


Programme specification

1. Awarding Institution 	2. Teaching Institution University of Greenwich and Approved Network Centres	3. School/Department Faculty of Education and Health Department of Secondary and Lifelong Learning Teacher Education, PE and Sport	4. UCAS Code: N/A
5. Final Award Prof Cert. Ed. PGCE (Prof.) PGCE (PG)	6. Programme Title Professional Certificate in Education (Lifelong Learning) Professional Graduate Certificate in Education (Lifelong Learning) Postgraduate Certificate in Education (Lifelong Learning)	7. Accredited by:	
8. Quality Assurance Agency (QAA) Benchmarking Group(s) <p>These awards are not subject benchmarked as they are not 'subject based' undergraduate programmes. QAA have provided the following statement on the PGCE: The PGCE is a well established and internationally recognised qualification undertaken by graduates to prepare them for a career in teaching. Over time, a number of PGCE models have been developed to meet the different needs of learners and the profession. However, the essential characteristics of the PGCE have remained constant - an HE programme providing both professional training (providing a route to QTLS) and a course of academic study leading to an academic qualification. PCE qualifications align with the FHEQ qualification descriptor at level 5; PGCE (Prof.) qualifications are pitched at Honours level, and align with the FHEQ qualification descriptor at level 6. PGCE (PG) qualifications are pitched at Masters level, and align with the FHEQ qualification descriptor at level 7.</p>			
9. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]: <p>These programmes are for those who teach or intend to teach in further education colleges, sixth-form colleges, adult education centres, art colleges, healthcare or community organisations, the public services and a wide range of commercial and voluntary organisations. The programmes cover the skills needed for teaching and classroom management and help students to explore the theory underpinning teaching and learning. The awards are recognised by the Institute for Learning (IfL) and provide a route to Qualified Teacher Learning and Skills (QTLS) status. Upon successful completion individuals can gain QTLS via a process of professional formation. The programmes are offered in two modes of study: full-time attendance which will benefit those wishing to obtain a qualification before seeking employment and incorporates a period of supervised teaching practice; and the part-time and</p>			

distance modes aimed at teachers and trainers who are already employed.

10. Summary of Skills Development for Students within the Programme [Maximum 150 words]:

The programmes cover the theories and principles of learning, teaching, assessment and evaluation and their application in the classroom. The programmes are designed to develop high level interpersonal and intrapersonal skills including the development of reflective practice. On these programmes students will explore the professional roles and responsibilities of teachers who work in the sector. The programmes provide a solid grounding in the theory and practice of teaching and provide a route to Qualified Teacher Learning and Skills (QTLS) status.

11. The programme provides opportunities for you to achieve the following outcomes:

The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:

A. Knowledge and understanding of:

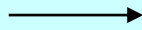
- Current legislative requirements
- Issues of equality and diversity
- A range of inclusive teaching and learning strategies
- Curriculum design
- Theories of learning
- Understanding and managing behaviour
- Methods of assessment/checking learning
- Design of assessment tools/tasks
- Minimum core requirements
- Quality assurance processes
- Lifelong learning sector policy developments
- Target setting, tutoring and tracking learners progress

A. Teaching and learning methods:

- Lectures
- Group activities / presentations
- Demonstrations
- Teaching practice / placement
- Guided independent study / use of Technology Assisted Learning including Moodle / online discussion etc

A. Assessment methods:

- Coursework assignments (summative)
- Tutor feedback based on participation in group-work/ presentations (formative)
- Assessment of practical teaching (summative)
- Self assessment and reflection via professional development record (PDR) (formative)

B. Intellectual skills:

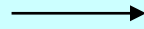
- Justification
- Synthesis
- Critical reflection
- Communication
- Self assessment
- Evaluation

B. Teaching and learning methods:

- Lectures
- Group activities / presentations

B. Assessment methods:

- Coursework assignments (summative)
- Tutor feedback on participation in group-work/ presentations (formative)
- Assessment of practical teaching (summative)
- Self assessment and target setting reflection via professional development record (PDR) (formative)

C. Subject practical skills:**C. Teaching and learning methods:**

- Effective planning
- Assessing learners' needs
- Classroom management
- Designing assessment
- Resource development
- Giving feedback to learners
- Differentiation
- Development of a range of appropriate teaching strategies

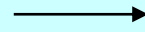
- Lectures
- Group activities / presentations
- Demonstrations
- Teaching practice/placement / 'micro-teach'
- Guided independent study / use of Technology Assisted Learning including Moodle / online discussion etc

C. Assessment methods:

- Coursework assignments (summative)
- Tutor feedback based on participation in group-work/ presentations (formative)
- Assessment of practical teaching (summative)
- Self assessment and reflection via professional development record (PDR) (formative)

D. Transferable/key skills:

- Planning
- Justification
- Synthesis
- Critical reflection
- Communication
- Self assessment
- Evaluation
- ICT
- Numeracy
- Literacy

**D. Teaching and learning methods:**

- Lectures
- Group activities / presentations
- Demonstrations
- Teaching practice/placement / 'micro-teach'
- Guided independent study / use of Technology Assisted Learning including Moodle / online discussion etc

D. Assessment methods:

- Coursework assignments (summative)
- Tutor feedback based on participation in group-work/ presentations (formative)
- Assessment of practical teaching (summative)
- Self assessment and reflection via professional development record (PDR) (formative)

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12. Programme Structure: Levels, Courses and Credits - Generic Awards →		<i>Awards, Credits and Progression of Learning Outcomes</i>
Level	<p>Compulsory Courses¹</p> <p>FT:</p> <p>Term 1: Professional Development Portfolio Part 1 (0 credits - L5; L6)</p> <p>Term 1: Behaviour, Inclusion and Communication (30 credits - L5; L6)</p> <p>Term 2: Policy and Curriculum Issues (30 credits - L5; L6; L7)</p> <p>Term 2: Research and Scholarship for the Development of Subject Specialist Expertise (30 credits - L5; L6; L7)</p> <p>Term 2: Professional Development Portfolio Part 2 (30 credits - L5; L6)</p> <p>PT/DL Year 1:</p> <p>Across Year: Professional Development Portfolio Part 1 (0 credits - L5; L6)</p> <p>Term 1: Behaviour, Inclusion and Communication (30 credits - L5; L6)</p> <p>PT/DL Year 2:</p> <p>Term 1: Policy and Curriculum Issues (30 credits - L5; L6; L7)</p> <p>Term 2: Research and Scholarship for the Development of Subject Specialist Expertise (30 credits - L5; L6; L7)</p>	<p>PCE</p> <p>PGCE (Prof.)</p> <p>PGCE (PG) (with fallback: PGCE (Prof.))</p> <p>PGCE (PG) - UoG FT and DL only</p> <p>All 120 credits</p>

¹ Please indicate clearly whether a course runs in Term 1, Term 2 or across the academic year

	Across Year: Professional Development Portfolio Part 2 (30 credits - L5; L6)	
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