COURSE SPECIFICATION

Professional Graduate Certificate in Education – English, Geography, Mathematics, Modern Foreign Languages, Science and Computer Science

Academic Standards, Quality and Partnerships
Department of Student and Academic Administration

July 2021

COURSE SPECIFICATION

Course Title	*Professional Graduate Certificate in Education*
Final Award	*Professional Graduate Certificate in Education - English*
	Professional Graduate Certificate in Education - Geography
	Professional Graduate Certificate in Education - Mathematics
	Professional Graduate Certificate in Education - Modern Foreign Languages
	Professional Graduate Certificate in Education - Science
	Professional Graduate Certificate in Education - Computer Science
Exit Awards	*Graduate Certificate in Education - English*
	Graduate Certificate in Education - Geography
	Graduate Certificate in Education - Mathematics
	Graduate Certificate in Education - Modern Foreign Languages
	Graduate Certificate in Education - Science
	Graduate Certificate in Education - Computer Science
Course Code / UCAS code (if applicable)	*P2095FTC*
	P2099FTC
	P2101FTC
	P2103FTC
	P2105FTC
	P2450FTC
Mode of study	*Full time*
Mode of delivery	*Campus*
Normal length of course	*1 year*
Cohort(s) to which this course specification applies	*From September 2019 intake onwards*
Awarding Body	*University of Portsmouth*
Teaching Institution	*University of Portsmouth*
Faculty	*Faculty of Humanities and Social Sciences*
School/Department/Subject Group	*School of Education and Sociology*
School/Department/Subject Group webpage	*http://www.port.ac.uk/school-of-education-and-childhood-studies/*
Course webpage including entry criteria	*http://www.port.ac.uk/courses/education-childhood-and-youth-studies/pgce-geography/*
Professional and/or Statutory Regulatory Body accreditations	*The Teachers' Standards 2012/Department for Education*

Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 6

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Module Web Search for further information on the course structure and modules.

Educational aims of the course

This programme is designed to provide trainee teachers with the opportunity to study the theory and practice of education from the perspective of learners, teachers, administrators, policymakers and other key stakeholders in the system of formal education. It combines work based at the University with school experience in order to equip trainee teachers with the knowledge, understanding and skills that they need to begin to develop as a professional educator. It also provides them with a theoretical and research-based perspective to extend their knowledge and understanding and to allow them to reflect critically upon their own personal and professional values.

Achievement of the Teachers' Standards 2012 (DfE) are an essential part of the practical experience in school and the programme as a whole.

The aims of the programme are:

- To equip trainee teachers with a rigorous knowledge and understanding of the core areas of education – professional values and practice, knowledge and understanding and teaching (including planning, expectations and target setting, monitoring and assessment, teaching and class management).

- To enable trainee teachers to recognise the interrelationship between educational theory, policy and practice

- To enable trainee teachers to apply an educationally based analysis to issues of their personal practice

- To introduce trainee teachers to ways in which education is researched and to provide opportunities for enquiry into their own practice

- To enable trainee teachers to develop critical, evaluative and reflective thinking in the context of their personal practice

- To enable trainee teachers to develop a range of skills and abilities that will contribute to their effectiveness as a professional educator

- To support trainee teachers in becoming independent learners in their subsequent career development.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Their subject knowledge content equivalent to degree level	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A2	the National Curriculum for Key Stage 3 (including all relevant cross curricular and statutory requirements) and appropriate exam specifications for Key Stage 4	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*

A3	Basic enquiry methods relevant to education	*Lectures, seminars and school-based training*	*Through essay and assessed presentation.*
A4	theories of teaching, learning and assessment and current subject pedagogies appropriate for all learner's needs	*Lectures, seminars and school-based training*	*Essays and assessment of teaching practice*
A5	A range of strategies for promoting good behaviour and establishing a purposeful learning environment	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Use good practice guidelines and inspection evidence effectively in their professional practice	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
B2	Reflect critically on their teaching and the relationship between theory and their professional practice	*Lectures, seminars and school-based training*	*Through assessment of teaching practice and essays*
B3	Deal with educational issues systematically and creatively using principal sources of educational information and data and make sound judgements based on information	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
B4	Apply professional ethics to their own practice	*Lectures, seminars and school-based training*	*Through assessment of teaching practice and research project*
B5	Evaluate the effectiveness of a range of learning strategies	*Lectures, seminars and school-based training*	*Through assessment of teaching practice and essays*

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Demonstrate the Teachers' Standards to at least the minimum level required	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*

| C2 | Work within the statutory frameworks relating to teachers' responsibilities | *Lectures, seminars and school-based training* | *Through assessment of teaching practice* |

D. Transferable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Organise and communicate their opinions and arguments in speech and wring showing confident use of specialist vocabulary	*Lectures, seminars and school-based training*	*Essays and assessed presentation*
D2	Begin to process and synthesise empirical and theoretical data, to present and justify arguments	*Lectures, seminars and school-based training*	*Essays*
D3	Work independently, beginning to demonstrate initiative and self-management	*Lectures, seminars and school-based training*	*Through assessment of teaching practice*
D4	Interpret and use graphical and tabular presentation of data in a constructive way	*Lectures, seminars and school-based training*	*Essays and assessed presentation*

Academic Regulations

The current University of Portsmouth Academic Regulations will apply to this course except where exemptions have been granted given the nature of this programme.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides tailored support for EAL students, an additional BME support tutor and tailored support for health and well-being whilst training to teach.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:
- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth Strategy
- University of Portsmouth Code of Practice for Work-based and Placement Learning

- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: **Department for Education and OFSTED**
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards: [Teachers' Standards](#)

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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