

## Programme Specification

<b>Awarding body:</b>	University of Surrey	
<b>Teaching institution (if different):</b>	University Centre Farnborough	
<b>Final award:</b>	PGCert	
<b>Programme title:</b>	Post Graduate Certificate in Education (PGCE) Further Education	
<b>Subsidiary award(s) and title(s):</b>	Award	Title
	PGCE	Further Education
<b>FHEQ Level:</b>	Level 7	
<b>Credits:</b>	120	
<b>ECTS credits:</b>	60 <b>1 ECTS credit = 2 UK credits</b>	
<b>Name of Professional, Statutory or Regulatory Body (PSRB):</b>	<p>Learning and Skills Teacher 2022  <a href="#">Learning and skills teacher / Institute for Apprenticeships and Technical Education</a>            Education and Training Foundation 2022  <a href="https://www.et-foundation.co.uk/wp-content/uploads/2023/03/Qualification-Framework-for-Diploma-in-Teaching-FES-2022-update-1.pdf">https://www.et-foundation.co.uk/wp-content/uploads/2023/03/Qualification-Framework-for-Diploma-in-Teaching-FES-2022-update-1.pdf</a></p> <p>Qualifications Framework October 2014  <a href="#">Qualifications Frameworks (qaa.ac.uk)</a>            Department for Education  <a href="https://www.gov.uk/guidance/teach-in-further-education">https://www.gov.uk/guidance/teach-in-further-education</a></p>	
<b>Mode of study and route code:</b>	Mode of study	Please tick applicable
	Full-time	<input type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input checked="" type="checkbox"/>
	Distance learning / Online	<input type="checkbox"/>

<b>Start date (date/month/year):</b>	1 <sup>st</sup> September 2024
<b>End date (date/month/year):</b>	30th June 2026
<b>Length of programme in months:</b>	22 months
<b>QAA Subject benchmark statement (if applicable):</b>	Education Studies December 2019
<b>Other internal and/or external reference points:</b>	
<b>Faculty and Department/School:</b>	Academic and Adult Professional Studies
<b>Programme Leader:</b>	Julie Collingwood
<b>Educational aims of the programme:</b>	
<ul style="list-style-type: none"> <li>• Develop the knowledge, skills and understanding necessary for trainees to become a responsible, committed teacher able to respond to the complex realities of teaching.</li> <li>• Develop trainees pedagogical and subject knowledge alongside a critical awareness of current issues and challenges.</li> <li>• Equip trainees to adopt and apply a systematic and critical approach to the planning, delivery, assessment and evaluation of teaching, learning and assessment within their subject area and the wider professional context</li> <li>• Equip trainees to evaluate, critique and analyse classroom practice, pedagogies, and theory to promote best possible outcomes for the learners they teach.</li> <li>• Equip participants with an understanding of the impact, implementation and impact of curriculum design on learners and extend and apply their knowledge and understanding of key concepts.</li> <li>• Provide opportunities for individuals to undertake appropriate continuing and professional development to develop and adapt existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</li> <li>• Introduce trainees to conceptual and analytic methods used in educational research and develop trainees independent research skills, by providing opportunities for the development and application of these methods to small-scale educational research.</li> <li>• Develop academic writing skills and effectively communicate information, ideas, problems and solutions in a variety of forms, including digital technology.</li> <li>• Provide a structure in which participants can develop into critical reflective practitioners and develop professional autonomy, exercise personal responsibility and decision making in complex and unpredictable circumstances and develop resilience working in an exciting and everchanging sector</li> <li>• Support transition into achieving QTLS supporting trainees into their professional induction and future teaching careers.</li> </ul>	

Programme learning outcomes:									
	K	C	P	T	Optional Ref	BA / BEng / BSc (Hons) / MEng / MBA / MA / MSc Etc.	BSc / BA (Ord)	Dip HE / PG Dip	Cert HE / PG Cert
K1: Demonstrate critical understanding of the pedagogical processes and procedures involved in designing, planning and organising curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K2: Critically analyse own roles and responsibilities in the Further Education and Skill Sector and evaluate the roles of a Professional Reflective Practitioner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K3. Develop critical understanding and application of learning theories which underpin practice within own subject area	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
K4. Critically examine the diverse needs of individual learners and justify and evaluate strategies and resources to engage and challenge all learners including those with special education needs, disabilities, SEMH and those who have attended Alternative Provision.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
K5. Critically analyse and evaluate the mechanisms and effects of policy and curriculum design and the structures by which these filter down to and affect practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K6. Develop extensive and systematic knowledge and understanding of how to support and develop English and maths, digital and wider employability skills within the curriculum in their own area of specialism	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K7. Demonstrate critical awareness of principles, practices and models of assessment and feedback to inform planning and progression	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K8. Extend understanding and knowledge of how to promote and foster a safe and supportive learning environment, which promotes health, wellbeing and safeguarding of all learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K9. Explore and critically analyse the requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10. Critically analyse and evaluate strategies for quality improvement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



<b>P1:</b> Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P2:</b> Plan and deliver sequences of lessons applying knowledge and understanding, including but not limited to how students learn, the curriculum, pedagogical approaches, strategies, and issues related to effective classroom practice, assessment and inclusion.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P3:</b> Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P4:</b> Manage the learning environment to establish appropriate standards of behaviour and challenge inappropriate behaviour or viewpoints to ensure a safe and productive learning environment that promotes positive attitudes and student wellbeing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
<b>P5:</b> Implement strategies to create, collate, interpret and react to various forms of evidence relating to students' knowledge, understanding and difficulties through adaptation of their professional teaching, assessment and preparation activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P6:</b> Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P7:</b> Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P8:</b> Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>P9:</b> Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P10:</b> Act in a professional manner and exercise personal responsibility in a way that builds and maintains positive relationships with colleagues, students and stakeholders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P11:</b> Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P12:</b> Manage workload through preparation and prioritisation, time management, and responsiveness to change	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>P13:</b> Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Transferable Skills</b>									
<b>T1:</b> Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>T2:</b> Underpin their practice with reference to the Occupational Standards and evidence-based teaching and learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>T4:</b> Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>T5:</b> Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>T6:</b> Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>T7.</b> Reflect and critically evaluate own opportunities for professional development and increased responsibility, maintaining up to date subject knowledge through relevant CPD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>T8.</b> Demonstrate excellent intrapersonal and interpersonal skills demonstrating the ability to work autonomously in a self-disciplined way to critically assess and manage learning within the university and working environments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>T9.</b> Demonstrate the ability to make decisions in complex and unpredictable situations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>T10.</b> Demonstrate the ability to critically reflect on personal research skills and their application to professional educational contexts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Module diet:**

FHEQ Level 3: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

***No optional modules at Level 3***

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
					Choose an item.
					Choose an item.
					Choose an item.

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?					
FHEQ Level 5: Potential awards – Dip HE					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
					Choose an item.
					Choose an item.
					Choose an item.
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?					
Level P – optional Professional Training Year					
Module code	Module title	Core	Credits	Period	Qualifying Conditions
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?					
FHEQ Level 6: Potential awards – None					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
PGCE 6001	Planning for Teaching, Learning and Assessment	Core	15	Semester 1	Pass/fail
PGCE 6002	Developing Professional Practice in a Subject Specialism	Core	15	Year Long	Pass/fail
PGCE 6003	Managing and Supporting Learner Behaviour and Inclusion (Inc SEND and SEMH)	Core	15	Semester 2	Pass/fail
PGCE 6004	Pedagogical Approaches in Education: Learning Theories	Core	15	Semester 2	Pass/fail
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		Students may undertake up to 4 options out of up to 8 choices per year			
FHEQ Level 7: Potential awards – Post Graduate Certificate in Education					

Module code	Module title	Core /compulsory /optional	Credits	Year 1 or 2 (for part-time and 24-month programmes only)	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
PGCE 7001	Continuing Professional Practice including Digital Literacy	Core	15		Year Long	Level 7
PGCE 7002	Developing Wider Professional Practice	Core	15		Semester 1	Level 7
PGCE 7003	Curriculum Design in a Subject Specialist Area	Core	15		Semester 2	Level 7
PGCE 7004	Practice Based Action Research in a Subject Specialism	Core	15		Semester 2	Level 7

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

**Other Information:**

**The school/department of Academic, Adult and Professional Studies / Post Graduate Certificate in Education (PGCE) is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. This programme is designed to allow students to develop knowledge, skills, and capabilities in the following areas:**

**Digital capabilities:** Trainees will be required to demonstrate a number of key digital skills in both their academic work and their teaching practice including (but not limited to): computer-processing work, accessing literature via online academic databases, uploading documents to their online portfolio, using devices and handling information, processing numerical data, protecting privacy and data. Moreover, trainees will be expected to deliver digital skills to the young people and adults in their teaching practice. For example, the evolution of Digital Technology in the Further Education and Skills Sector requires trainees to be fully equipped with the skills and understanding to embrace new pedagogical approaches. Educational Technology is brought in as a means of supporting/enabling professional practice and thus runs alongside the Professional Practice unit. In addition, Digital Skills are one of the Minimum Core Skills that trainees need to demonstrate at an expected minimum level as identified by the Education and Training Foundation.

**Employability:** This is an **in-service** qualification aimed at new teachers/trainers already employed in the FE and Skills Sector who want to obtain a full teaching qualification. Candidates will need to be teaching in a college or Further Education and Skills setting (prison, sixth form, adult education centre, healthcare or community organisation, the public services etc). Over the two year programme, a trainee will need to evidence a minimum of 150 hours teaching placement (100 hours of which needs to be in a subject specific area; 20 hours need to be online (synchronous) and 80 hours face to face ). A second placement (20 hours) in a different context or department is also a requirement, although this does not need to be in a teaching role. 100 hours of additional responsibilities (such as attending team meetings, interviews, assessment meetings, peer observations etc) over the two years, also need to be evidenced. The qualification provides a route to Qualified Teacher Learning and Skills (QTLS) status. Upon successful completion individuals can gain

QTLS via a process of professional formation via the Society for Education and Training (SET)

**Global and cultural capabilities:** Trainees will be prepared to work with young people and adults in our diverse community allowing for trainees to develop intercultural awareness and skills. Trainees will have the opportunity to experience 20 hours of non teaching outside of their own context, thus providing an opportunity for them to experience the community around them beyond their immediate context.

**Resourcefulness and Resilience:** Trainees will have opportunities to forge collaborative and mutually supportive peer and professional relationships. Throughout the programme trainees will be supported to develop a positive attitude to feedback to support their development as a teacher through taught sessions on reflection as well as through mentoring discussions in their teaching practice. For example, following a lesson observation, trainees will receive structured feedback with practical ways to improve their planning and teaching identified. Furthermore, to secure retention of trainees and to promote their wellbeing, support aspects of the programme will include raising awareness of the Employee Assistance Programme (EAP) which has amongst many other things, support with managing increasing working hours and the technological developments which support remote learning; CBT self-help modules and a Well Being Portal which offers counselling support and advice.

**Sustainability:** The community provision we are offering will continue to have the aim of supporting sustainable training and recruitment of new teachers to address current teacher shortages in the local community schools and the wider teacher recruitment and retention crises. In addition, Sustainability is one of the Minimum Core Skills that trainees need to demonstrate awareness of at an expected minimum level as identified by the Education and Training Foundation.

**Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme**

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input checked="" type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

**Programme set up questions**

Source of funding for the programme (e.g., NHS where not student/employer funded):	N/A
Collaborating organisation (e.g., NHS providing significant input into a programme):	N/A
Location of study (e.g., if distance learning/overseas centre):	Farnborough College of Technology

Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A