

Programme Specification

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	Choose an item.	
Programme title:	Professional Certificate in Education (PCE) Further Education	
Subsidiary award(s) and title(s):	Award	Title
	PCE	Further Education
FHEQ Level:	Level 5	
Credits:	120	
ECTS credits:	60 1 ECTS credit = 2 UK credits	
Name of Professional, Statutory or Regulatory Body (PSRB):	Learning and Skills Teacher 2022 Learning and skills teacher / Institute for Apprenticeships and Technical Education Education and Training Foundation 2022 https://www.et-foundation.co.uk/wp-content/uploads/2023/03/Qualification-Framework-for-Diploma-in-Teaching-FES-2022-update-1.pdf Qualifications Framework October 2014 Qualifications Frameworks (gaa.ac.uk) Department for Education https://www.gov.uk/guidance/teach-in-further-education	
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	☐
	Full-time with Professional Training/Postgraduate Year (PGT)	☐

	Full-time with PTY	☐							
	Part-time	☒							
	Distance learning / Online	☐							
Start date (date/month/year):	1 st September 2024								
End date (date/month/year):	30th June 2026								
Length of programme in months:	22 months								
QAA Subject benchmark statement (if applicable):	Education Studies December 2019								
Other internal and/or external reference points:									
Faculty and Department/School:	Academic and Adult Professional Studies								
Programme Leader:	Julie Collingwood								
Educational aims of the programme:									
• Develop the knowledge, skills and understanding necessary for trainees to become a responsible, committed teacher able to respond to the complex realities of teaching. • Develop trainees pedagogical and subject knowledge alongside a critical awareness of current issues and challenges. • Equip trainees with knowledge and understanding of the core areas of education – building relationships, pedagogy, curriculum, assessment, and professional behaviours. • Equip trainees to evaluate, critique and analyse classroom practice, pedagogies, and theory to promote best possible outcomes for the learners they teach. • Enable trainees to reflect on their personal and professional development and respond positively to feedback and change. • 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. • Provide the experiences necessary to meet the standards for the Learning and Skills Teacher • Support transition into achieving QTLS supporting trainees into their professional induction and future teaching careers.									
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: Develop knowledge and understanding of pedagogical theory and how to apply this theory to practice	☒	☒	☐	☐		☐	☐	☐	☒
K2: Develop knowledge and understanding of how to support contextualized opportunities to develop English and Maths	☒	☒	☐	☐		☐	☐	☐	☒
K3: Develop knowledge and understanding of the principles of designing, planning, and organising curriculum to engage and challenge all learners	☒	☒	☐	☐		☐	☐	☐	☒

using evidence-informed inclusive teaching, learning, resources and assessment strategies.									
K4: Develop knowledge and understanding of principles and practices of assessment and feedback to inform planning and progression which involve learners in taking ownership of their own progress	☒	☒	☐	☐		☐	☐	☐	☐
K5: Develop knowledge and understanding of how to promote and foster a safe and supportive learning environment using the range of support available for learners related to health, wellbeing and safeguarding	☒	☒	☐	☐		☐	☐	☐	☒
K6: Develop knowledge and understanding of identifying barriers to learning, and ways to overcome them in order to adapt teaching, learning and assessment strategies including pupils transitioning/reintegrating from Alternative Provision.	☐	☒	☐	☐		☒	☐	☐	☒
K7: Develop knowledge and understanding of sources of current information, advice, and guidance to support progression opportunities for learners	☒	☒	☐	☐		☐	☐	☐	☒
K8: Develop knowledge and understanding of the requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks	☒	☒	☐	☐		☒	☐	☐	☒
K9: Develop knowledge and understanding of techniques to develop collaborative relationships and enhance communication techniques that are adapted for different audiences	☒	☒	☐	☐		☐	☐	☐	☒
K10: Develop knowledge and understanding of coaching and mentoring principles and techniques	☒	☒	☐	☐		☒	☐	☐	☒
K11: Develop knowledge and understanding of strategies for quality improvement	☒	☒	☐	☐		☐	☐	☐	☒
K12: Develop knowledge and understanding of ways to access personal and professional development, and to maintain sector and/or subject specific currency	☒	☒	☐	☐		☒	☐	☐	☒
K13: Develop knowledge and understanding of advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety	☒	☒	☐	☐		☐	☐	☐	☒
Cognitive Skills									
C1. Demonstrate skills relating to scholarly process including structuring an argument and accurate citing and referencing from a variety of sources	☒	☒	☐	☐		☐	☐	☐	☒
C2. Demonstrate the ability to apply theoretical perspectives to everyday scenarios in order to contribute to student learning	☒	☒	☐	☐		☐	☐	☐	☒

C3. Critically think and discuss issues and concepts related to the teaching and learning of the curriculum,	☒	☒	☐	☐		☐	☐	☐	☒
C4. Demonstrate skills in independent research, the reviewing of literature and critical interpretation of texts and other data	☒	☒	☐	☐		☐	☐	☐	☒
C5. Reflect on and analyse own and others' practice with a view to develop and improve	☒	☒	☐	☐		☒	☐	☐	☒
Professional/ Practical Skills									
P1: Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice	☒	☒	☒	☐		☐	☐	☐	☒
P2: Plan and deliver sequences of lessons applying knowledge and understanding, including but not limited to how students learn, the curriculum, pedagogical approaches, resources, strategies, minimum core and issues related to effective classroom practice, assessment and inclusion.	☒	☒	☒	☐		☐	☐	☐	☒
P3: Demonstrate through their teaching, the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice	☒	☒	☒	☐		☐	☐	☐	☒
P4. 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	☒	☒	☒	☐		☐	☐	☐	☒
P5. 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, learning and assessment activities	☒	☒	☒	☐		☐	☐	☐	☒
P6: 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	☒	☒	☒	☐		☐	☐	☐	☒
P7: 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	☒	☒	☒	☐		☐	☐	☐	☒
P8: Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions	☒	☒	☒	☐		☐	☐	☐	☒
P9.: Comply with internal and external regulations, legislation and guidance which set out their professional duties and responsibilities	☒	☒	☒	☐		☒	☐	☐	☒

P10: 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)	☒	☒	☒	☐		☐	☐	☐	☒
P11: Manage workload through preparation and prioritisation, time management, and responsiveness to change	☒	☒	☒	☐		☒	☐	☐	☒
P12: Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment	☒	☒	☒	☐		☐	☐	☐	☒
P13: Act in a professional manner in a way that builds and maintains positive relationships with colleagues, students and stakeholders	☒	☒	☐	☐		☒	☐	☐	☒
						☐	☐	☐	☒
Transferable Skills									
T1: Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	☒	☒	☒	☒		☒	☐	☐	☒
T2: Underpin their practice by reference to the Occupation Standards and evidence-based teaching and learning	☒	☒	☒	☒		☐	☐	☐	☒
T3: Be committed to continuous professional development	☒	☒	☒	☒		☒	☐	☐	☒
T4: Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders	☒	☒	☒	☒		☒	☐	☐	☒
T5: Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries	☒	☒	☒	☒		☐	☐	☐	☒
T6: Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism	☒	☒	☒	☒		☒	☐	☐	☒
T7: Reflect and critically evaluate own opportunities for professional development and increased responsibility, maintaining up to date subject knowledge through relevant CPD	☒	☒	☒	☒					

Module diet:

FHEQ Level 5: Potential awards – Professional Certificate in Education

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
PCE 5001	Planning for Teaching, Learning and Assessment	Core	15	Year 1, Semester 1	Pass/fail
PCE 5002	Developing Professional Practice in a Subject Specialism	Core	15	Year Long	Pass/fail

PCE 5003	Managing and Supporting Learner Behaviour and Inclusion (Inc SEND and SEMH)	Core	15	Year 1, Semester 2	Pass/fail
PCE 5004	Pedagogical Approaches in Education: Learning Theories	Core	15	Year 1, Semester 2	Pass/fail
PCE 5005	Continuing Professional Practice including Digital Literacy	Core	15	Year 2, Year Long	Pass/fail
PCE 5006	Developing Wider Professional Practice	Core	15	Year 2, Semester 1	Pass/fail
PCE 5007	Curriculum Design in a Subject Specialist Area	Core	15	Year 2, Semester 2	Pass/fail
PCE 5008	Practice Based Action Research in a Subject Specialism	Core	15	Year 2, 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?		N/A			
Other Information:					
The school/department of Academic, Adult and Professional Studies / Professional Certificate in Education (PCE) 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 evolvment 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 also 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:	☒
Professional Training Year (PTY):	☒
Placement(s) (study or work that are not part of the PTY):	☐
Clinical Placement(s) (that are not part of the PTY Scheme):	☐
Study exchange(s):	☐
Dual degree:	☐

Programme set up questions

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