



Post Graduate Certificate in Education: Post Compulsory

Validated by Canterbury Christ Church University

Faculty and Department(s) responsible	Faculty of Education Department of Post Compulsory Education and Training
Title of the programme awards	PGCE Post Compulsory
Primary Exit Point(s)	Post Graduate Certificate in Education: Post Compulsory
Other Exit Points(s)	Post Graduate Certificate in Education: Post Compulsory
UCAS code	N/A
Credit rating	120 credits of which up to 60 credits may be at Level 7 with the remainder at Level 6
Academic Framework	Undergraduate Academic Framework Postgraduate Academic Framework
Programme Director	Graham Topley
Mode of attendance (full time/part time/blended learning/distance learning, etc)	Part time
Details of accreditation by a professional/statutory/regulatory body (if applicable)	The programme is registered with the Institute for Learning (IfL)

Post Graduate Certificate in Education: Post Compulsory

1 General introduction to the programme

Successful completion of the pre-service Post Graduate Certificate in Education (PGCE) will enable you to meet the Government standards for teaching in the dynamic Lifelong Learning Sector and in schools. As well as potential employment in schools, the Lifelong Learning Sector offers you a further breadth of potential employment routes including further education colleges, sixth form colleges, adult and community learning, work-based learning and prison education. The programme offered by CCCU offers you the flexibility of studying on either a full time basis or a part time basis. The full time programme runs over one academic year from September until June; the part time programme runs over two academic years. Both routes will help you to develop the generic skills required for teaching and learning, as well as honing your subject specific teaching skills. In addition, you will develop your knowledge and understanding of functional skills of literacy, numeracy and ICT and will be able to integrate these into your teaching.

The programme offers 120 credits at both level 6 and level 7. Those completed successfully at level 7 will enable you to obtain a maximum of 60 Masters level credits towards our Masters in Professional Learning and Education (MaPLE).

You will be supported by a team of highly experienced, knowledgeable and approachable staff at the University in a supportive and inclusive learning environment. As well as taught sessions at the University, you will be allocated a professional placement at a suitable teaching institution within your subject area and will be supported at that placement by a curriculum mentor in addition to support from a personal tutor from the teaching team at the University. A previous student commented "Throughout my course, I have been given wonderful support and encouragement from my Personal tutor and my Mentor".

The PGCE programme at CCCU has been recognised by Ofsted as "outstanding" one of the few programmes to be recognised as such nationally. In a competitive employment marketplace, you would have the added edge of a professional qualification from an institution noted as a centre of excellence for teacher education and development. In addition, the qualification of 'PGCE' is instantly recognisable to potential employers as signifying that you have both a degree as well as the appropriate teaching qualification needed. Previous students have been successful not only in obtaining interesting and rewarding teaching positions but many have also progressed rapidly to significant curriculum management positions.

2 What are the aims of the programme?

The Programme aims to ensure that you meet the highest academic and practical standards as a new teacher entering the profession to meet the statutory requirements and standards for teachers. We aim to ensure you are both knowledgeable and effective critically reflective practitioners who apply the principles of inclusive practice to ensure the diverse needs of learners are met. You will have an ongoing commitment to maintaining your professional learning and development throughout your career.

3 What should you achieve at the end of the programme?

You should be able to demonstrate an ability to teach in accordance with the recognised professional values and reflective practice in the Lifelong Learning sector and a commitment to your continuing professional development. Specifically, you should be able to demonstrate systematic knowledge and applied understanding of a range of inclusive planning, teaching, learning and assessment practices, both generic and as appropriate to your own specialist area in addition to an ability to integrate functional skills within your subject.

4 What will you study?

The six modules you will cover in your studies are designed to complement your professional practice and the academic study you undertake will inform and be informed by your practice. Your first module will provide an introduction to teaching and learning which will equip you with the initial practical skills in planning, delivering and assessing prior to your start on your professional placement. The next module, "Planning Teaching, Learning and Assessment" will examine these concepts in more depth, as well as developing your classroom management skills. As you progress through your studies and can apply your learning to practical teaching situations, you will be introduced to a wider range of critical perspectives on teaching and learning, and will be expected to apply that critical reflection to your own teaching.

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In the 'Wider Professional Development' module you will explore the roles of teachers and the core professional values and conduct required. You will also examine principles of evaluation, quality assurance and quality improvement and be able to apply them to your placement institution. This module will be underpinned by your development as a reflective practitioner and a developing awareness of the need to engage in continuing professional development in line with concepts of dual professionalism.

The 'Developing Professional Sector Skills' module will provide you with an opportunity to develop your literacy, numeracy and ICT skills and ability to support learners in these areas as well as strategies to support learners with specific learning difficulties and disabilities in your own context. As in the previous module, this will be done as part of your developing skills as a critically reflective practitioner and you will be encouraged to evaluate your own practice and to identify continuing professional development needs.

The 'Curriculum Design for Inclusive Practice' module will develop your understanding and knowledge of the relevant curriculum, pedagogy and resources to support your subject specialism as well as explore the various curriculum models and underpinning ideologies that support programmes of study.

In the 'Enhanced Studies' module you will have the opportunity to choose a particular aspect of education and to study that in greater depth. This could include aspects of particular curriculum areas or aspects of learning which cross curriculum boundaries. The option you take could include an opportunity to undertake work experience in work-based or community settings, or to explore international contexts.

5 How will you be taught?

A wide range of teaching and learning methods will be used across the programme. These have been selected to motivate you, to maximise your opportunities for learning and to provide you with experience of a wide range of teaching and learning methods that you may wish to use in your own teaching practice.

As an indication, methods will include: microteaching, lectures, discussion and group activities, seminars, subject and professional practice discussions groups, online activities using the virtual learning environment (VLE), individual and group research and presentation opportunities, case studies, independent research relevant to your context, personal and group tutorials including feedback and target-setting after teaching observations.

6 How will you be assessed?

You will submit a variety of different assignments including delivering reflections, essays and reports to earn 20 credits for five of the six modules contained in the programme. The remaining module will be assessed via a portfolio of practical work such as completed lesson observations. These will all contain a written element, although you will also be assessed via presentation or practical performance.

You will be observed in your teaching placement on eight occasions at regular intervals during the programme (known as STEs - Supervised Teaching Experiences), three times by your CCCU personal tutor, four times by your subject specific mentor in your placement and once by the placement Programme Co-ordinator. The aim of these observations is to work with you to develop your practice. You will also be required to make regular entries in a personalised Professional Development Planner (PDP) which will both chart targets set and achieved against the professional standards. You will also be required to provide evidence of reflection, either in a reflective journal or a regular video/audio diary.

7 What are the entry requirements?

You will need an honours degree (2:2) or above or equivalent to gain entry to the programme.

In your personal statement you will need to indicate sound reasons for wanting to teach in the Lifelong Learning Sector and have a clear awareness and experience of the sector. You should also have academic and/or industrial and commercial experience to demonstrate involvement with young people or adults in the community.

You will need to be assessed as fit to teach, including an occupational health and criminal records check, according to the current government requirements.

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8 How should you apply and how will you be selected?

Offers of a place are made after an interview conducted by the PGCE Programme Director and other members of the PGCE team and in order to be selected for interview you should meet the entry requirements above.

9 Where will you be taught?

The full time PGCE PCET will be taught mainly in Canterbury, but the part time PGCE may make some use of other partnership venues in London (e.g. CONEL).

You will need to remember that your professional placement may require you to travel some distance.

10 How long will you normally need to study to complete this programme?

Learners on the part time option will attend a two-year period from September to the July two years from commencement of the programme.

11 What will you need to achieve to progress from one level or stage of the programme to the next?

In order to progress from one module of the programme to the next all the learning outcomes for that module must be met.

12 What will you need to achieve to graduate and how will your overall grade be calculated?

You will need to pass every assessment set for each of the six modules as well as providing documentation relating to your professional practice skills. You will also need to achieve at least to a satisfactory level on the mandatory eight supervised teaching experiences to be conducted during the period of the programme.

To achieve a Postgraduate Certificate in Education (Post-Compulsory) you must pass modules worth 120 credits in total of which at least 40 credits must be at Level 7 and the remainder at Level 6. A distinction is awarded if the weighted average of the marks for the best 40 credits at Level 7 is at least 70% and the minimum mark is at least 60%.

Students who pass modules worth 120 credits of which less than 40 credits are at Level 7 will be awarded a Professional Graduate Certificate in Education (Post-compulsory).

13 Are there any external bodies involved in the development and approval of the programme?

The PGCE Post Compulsory is registered on the Institute for Learning (IfL) ITT/E Qualifications Registry. All endorsed programmes are required to incorporate the over-arching standards of the Lifelong Learning sector which similarly are subject to change.

14 Programme Structure

Year 1

Module 3 Developing professional sector skills	
Module 1 Introduction to Teaching (Level 6)	Module 2 Planning, teaching, learning and assessment (Level 6)

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Year 2

Module 4 Wider Professional Development (Level 6 & 7)	
Module 5 Curriculum Design for Inclusive Practice (Level 6 & 7)	Module 6 Enhanced Studies (Level 6 & 7)

Module content will be the same as that on the full time programme.

The Placement component of the programme is equally important to that of the full time route, but attendance at placement will comprise 1 day per week.