

## **PROGRAMME SPECIFICATION**

Post Graduate Certificate in Education (PGCE) / Diploma in Education

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**Awarding Institution:** Institute of Education, University of London

**Teaching Institutions:** Institute of Education, University of London  
**(for Year 1 of the in-service pathway ONLY)** together with  
Barnet College  
City and Islington College  
Hackney Community College

### **Accreditation**

The Programme is designed to meet the requirements of LLUK for the Diploma in Teaching in the Lifelong Learning Sector for teachers.

### **Name of final awards**

Postgraduate Certificate in Education (PGCE)

Professional Graduate Certificate in Education (PgCE)

Diploma in Education

### **Programme pathways**

This programme specification encompasses two pathways:

- a) In-service pathway
- b) Pre-service pathway

### **Language of Study**

The Institute of Education teaches and assesses participants through the medium of the English language. Competence in English language is required of all applicants. Programme regulations may indicate the level of competence required of each applicant and may make its achievement a condition of admission. Regulations for the PGCE and the Diploma can be accessed from the following link:

<http://www.ioe.ac.uk/studentInformation/1055.html>

### **Participants**

The programme offers different pathways for pre-service and in-service trainees wishing to become qualified professionals in the lifelong learning sector. The level of assessment reflects the prior qualifications and needs of those wishing to teach in the sector.

### **Educational Aims of the Programme**

The programme aims to:

- Maintain the highest academic and practical standards for new teachers entering the teaching profession and for in-service teachers currently teaching in the profession
- Provide a rich and rewarding experience of initial teacher education at IOE and in partner colleges so as to enhance and encourage the commitment and retention of teachers as professional practitioners

- Provide an effective basis for professional practice in teaching and as a classroom practitioner that meets and extends beyond the statutory requirements of the standards for QTLS
- Consolidate and extend the knowledge of curriculum subjects and pedagogy appropriate to the range of trainees in the lifelong learning sector
- Ensure that teaching and professional practice as a classroom teacher are based on current, recent and relevant research and publication
- Promote habits of critical reflection on practical teaching and theories and policies that underpin the professional practice of teachers in the lifelong learning sector
- Promote habits of engaging with and critically evaluating professional practice in relation to trainees' observations on placement and through their own teaching
- Promote a commitment to maintaining continuing professional learning and development
- Promote the acquisition and extension of teaching strategies and pedagogical knowledge and skills appropriate to the diversity of learners in the lifelong learning sector
- Provide a critical, research and enquiry-led approach to teaching and learning
- Maintain a commitment to social equality and social justice for the whole range of trainees in the lifelong learning sector, working towards a culturally diverse society in which the rights and responsibilities of all are recognised and promoted in teaching and learning

### **Learning Outcomes**

#### *Post Graduate Certificate in Education (PGCE)*

The programme is designed to provide high quality teaching for the lifelong learning sector, and, by the end of the programme, trainees on the pre-service pathway and the in-service pathway will have developed:

- 1) an understanding of key aspects of the theory and practice of teaching and learning, demonstrated by
  - a grasp of issues and critical insight into teaching and professional pedagogic practice
  - an understanding of learning and assessment processes and the various contexts of learning and teaching
  - an ability to be creative, independent and successful in the application of knowledge in the classroom and in other work with a diverse range of learners
- 2) the necessary specialist knowledge and competence to teach in a specific

- discipline/subject area and/or context specific area demonstrated by
- knowledge and understanding of the relevant subject specifications, professional requirements and context specific requirements
  - effective application of subject specialist/context specific knowledge to pedagogy
- 3) abilities in exploration, analysis, discussion of and critical reflection on teaching and learning, demonstrated by
- the capacity to analyse critically teaching and learning
  - the ability to draw from and apply appropriate intellectual perspectives to teaching and learning
  - professional knowledge refined through critical reflection and engagement with research and scholarship within a subject specific, context specific and a general context
  - understanding and analysis of values underpinning different pedagogic approaches
- 4) an understanding of key strategic policy and educational developments in the lifelong learning sector, demonstrated by
- an ability to critique recent policy initiatives and developments and to analyse factors influencing government policy
  - an understanding of policy change and its implications for both teachers and learners
- 5) an understanding of the value of engaging in continuing professional development, demonstrated by
- an ability to critically reflect on their own development during the Programme and to identify areas for future development
  - an understanding of the concept of professionalism and of how to evaluate and improve wider professional practice

### *Diploma in Education*

The Diploma in Education is designed to provide high quality teaching for the lifelong learning sector, and, by the end of the course, trainees will have developed:

- 1) an understanding of key aspects of the theory and practice of teaching and learning, demonstrated by
- a grasp of issues and insight into teaching and professional pedagogic practice
  - an understanding of learning and assessment processes and the various contexts of learning and teaching
  - an ability to be creative, independent and successful in the application of knowledge in the classroom and in other work with a diverse range of learners
- 2) the necessary specialist knowledge and competence to teach in a specific discipline/subject area and/or context specific area demonstrated by
- knowledge and understanding of the relevant subject specifications, professional requirements and context specific requirements

- effective application of subject specialist/context specific knowledge to pedagogy
- 3) abilities in exploration, analysis, discussion of and reflection on teaching and learning, demonstrated by
    - the capacity to analyse teaching and learning
    - the ability to draw from and apply appropriate intellectual perspectives to teaching and learning
    - professional knowledge refined through reflection and engagement with research within a subject specific, context specific and a general context
    - understanding and analysis of values underpinning different pedagogic approaches
  - 4) an understanding of key strategic policy and educational developments in the lifelong learning sector, demonstrated by
    - an ability to evaluate recent policy initiatives and developments and to analyse factors influencing government policy
    - an understanding of policy change and its implications for both teachers and learners
  - 5) an understanding of the value of engaging in continuing professional development, demonstrated by
    - an ability to reflect on their own development during the course and to identify areas for future development
    - an understanding of the concept of professionalism and of how to evaluate and improve wider professional practice

### **Criteria for admission**

#### *Pre-service pathway*

Applicants for the pre-service PGCE must have good first degrees in subjects relevant to teaching in the lifelong learning sector.

Currently a Level 5 Diploma is also offered for pre-service trainees with status as political refugees. Applicants for the pre-service Diploma must have qualifications at level 3 or level 4 of the National Qualifications Framework in the subject the candidate intends to teach. This could take the form of A-Level qualifications, Level 3 NVQs, or a Certificate in Higher Education or an overseas qualification judged by the Institute to be of an equivalent standard.

#### *In-service pathway*

Applicants already teaching in the lifelong learning sector and following the part-time in-service pathway must be currently employed in the lifelong learning sector (not agency workers) teaching groups of learners (not one-to-one tutoring or NVQ assessing). The place of employment must be a college, training provider or similar (NHS, for example), who fall within a government regulatory framework for QA inspection e.g. OFSTED, ALI. In-service applicants must hold a recognised qualification in their teaching subject or curriculum area. In-service applicants will be required to demonstrate that they will be able to gain a minimum of 150 teaching

hours during the two-year Programme and must have the support of their place of employment.

Direct entry into year 2 of the in-service route is possible and depends on relevant qualifications.

Applicants whose first language is a language other than English may be required to provide evidence of their English language proficiency.

The Institute of Education is committed to admitting and supporting participants with disabilities and welcomes applications from them. Participants do not need to be “registered disabled” to draw on these services, though in order to provide services in the long-term we will need to ask for medical or other evidence, as appropriate. Disabilities Support can also support people who have a temporary mobility / dexterity impairment / other difficulty as a result of an accident, injury, illness or surgery.

We aim to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability. We do not therefore have standard procedures for participants with dyslexia, nor standard procedures for visually impaired participants: each person's needs are considered individually.

### **Mode of study**

#### *Pre-service pathway*

For those studying for the PGCE this is a full-time programme.

Currently, trainees on the Diploma pathway are part-time and combine study at the Institute with work undertaken in their placement.

#### *In-service pathway*

This is a part-time programme and participants are expected to attend half a day a week for the duration of the programme.

For more information about the pathways please send your query to [enquiries@ioe.ac.uk](mailto:enquiries@ioe.ac.uk).

### **Programme structures and requirements, levels, modules, credits and awards**

Both pathways consist of four modules:

- (1) Planning and enabling learning and assessment
- (2) Theories and principles of teaching and learning
- (3) Curriculum design: principles and practice
- (4) Wider professional practice and development

As part of the new SVUK requirements trainees are required to undertake the **PTLLS** qualification - credits from this are attached to the first module Planning and Enabling Learning and Assessment. Each module is worth 30 credits making a total of 120 credits towards the PGCE/Diploma.

#### *In-service pathway*

There are two points of entry to studies on the in-service pathway:

- Level 5 (Diploma)

- Level 7 (Masters)

On the in-service pathway the Programme is delivered over two years: modules 1 and 2 in year 1 and modules 3 and 4 in year two. In addition, trainees on the in-service Programme undertake a gateway module on commencing their studies at the Institute of Education. On this pathway year 1 is currently delivered in four partner colleges: Barnet, City and Islington and Hackney Community College. Year 2 is delivered at the Institute of Education. (N.B. When there is demand that cannot be met at partner colleges, a year 1 cohort is accommodated at the Institute).

In-service trainees transferring from partner colleges at the end of year one, will be offered an opportunity to demonstrate their ability to study and produce work at M level via completion of a pre-programme qualifying essay.

Modules undertaken for the pre-service and in-service pathways

<b>Institute module</b>	<b>SVUK units of assessment</b>	<b>Institute Credit Rating</b>
Module 1: Planning and Enabling Learning and Assessment	Mandatory units: Preparing to Teach in the Lifelong Learning Sector (PTLLS) Planning and enabling learning Enabling learning and assessment	30
Module 2: Theories and Principles of Teaching and Learning	Mandatory unit: Theories and principles for planning and enabling learning  Optional unit: Inclusive Practice	30
Gateway Module In-service pathway only where trainees needed more credits for the PGCE qualification	NA	30

Module 3: Curriculum Design: Principles and Practice	Mandatory unit: Curriculum Development for Inclusive Practice  Optional unit: Teaching A Specialist Subject	30
Module 4: Wider Professional Practice and Development	Mandatory units: Continuing personal and professional development Wider professional practice	30

For more information about the modules please contact [enquiries@ioe.ac.uk](mailto:enquiries@ioe.ac.uk) .

The programme has a predominantly UK perspective since the purpose is to enable trainees to meet LLUK/SVUK requirements to teach in the Lifelong Learning sector in England. International issues are considered as relevant to trainees and the students that they teach.

### **Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated**

A wide variety of teaching and learning strategies is used across the programme. These have been selected by the teaching team to motivate the learners, to maximise opportunities for learning and to provide exemplars of good practice in teaching and learning. These include: teacher-led exposition, discussion and activities in pairs, small groups, study circles, subject specialist discussion groups, activities on Blackboard and within the whole group, individual research and presentations, case studies and research undertaken in the learners' own institutions, focused tutorials including feedback and target-setting after teaching observations.

An important aspect of the approaches taken to teaching and learning across the pathway is the value placed on the diversity of prior experience that trainees bring. While the focus of the pathway is on enabling trainees to gain a recognised qualification to teach in the UK; variations in cultural and ideological perspectives are considered as they relate to the trainees and the students that they teach.

The assessment framework of the programme is in three parts:

- i) All trainees who gain a place on the pathway participate in an initial assessment at the beginning of the programme. The process involves tasks for the assessment of the literacy, language, numeracy and ICT skills.
- ii) Formative and summative assessment takes place during each of the four modules on-programme and is organised around a variety of assessment instruments: a portfolio of evidence of planning, delivery of learning and assessment; written assignments such as essays, reports and case

studies; small research projects undertaken in the learners' own workplaces; research assignments and presentations.

- iii) Formative and summative assessment of practical teaching skills: eight observations over the duration of the programme with associated feedback to aid development of teaching skills.

### **Information about assessment regulations**

Participants must successfully complete all elements of the programme to achieve the minimum 120 credits required for the award. All coursework, is assessed according to the grade-related criteria for the programme level, found in the programme handbook.

Assessment for each module is based on successful completion of:

- a module assignment
- module tasks, which include entries into a reflective journal
- satisfactory completion of the requisite number of teaching hours
- satisfactory standard of teaching in observed teaching sessions

All assignments are double marked for quality assurance. Internal moderation of both written work and practical teaching is undertaken by programme tutors.

External examiners, appointed by Senate, play an important role in monitoring the quality of the programme and evaluating the effectiveness of the teaching and support provided for the programme participants and the reliability of the judgements made in assessing them.

Further details about assessment regulations can be found at

[http://www.ioe.ac.uk/studentInformation/documents/Study\\_Home/Regulations\\_for\\_the\\_Assessment\\_of\\_Students.pdf](http://www.ioe.ac.uk/studentInformation/documents/Study_Home/Regulations_for_the_Assessment_of_Students.pdf)

### **Support for learning**

Support strategies for trainees on the Programme include:

- An application pack with information and advice on making an appropriate application to the Programme
- An initial assessment procedure that offers each individual an opportunity to have their questions answered and to get advice in both group sessions and on a 1:1 basis.
- A Programme handbook that gives detailed information about the Programme and advice on study skills and individual module packs with detailed advice on assessment.
- An induction programme including introduction to the Institute library, Blackboard, ICT and other facilities provided by the Institute.

- Support and supervision by a professional practice tutor. The tutor meets with the trainee in regular 1:1 tutorials and offers guidance and support in assignment writing and practical teaching skills.
- Peer support and networking is facilitated in the group by the use of Blackboard and collaborative projects.
- Access to the full range of welfare and union facilities afforded to all Institute trainees

### **Methods for evaluating and improving the Programme**

Methods for evaluating and improving the Programme include:

- An end of module oral and written evaluation of the module completed by all trainees on the programme plus an end of programme evaluation
- Pathway leader and programme representatives report on a termly basis to the Pathway Committee and to the Programme Management Committee
- Internal moderation of both written work and practical teaching is undertaken by programme tutors
- The external examiner has a quality assurance role; s/he looks at 10% of the Programme members' written work and observes 10% trainees' practical teaching
- The Board of Examiners considers trainees' results and external examiners' reports
- OFSTED inspection reports, as appropriate

Committees with responsibility for monitoring and evaluating quality and standards

- Programme Committees
- PGCE/Diploma Programme Management Committee
- Board of Examiners
- Faculty Quality Assurance/Quality Enhancement Committee
- Teaching Committee
- Validation Sub-Committee
- Equal Opportunities Committee
- Academic Board
- Senate

Mechanisms for gaining participant feedback on the quality of teaching and their learning experience

- Participant module evaluation (sessional and programme);
- Representation on programme committees

### **Indicators of quality and standards**

One might expect some or all of the following:

- Entry into employment for pre-service trainees
- Progression of PGCE/PgCE trainees onto the MTeach in Post-compulsory sector
- Promotion by some trainees who have completed the Programme to full-time or fractional posts; to management roles in their colleges; to Advanced Practitioner status roles
- Programme participants delivering training to other practitioners in their own institutions or on a regional or national basis

**Relevant benchmark statements and other external and internal reference points used to inform Programme outcomes**

Both pathways have been endorsed by SVUK as meeting the national standards set for initial teacher training in the lifelong learning sector.

**Date of completion/amendment of specification**

July 2010.