

## Programme Specification: Post Graduate Taught

### For students starting in Academic Year 2023/24

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	Postgraduate Certificate in Education (Academic Award) - Primary Postgraduate Certificate in Education (Academic Award) - Secondary
<b>Award type</b>	Postgraduate Certificate
<b>Mode of study</b>	Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	One year part-time/Two years part-time
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	Please see this page for the latest tuition fees information: <a href="https://www.keele.ac.uk/study/postgraduatestudy/tuitionfeesandfunding/postgraduatetuitionfees/">https://www.keele.ac.uk/study/postgraduatestudy/tuitionfeesandfunding/postgraduatetuitionfees/</a>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

#### 2. Overview 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.

#### Primary SCITT

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, Academic Mentoring, 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.

### **Secondary SCITT**

The Programme is currently delivered by Keele University as the academic component of a school-based teacher training course with the Ormiston and Keele SCITT (OAKS). Keele has responsibility for Academic Mentoring and student liaison. The OAKS has responsibility for admissions and marketing only.

## **3. Aims of 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 between 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.

## **4. What you will learn**

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme) are based on achievement of Level 7 or Level 6 assessment criteria.

### **Level 7 outcomes**

#### **Subject knowledge and understanding**

Successful students will demonstrate:

- systematic knowledge and critical awareness of a range of educational theories and issues that relate to practice in school contexts
- that they can critically examine these theories in the light of practice and vice versa
- how, through this critically reflective approach, they have developed their own practice as educators.

### **Level 6 outcomes**

#### **Subject knowledge and understanding**

Successful students will demonstrate:

- knowledge and awareness of a range of educational theories and issues that relate to practice in school contexts
- that they can examine these theories in the light of practice and vice versa
- how, through this reflective approach, they have developed their own practice as educators.

### **Keele Graduate attributes**

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **5. 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 for the Keele-based cohort 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. For the Norfolk and Suffolk based cohort on the Secondary PGCE, sessions are delivered via TEAMS.

## 6. Teaching Staff

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.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 7. 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.

### Module information

**EDU-40131 Learners and Learning (15 Credits)** (*Secondary Academic Award*): **Semester 1**

**EDU-40180 Learners and Learning (15 Credits)** (*Primary Academic Award*): **Semester 2**

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.

**EDU-40132 Learning and Assessment (15 Credits)** (*Secondary Academic Award*): **Semester 1**

**EDU-40182 Learning and Assessment (15 Credits)** (*Primary Academic Award*): **Semester 1**

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?

**EDU-40113 Subject Identity and Pedagogy (15 Credits)** (*Secondary Academic Award*): **Semester 2**

**EDU-40184 Subject Identity and Pedagogy (15 Credits)** (*Primary Academic Award*): **Semester 2**

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.

**EDU-40115 Effective and Outstanding Practice (15 Credits)** (*Secondary Academic Award*): **Semester 2**

**EDU-40178 Effective and Outstanding Practice (15 Credits)** (*Primary Academic Award*): **Semester 1**

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.

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## Module Lists

### Level 7

Compulsory modules	Module Code	Credits	Period
Learners and Learning	EDU-40131	15	Semester 1
Learning and Assessment	EDU-40132	15	Semester 1
Outstanding Practice	EDU-40112	15	Semester 2
Subject Identity and Pedagogy	EDU-40113	15	Semester 2

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## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### Level 7

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
systematic knowledge and critical awareness of a range of educational theories and issues that relate to practice in school contexts	EDU-40131 Learners and Learning EDU-40132 Learning and Assessment EDU-40113 Subject Identity and Pedagogy EDU-40115 Effective and Outstanding Practice
critically examine these theories in the light of practice and vice versa	EDU-40131 Learners and Learning EDU-40132 Learning and Assessment EDU-40113 Subject Identity and Pedagogy EDU-40115 Effective and Outstanding Practice
a critically reflective approach demonstrating the development of their own practice as educators.	EDU-40131 Learners and Learning EDU-40132 Learning and Assessment EDU-40113 Subject Identity and Pedagogy EDU-40115 Effective and Outstanding Practice

The Level 6 versions of the modules for students who do not achieve the Level 7 assessment criteria are as follows:

- EDU-30110/EDU-30118 Learners and Learning - Secondary/Primary KNSTE
- EDU-30108/EDU-30120 Learning and Assessment - Secondary/Primary KNSTE
- EDU-30104/EDU-30114 Subject Identity and Pedagogy - Secondary/Primary KNSTE
- EDU-30103/EDU-30116 Effective and Outstanding Practice - Secondary/Primary KNSTE

## 8. Final and intermediate 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

## 9. How is the Programme Assessed?

The academic programme is assessed through written work in the form of essays and 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.

## 10. Accreditation

This programme does not have accreditation from an external body.

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## **12. 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.

## **13. 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 (Primary) or PGCE Programme Director 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.

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.

## **14. 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.

## **15. 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.

## **16. Additional Costs**

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## **17. Quality management and enhancement**

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:  
<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:  
<http://www.qaa.ac.uk/quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## Version History

### This document

**Date Approved:** 22 June 2023

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2022/23	PETER JONES	02 September 2022	