>	
that they can critically examine these theories in the light of practice and vice versa	<b>EDU-40180 Learners and Learning – KNSTE</b> <b>EDU-40182 Learning and Assessment – KNSTE</b> <b>EDU-40184 Subject Identity and Pedagogy – KNSTE</b> <b>EDU-40178 Effective and Outstanding Practice – KNSTE</b>	Essay, reflective analysis, small-scale classroom based enquiry
how, through this critically reflective approach, they have developed their own practice as educators.	<b>EDU-40180 Learners and Learning – KNSTE</b> <b>EDU-40182 Learning and Assessment – KNSTE</b> <b>EDU-40184 Subject Identity and Pedagogy – KNSTE</b> <b>EDU-40178 Effective and Outstanding Practice – KNSTE</b>	Essay, reflective analysis, small-scale classroom based enquiry

#### **FHEQ Level 6**

<b>Learning Outcome</b> Students will demonstrate:	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Learning Outcome) used</b>
knowledge and awareness of a range of educational theories and issues that relate to practice in school contexts	<b>EDU-30118 Learners and Learning – KNSTE</b> <b>EDU-30120 Learning and Assessment – KNSTE</b> <b>EDU-30114 Subject Identity and Pedagogy – KNSTE</b> <b>EDU-30116 Effective and Outstanding Practice – KNSTE</b>	Essays, reflective analysis, small-scale classroom based enquiry
that they can examine these theories in the light of practice and vice versa	<b>EDU-30118 Learners and Learning – KNSTE</b> <b>EDU-30120 Learning and Assessment – KNSTE</b> <b>EDU-30114 Subject Identity and Pedagogy – KNSTE</b> <b>EDU-30116 Effective and Outstanding Practice – KNSTE</b>	Essays, reflective analysis, small-scale classroom based enquiry
how, through this reflective approach, they have developed their own practice as educators.	<b>EDU-30118 Learners and Learning – KNSTE</b> <b>EDU-30120 Learning and Assessment – KNSTE</b> <b>EDU-30114 Subject Identity and Pedagogy – KNSTE</b>	Essays, reflective analysis, small-scale classroom based enquiry

## **Exit Awards**

*For students with QTS:*

Postgraduate Certificate in Education (Academic Award): 60 Credits with a minimum of 45 Credits at Level 7

Professional Graduate Certificate in Education (Academic Award): 60 Credits with a maximum of 30 Credits at Level 7

*For students without QTS:*

Postgraduate Certificate in Academic Studies in Education: 60 Credits with a minimum of 45 Credits at Level 7

Professional Graduate Certificate in Academic Studies in Education: 60 Credits with a maximum of 30 Credits at Level 7

## **4. How is the Programme assessed?**

The academic programme is assessed through written work in the form of essays drawing on critical reflective review of practice in schools. the use of this form of assessment enables judgements to be made about participants' knowledge and understanding of module content and their capacity to critically examine theory in the light of practice and vice versa.

Formative assessment in the programme takes a variety of forms, it includes the completion of preparatory tasks for the taught sessions that are used as the basis for discussion, on-line tasks that are used to consolidate or extend the work that has been undertaken in the taught sessions and short presentations that are developed either as individual tasks or from small group discussions. These activities provide module tutors with opportunities to assess participants' level of understanding and engagement, evidence that can subsequently be used during taught sessions to adapt or revise session plans, in guidance on assignment preparation and as the basis for group and tutorial discussions.

## **5. What are the typical admission requirements for the programme?**

Entry to the Keele PGCE is conditional on acceptance onto a school-based Initial Teacher Training programme leading to QTS with which Keele is already operating in partnership. It is also open to individuals who have the consent of their school-based training institution and who already have QTS.

## **6. What is the context of programme delivery?**

The Programme is currently delivered through a collaborative agreement with a School Centred Initial Teacher Training provider (SCITT), Keele and North Staffordshire Teacher Education (KNSTE). KNSTE have delegated responsibility for admissions, personal tutoring, student liaison meetings as well as PGCE session delivery. The KNSTE admits students on one-year and two-year routes. On the one-year route, students complete all four modules. On the two-year route, students complete Effective and Outstanding Practice (15 Credits) and Subject Identity and Pedagogy (15 Credits) modules in the first year and Learning and Assessment (15 Credits) and Learners and Learning (15 Credits) modules in the second year.

## **7. How are students supported on the programme?**

When participants join the programme, the PGCE Programme Director maintains an overview of their academic progress. The Module Leader for each module take responsibility for academic support on that module. Students receive support via email and tutorials to support their achievement.

Students also have access to the support of the KNSTE team who are available to provide advice in relation to academic and/or welfare issues affecting their academic standing, progress or achievement and

who can liaise with Keele University Student Services.

## 8. Learning Resources

The programme is taught using a variety of resources, which comprise self-study materials in the form of text-based materials that are available in the library, through e-journals and as module tutor notes. These materials are supported, where appropriate, by digital resources that are available through the KNSTE Learning Environment.

## 9. Other learning opportunities

Students are normally expected to be registered for an initial teacher training programme or to have involvement in classroom practice and so will have learning opportunities (e.g. placements in school(s)/college(s) and associated elements of professional training programmes) that complement the PGCE.

## 10. Quality management and enhancement

The Programme Board, which comprises the academic staff responsible for the taught modules, is responsible for the day-to-day management of the programme; the Programme Director chairs this body and reports to the Head of School.

The programme is monitored and reviewed in the following ways:

- Student evaluation of teaching: Students have the opportunity to evaluate each module and the programme. Data from the evaluations is reported at regular programme board meetings
- Student Staff Voice Committee: this body provides is an important part of the monitoring and review procedures and provides a valuable source of management data for the programme team
- Annual Progress review: a range of data is used to inform the annual programme review, it comprises student evaluations, external examiners report, academic and pastoral tutor reports and internal programme review and monitoring data
- Keele University Annual Programme Review Process.

## 11. The principles of programme design

The programme has been designed with reference to, and in accordance with the guidance set out in the following documents.

- Higher Education Credit Framework for England, Quality Assurance Agency for Higher Education, 2021
- Learning and Teaching Strategy to 2020, Keele University 2015
- Keele University Annual Programme Review Process.

## 12. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created		
Revision history	March 2018	Updates to programme
Date approved by FLTC	May 2018	
Revision	May 2019	Update to programme to include provision of alternative Level 6 and Level 7 Exit Awards for students who have not

		gained QTS by the end of the programme.
Revision	June 2019	Update to programme to include two-year route.
Revision	May 2021	Update to programme to separate programme delivered with the KNSTE and our Secondary SCITT partner, the Ormiston and Keele SCITT (the OAKS).