

# Programme Specification for Postgraduate Programme

## Leading to: PGCert Education



Applicable for all postgraduate students starting on or after 1<sup>st</sup> September 2021

Version No.	Date	Notes – QA USE ONLY	QA
1	October 2021	Programme specification created for 2021/22	WEA

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Dept. of Education
4. Contributing college/department/division/associated institution	None
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	PGCert Education (Primary) FHEQ7 PGCert Education (Secondary) FHEQ7
7. Programme title	PGCert Education
8. Programme type (Single honours/joint)	
9. Normal length of programme (in months) for each mode of study	1 year (FT)
10. Maximum period of registration for each mode of study	FT - 1 year (min) 2 years (max)
11. Variation(s) to September start	N/A
12. Modes of study	FT
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	GRADCERT Education (Primary) FHEQ6 GRADCERT Education (Secondary) FHEQ6
15. UCAS Code	N/A
16. HECoS Code	100511 - Primary 100512 - Secondary
17. Route Code	X120PPEDPGC- Primary X130PSEDPGC - Secondary
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<a href="#">QAA UK Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards. <a href="#">Most Recent QAA Subject Benchmark Statement</a> : there are currently no relevant subject benchmark statements. <a href="#">Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page.
19. Admission Requirements	Details of <a href="#">entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	Students successfully completing this course would be eligible to return to complete a masters award (subject to normal University regulations), being considered for APL for the 60 credits and an associated fee reduction.
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate	N/A

Regulation 3 must be stated here and approved by Senate.	
22. Further information about the programme is available from the College website.	<a href="http://www.brunel.ac.uk/cbass/education/pg">http://www.brunel.ac.uk/cbass/education/pg</a>

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

Schools and Local Education Authorities are increasingly seeking to employ teachers with not only high levels of competence and skill in classroom practice, but practitioners who have advanced subject knowledge for teaching and enhanced knowledge of systems and theories relevant to education. The aims of this program are to:

- enable students to develop a critical understanding of issues and theories that impact upon classroom practice in teaching, learning and assessment;
- support students in their critical exploration and analysis of a range of general professional and subject specific research literature and policy documents;
- engage students in critical reflection on their own and others' practice in relation to national policies and current research, including in Special Education Needs (SEN), English as an Additional Language (EAL) and Gifted and Talented (G&T) provisions; and
- promote students' practical teaching skills and knowledge of general professional issues to enhance their understanding of whole-school matters, making connections with relevant theory to inform practice.

The programme aims to further develop participants' existing transferable skills in communication, literacy, numeracy and critical reasoning. It is suitable for those who wish to gain employment as teachers and who aspire to progress to leadership and management roles in schools or in the wider world of education. It will provide a very sound foundation for progression to either higher academic or advanced professional qualifications.

### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
<b>5</b>						
	K	The nature of each of the core and foundation subjects and the statutory documentation relating to their teaching and learning				ED55019 ED55020 ED55021
	K	Theory, practice and legislation related to inclusive provision (i) ability to identify, assess and provide for pupils with SEN, drawing on academic literature, theory and practice (ii) awareness of common principles and practices of inclusive practice (iii) ability to identify and provide for the needs of pupils considered to be Gifted and/or Talented, drawing on academic literature, theory and practice				ED55019 ED55020 ED55021

		(iv) ability to identify a range of needs in pupils with EAL, drawing on academic literature, theory and practice				
	K	Relevant technical knowledge and skills in ICT				ED55019 ED55020 ED55021
	K	Underlying values, ideologies and issues related to learning and teaching				ED55019 ED55020 ED55021
	K	Theoretical perspectives underpinning learning and development and how these can be applied to their own professional practice				ED55019 ED55020 ED55021
	K	A range of research relating to strategies for managing and organising a secondary classroom for effective learning, including planning for a range of abilities, the management of behaviour and managing other adults and theories about effective teaching skills				ED55019 ED55020 ED55021
	K	Theories about effective teaching skills, such as questioning, demonstrating, explaining and giving feedback to pupils				ED55019 ED55020 ED55021
	K	The statutory frameworks relating to teachers' responsibilities				ED55019 ED55020 ED55021
	C	critical thinking and discussion of issues and concepts relating to the teaching and learning				ED55019 ED55020 ED55021
	C	critical review and evaluation of different models and theories of assessment, including pupils with SEN				ED55019 ED55020 ED55021
	C	critical reflection on their own and others' practice and provision for pupils with SEN, including in the context of their school experience				ED55019 ED55020 ED55021
	C	critical evaluation of research- based and policy-based literature relating to curriculum development				ED55019 ED55020 ED55021
	C	evaluation of their own strengths and development needs relevant to teaching, and the setting of				ED55019 ED55020 ED55021

		challenging targets to further their professional development				
	C	evaluation and analysis, to identify areas of strength and development needs relevant to their on-going professional development in the wider educational context				ED55019 ED55020 ED55021
	C	critical analysis, reflection upon and evaluation of chosen issues of policy and practice in education				ED55019 ED55020 ED55021
	C	application of pedagogical research and theories in the context of the classroom				ED55019 ED55020 ED55021
	C	development of the core interpersonal skills of questioning, listening, giving feedback and preparing action				ED55019 ED55020 ED55021
	C	awareness of how to promote moral and spiritual values in the secondary classroom				ED55019 ED55020 ED55021
	S	personal subject knowledge suitable for the teaching				ED55019 ED55020 ED55021
	S	ability to read research and theoretical sources critically, and apply new knowledge and understanding in both practical contexts and written assignments				ED55019 ED55020 ED55021
	S	the development of enquiry based learning for teaching				ED55019 ED55020 ED55021
	S	personal capacity to utilise ICT based resources				ED55019 ED55020 ED55021
	S	inter-personal and presentation skills				ED55019 ED55020 ED55021

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

**K**  
The relevant benchmarks for the award of M level credits for a PGCert inform our teaching and learning strategies.

The programme team aims to offer a structured curriculum that utilises and builds upon the knowledge and expertise the students bring from their previous study and their experience in schools. The teaching team aims to promote personal initiative, enthusiasm and positive study habits, and to encourage personal learning and development through reflection on practice and scholarly activity.

Modules comprise on-line lectures and some include contributions from specialist speakers, including professionals such as senior teachers from schools, who help to balance theory with practice. Seminars, workshops or a tutorial component may also be included, which provide smaller group contact and the opportunity to review, discuss and debate topic. Lecture sessions require modern audio-visual teaching aids and the electronic delivery of teaching materials. As such, web-based resources give access to lecture guides, notes/slides and other resources and students learn quickly how to access on-line materials and how to make the best use of these resources.

Assignments and presentations build awareness and give opportunities to explore and develop the practical implications of theory.

**C**  
Cognitive and thinking skills are frequently co-developed with subject specific knowledge, and the same learning and teaching strategies apply.

Students are expected to demonstrate an increasing ability to understand, analyse compare, evaluate, synthesise and apply ideas. They are required to show evidence of learning via critical reflection on their own practice and that of others and show that they can apply concepts and theories and not merely re-iterate facts. Activities and presentations are designed to encourage critical interaction and debate and to promote problem solving skills. Such approaches build critical awareness as students explore the robustness of theory and its application in practice.

Significant emphasis is placed on cognitive skills in written work, presentations and analysis of practice. These skills come together in the second and third modules and the completion of the associated assignments.

**S**  
All the modules cover issues relating to professional practice relevant to education and teaching.

Completion of the assignments and engagement with the Education Studies programme require students to engage in task-orientated activities.

**Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

**K**  
Forms of assessment are designed to measure individual levels of knowledge and understanding in relation to each module's aims and content. Each piece of work has clear descriptive assessment criteria which are made available to the students. Marking tutors use specific marking criteria to ensure consistency of marking within and between modules and to provide both summative and formative feedback on individual performance.

**C**  
Assessments are increasingly designed to extend students' analytical and other cognitive abilities in relation to particular module aims and content. Assignments place importance upon the ability of students to think and reason critically and constructively.

**S**  
The programme team places high importance upon students having effective communication skills in speech and writing. Good command of written English is essential in the teaching profession. Students are set assignments and tasks to pre-determined deadlines to encourage good time management skills.

## 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

### FHEQ Level 5

#### Compulsory assessment block codes, titles and credit

#### Optional assessment block codes, titles and credits

#### Compulsory study block codes, titles and credit volume

#### Optional Study block codes, titles and credit volume

#### Compulsory modular block codes, titles and credits

#### Optional modular block codes, titles and credits

ED55019 Education Studies I  
(0 credits) Core: Block

ED55020 Education Studies II  
(30 credits)

ED55021 Education Studies III  
(30 credits)

All three modules commence in Term 1. All students will complete modules ED55019, ED55020 and ED55021

## **FHEQ Level 5 Progression and Award Requirements**

As per [Senate Regulation 3](#)

**PGDip may not be awarded by substitution of the dissertation (NA – there is no dissertation for this programme) for modular/assessment blocks in the taught part of the programme.**

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.