

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

Certificate in Education - Post-compulsory Education and Training (PCET)

Professional Graduate Certificate in Education - Post-compulsory Education and Training (PCET)

Postgraduate Certificate in Education - Post-compulsory Education and Training (PCET)

Internal Programme Title(s) (if different to the title on the certificate)

N/A

Programme to be included in Graduation Ceremonies

Yes

Delivery period

5 years - Intakes September 2021 – 2025

Intake points

September each year

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Glyndŵr University
Location of delivery
Plas Coch Campus St Asaph
Faculty/Department
Faculty of Social and Life Sciences (FSLs) Education Department

Regulatory details
Exit awards available
<ul style="list-style-type: none"> • Certificate in Education - Post-compulsory Education and Training (PCET) • Professional Graduate Certificate in Education - Post-compulsory Education and Training (PCET) • Postgraduate Certificate in Education - Post-compulsory Education and Training (PCET)
Professional, Statutory or Regulatory Body (PSRB) accreditation
Not applicable This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement.</i>
N/A
HECoS codes
100549
UCAS code
N/A
Relevant QAA subject benchmark statement/s
<p>The QAA benchmark statements provide academic staff and institutions with a point of reference in the design and development of degree programmes. The Certificate in Education, the Professional Graduate Certificate in Education and the Postgraduate Certificate in Education currently lie outside of the subject coverage of the benchmarks.</p> <p>In the interests of academic rigour and consistency, the QAA benchmark statements for a closely related subject to teacher education (Education Studies, 2019) have been used to ensure coherence and consistency across the programme aims. Education studies evolved from its origins in teacher education to a subject in its own right, holding similar values to teacher education, and the QAA benchmark statements mirror the ethos and values of the programme learning outcomes of the proposed Certificate in Education, Professional Graduate certificate in Education and the Postgraduate certificate in Education.</p>
Mode of study
<p>Full-time</p> <ul style="list-style-type: none"> • Professional Graduate Certificate in Education - Post-compulsory Education and Training (PCET) • Postgraduate Certificate in Education - Post-compulsory Education and Training (PCET) <p>Part-time</p> <ul style="list-style-type: none"> • Certificate in Education - Post-compulsory Education and Training (PCET) • Professional Graduate Certificate in Education - Post-compulsory Education and Training (PCET)

Regulatory details
<ul style="list-style-type: none"> • Postgraduate Certificate in Education - Post-compulsory Education and Training (PCET)
Normal length of study for each mode of study
Full-time – one year
Professional Graduate Certificate (120 credits at level 6)
Postgraduate Certificate (60 credits at level 6 and 60 credits at level 7)
Part-time – two years
Professional Graduate Certificate (120 credits at level 6) Year 1 (60 credits at level 6) Year 2 (60 credits at level 6)
Postgraduate Certificate (60 credits at level 6 and 60 credits at level 7) Year 1 (60 credits at level 6) Year 2 (60 credits at level 7)
Certificate in Education Year 1 (60 credits at level 4) Year 2 (60 credits at level 5)
Language of study
English
Transitional arrangements for re-validated provision if applicable
Not applicable, current students will remain on current delivery.
The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)
<p>General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Regulations for Professional Graduate Certificate in Education Regulations for Postgraduate Certificate in Education</p>

OFFICE USE ONLY	
Date of validation event:	18 February 2021
Date of approval by Academic Board:	03 August 2021
Approved Validation Period:	<i>5 years from September 2021</i>
Transitional arrangements approved (if revalidation)	<i>Students on existing programme will phase out on that programme</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) 16/03/2022 – corrected assessment table pg 22 to reflect Pass/Refer assessment strategy</i>

1 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages

Qualification	Entry requirements
Foundation Year	48 Tariff points and /or relevant experience
Foundation Degree	48 Tariff points and /or relevant experience
3 year Bachelors degree	112 Tariff points
Integrated Masters (4 years)	120 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please click the following link for details: <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

Non Standard entry criteria

Certificate in Education

For the Certificate in Education (PcET), applicants must hold at least a level 3 qualification or equivalent extensive experience in their subject discipline and relevant professional qualifications. The Certificate in Education is often the route for vocational lecturers in post-16 education and training. Examples include; construction, electrical and plumbing, health and safety trainers and hairdressing etc. Equivalent qualifications, therefore, relate to their vocational qualifications, experience and expertise.

Irrespective of a candidate's entry qualifications, the student must provide evidence to the satisfaction of the interview panel of their ability to complete academic work of the required standard to complete successfully the scheme of study proposed.

Professional Graduate Certificate in Education

For the Professional Graduate Certificate in Education: Applicants must hold a degree in the subject that they wish to teach.

Post Graduate Certificate in Education

For the Postgraduate Certificate in Education: Applicants must hold a degree with a classification of First or 2:1 in the subject that they wish to teach.

Applicants for all three programmes are required to have an up to date DBS in place before they start their teaching placement. All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndŵr University as noted in section 3 below.

2 Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

3 DBS Requirements

All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndŵr University. The type and level of DBS check required will be confirmed to you during the DBS application process. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our POLICY & PROCEDURE FOR CONSIDERING ADMISSION TO THE UNIVERSITY FOR PROGRAMMES REQUIRING A DBS CHECK AND FROM CANDIDATES WITH CRIMINAL CONVICTIONS. In line with the University's DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

4 Suitability for Practice Procedure

The Suitability for Practice Procedure applies to these programmes, as students are required to undertake teaching placements as part of their studies. Professional conduct and practice during the period of academic study is a key element of their satisfactory progress towards an award and towards professional recognition. Students are required to ensure that their practice meets the professional standards for teachers in the post-compulsory education and training (PcET) sector.

5 Aims of the programme

The aims of the programmes are to provide a quality learning experience that will enable students to gain a teaching qualification for the post-compulsory education and training sector relevant to the requirements in both England and Wales.

Given that the EWC now registers both compulsory and post-compulsory teachers in Wales, it is prudent that the teacher education in the post-compulsory sector offers qualifications in line with that of the compulsory (schools) sector.

Professional Standards Recognition

Since Wrexham Glyndŵr University is close to the English border, it is possible that students may find their placement in an English or Welsh educational setting and the team is very conscious of the fact that the student groups are likely to comprise students from both England and Wales, and will ensure that sufficient emphasis is given to both sets of standards while students are on the programme. If students want to work in a Welsh Institution once they have completed and achieved their award they will need to register with

the Education Workforce Council (EWC) and if they want to work in an English Institution they will need to register with the Society for Education and Training (SET). The requirements for registration are different and this is outlined in the following sections.

Education Workforce Council (Wales)

The EWC regulates education practitioners in Wales in the interests of learners and the general public. They enhance the status of the workforce by promoting high standards of professional conduct and competence and by ensuring these standards are maintained. The EWC's revised Code of Professional Conduct and Practice came into force from 1 September 2019. The Code sets out the standards expected of those registered with us and is intended to support and guide their behaviours and judgements as professionals working in education and training roles in Wales and can be found using the link below.

[EWC Code of Professional Conduct and Practice.](#)

The Society for Education and Training (England)

The Education and Training Foundation (SET) released a set of aspirational standards for teacher in post-compulsory education and training in May 2014. The Professional Standards provide a framework for teachers and trainers to critically appraise their own practice and improve their teaching through Continuing Professional Development (CPD). Almost 1,000 sector professionals were involved in the development of the standards to ensure they accurately reflected practitioners' needs.

The 2014 Professional Standards:

- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education; and
- provide a national reference point that organisations can use to support the development of their staff.

More details on the Professional Standards in England can be found using the link below.

[Professional Standards for Teachers and Trainers in Education and Training - England](#)

The Scottish Government recommends that college lecturers gain relevant professional qualifications such as the Teaching Qualification in Further Education (TQFE); you usually require a Higher National Certificate (SCQF level 7) or Higher National Diploma courses (SCQF level 8) or equivalent qualifications. Currently, FE lecturers are not required to be registered with the General Teaching Council for Scotland (GTCS). However, if you want to be considered for registration you must have been awarded a teaching qualification (further education), also known as a TQFE, or a comparable teaching qualification. This qualification is a comparable qualification in Scotland.

A PGCE (FE) gained elsewhere in the UK however, is not currently recognised by FE colleges in Northern Ireland.

The Postgraduate Certificate in Education (PcET) is in line with other Universities across the UK offering a PGCE with 50% of the modules delivered at level 7 and is intended to increase the breadth and depth of knowledge and understanding of learning, teaching and assessment, in order to support and enhance student learning.

The aim of Master's level modules is to equip new teachers to enter a professional world of teaching with high level abilities in communication skills and collaborative practice. Typically, holders of Master's level qualifications will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences
 - Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
 - Continue to advance their knowledge and understanding and to develop new skills to a high level
- (QAA, 2014)

Given that the Education Workforce Council (EWC) now registers both compulsory and post-compulsory teachers in Wales, it is prudent that the teacher education in the post-compulsory sector offers qualifications in line with that of the compulsory (schools) sector.

6 Distinctive features of the programme

The Certificate in Education and the Professional Graduate Certificate in Education have been offered at Wrexham Glyndŵr University and previously NEWI for over thirty years and during its lifetime, has sought to anticipate and reflect the changing requirements of the post-compulsory sector. The addition of a Postgraduate Certificate in Education in 2017 was a recognition of the developments in the sector.

The Certificate in Education enables those with vocational subject disciplines and without a degree to gain a teaching qualification in the post-compulsory sector

The Education (Wales) Act 2014 and the establishment of the Education Workforce Council (EWC) in Wales brings together the registration of teachers in both the compulsory (schools) and post-compulsory sectors.

The Code of Professional Conduct and Practice (Wales) and the Professional Standards for Teachers and Trainers (England) have influenced the design of the proposed Certificate in Education (PcET), the Professional Graduate Certificate in Education (PcET) and the Postgraduate Certificate in Education (PcET) to be offered at the University, reflecting the changing requirements and professional enhancement of the teaching workforce in England and Wales. Furthermore students who successfully complete the programme will be eligible to apply for membership of both the EWC in Wales and the Society of Education and Training (SET) in England.

Due to the geographical location of Wrexham Glyndŵr University and its proximity to the English border, students are able to have a placement in Wales or England. The cross border approach outlined above, considers the professional standards for teachers in the post-compulsory sector in both Wales and England, offers a unique opportunity to gain a greater understanding and awareness of the different policies and processes between England and Wales.

The new programme has been designed to embed elements of learning associated with supporting students with additional learning needs (ALN) in each module throughout the programme. In this way, students are able to consider incorporating inclusive practices in a holistic way in terms of everything they do, including planning for learning, effective methods

and approaches to teaching, inclusive approaches to formative and summative assessment practices. By embedding ALN into every module, the programme team are modelling good practice and can ensure that ALN is not seen as a stand-alone element but rather one that supports an inclusive classroom and becomes a key skill of an effective teacher in the post-compulsory sector.

7 Credit Accumulation and exit awards

Awards

There are no exit award points with these programmes. Any student who is unable or does not complete the full credit requirement to achieve the award will receive a transcript showing the credits achieved only.

Successful completion of 60 credits at level 4 and 60 credits at level 5 entitles the student to the Certificate in Higher Education - Post-compulsory Education and Training.

Successful completion of 120 credits at level 6 entitles the student to a Professional Graduate Certificate in Education (PGCE) - Post-compulsory Education and Training.

Successful completion of 60 credits at level 6 and 60 credits at level 7 entitles the student to a Postgraduate Certificate in Education (PGCE) - Post-compulsory Education and Training.

8 Programme Structure Diagram, including delivery schedule

The proposed programmes will have three distinct routes that accommodate the diversity in learners and sector requirements, and will consist of the following routes:

Certificate in Education (PcET) (60 credits at level 4 and 60 credits at level 5)

Professional Graduate Certificate in Education (PcET) (120 credits at level 6)

Postgraduate Certificate in Education (PcET) (60 credits at level 6 and 60 credits at level 7)

All routes are generic in curricula content and provide teacher education and training that can be contextualised to a range of subject disciplines within the sector.

In order not to disadvantage students entering the Professional Graduate Certificate in Education (PcET) programme with a 2:2, who may wish to undertake 60 credits at level 7, a progress meeting will be held with the student's personal tutor on completion of the first three modules (60 credits at level 6). This will be at the start of Semester two for the full-time students and at the end of year 1 for the part-time students.

Students will have the opportunity to discuss their progress at this meeting following completion of the first three modules at level 6, providing they can demonstrate the ability to write at Master's level, through the rubrics and feedback from the level 6 modules, i.e. the rubrics should be recording a good pass with some areas that are in the excellent pass column. The full-time students will have the opportunity to transfer to the level 7 modules in Semester Two and the part-time students will have the opportunity to progress to level 7 modules in the second year following successful completion of year one following the

assessment board.

For part time Professional Graduate Certificate in Education (PcET) students, the marks for all three Level Six modules will be submitted to the end of year Assessment Board, and if students achieve a Good or Excellent Pass in all three modules they will be permitted to transfer to the Postgraduate Certificate in Education (PcET) and to study the remaining three Level Seven modules in their second year.

Full Time Route

The delivery model for the full time (1 year) route comprising of the Professional Graduate Certificate in Education (PcET) and Postgraduate Certificate in Education (PcET) will be two days 'taught delivery' throughout the academic year, which will include a range of teaching and learning methodologies highlighted within the module specifications. In addition to the two days, students will be at their work-based placement initially shadowing experienced teachers until they are sufficiently confident and competent to engage in teaching unaided. Students will need evidence that they have completed 100 hours of independent teaching across the duration of the one year programme (Sept – Jun). Students will complete 120 credits at level 6 for the Professional Graduate Certificate in Education (PcET) and 60 credits at level 6 and 60 credits at level 7 for the Postgraduate Certificate in Education (PcET).

Semester one programme modules support the students' teaching practice and encourage continued reflection on the nexus between theory, practice and their teaching experience. The aim of semester two modules is to extend teaching practices through creative and innovative practice. A key underpinning component to both semesters is the reflective practice modules which are designed to support the students to reflect critically on their practice through observations of their practice while in placement.

Part-time Route

The delivery model for the part-time option, comprising of all three routes, is over two years. Students attend one day per week for two years and will complete three 20 credit modules in year 1 and three 20 credit modules in year 2.

The year one modules support the students' teaching practice and encourage continued reflection on the nexus between theory, practice and their teaching experience. The aim of the year two modules is to extend teaching practices through creative and innovative practice. A key underpinning component to both years is the reflective practice modules which are designed to support the students to reflect critically on their practice through observations of their practice while in placement

A requirement of both the full-time and the part-time programmes is that the student engages with an experienced teacher or mentor within the placement setting, who is able to support them in the signature pedagogies of teaching their own specialism. In addition, all students will have a personal tutor and will be required to attend at least two personal tutorials (Jan and April) in order to review academic progress and professional progress in placement (teaching).

Programme structure

Certificate in Education (offered part-time only)

Mod Code	EDS418	Mod title	Preparing to Teach	Credit value	20	Core
Mod Code	EDS419	Mod title	Professional Learning Part 1	Credit value	20	Core
Mod Code	EDS417	Mod title	Learning, Teaching, Assessment and Feedback	Credit value	20	Core
Mod Code	EDS516	Mod title	Evidence Informed Practice in Education	Credit value	20	Core
Mod Code	EDS517	Mod title	Professional Learning Part 2	Credit value	20	Core
Mod Code	EDS515	Mod title	Creativity, Technology and Learning	Credit value	20	Core

Professional Graduate Certificate in Education

Mod Code	EDS619	Mod title	Preparing to Teach	Credit value	20	Core
Mod Code	EDS620	Mod title	Professional Learning Part 1	Credit value	20	Core
Mod Code	EDS618	Mod title	Learning, Teaching, Assessment and Feedback	Credit value	20	Core
Mod Code	EDS617	Mod title	Evidence Informed Practice in Education	Credit value	20	Core
Mod Code	EDS621	Mod title	Professional Learning Part 2	Credit value	20	Core
Mod Code	EDS616	Mod title	Creativity Technology and Learning	Credit value	20	Core

Post Graduate Certificate in Education

Mod Code	EDS619	Mod title	Preparing to Teach	Credit value	20	Core
Mod Code	EDS620	Mod title	Professional Learning Part 1	Credit value	20	Core
Mod Code	EDS618	Mod title	Learning, Teaching Assessment and Feedback	Credit value	20	Core
Mod Code	EDS748	Mod title	Evidence Informed Practice	Credit value	20	Core
Mod Code	EDS749	Mod title	Professional Learning 2	Credit value	20	Core
Mod Code	EDS747	Mod title	Creativity technology and Learning	Credit value	20	Core

Full-time delivery schedule 2021/22

Professional Graduate Certificate in Education (PcET)

Postgraduate Certificate in Education (PcET)

Semester 1 Academic weeks	Module	Assessment
Week 11 – 14	EDS619 Preparing to Teach in Post-compulsory Education and Training (L6)	December 2021 Wk21
Week 15 – 19	EDS620 Professional Learning Part 1 (L6)	January 2022 Wk27
Week 20-21, 25-26	EDS618 Learning, Teaching, Assessment and Feedback (L6)	February 2022 Wk31
Semester 2 Academic weeks	Module	Assessment
Week 28 - 31	EDS617 Evidence-informed Practice in Education (L6) EDS748 Evidence-informed Practice in Education (L7)	March 2022 Wk35 April 2022 Wk39
Week 32 - 35	EDS621 Professional Learning Part 2 (L6) EDS749 Professional Learning Part 2 (L7)	May 2022 Wk43
Week 38 - 41	EDS616 Creativity, Technology and Learning (L6) EDS747 Creativity, Technology and Learning (L7)	June 2022 Wk46

Part-time delivery schedule 2021/22

Certificate in Education (PcET)

Professional Graduate Certificate in Education (PcET)

Postgraduate Certificate in Education (PcET)

Year 1 Academic weeks	Module	Assessment
Week 11 – 19	EDS418 Preparing to Teach in Post-compulsory Education and Training (L4) EDS619 Preparing to Teach in Post-compulsory Education and Training (L6)	January 2022 Wk25
Week 20 - 21, 25 - 31	EDS419 Professional Learning Part 1 (L4) EDS620 Professional Learning Part 1 (L6)	April 2022 Wk40
Week 32 - 35, 38 - 42	EDS417 Learning, Teaching, Assessment and Feedback (L4) EDS618 Learning, Teaching, Assessment and Feedback (L6)	May 2022 Wk45
Year 2 Academic weeks	Module	Assessment
Week 11 – 19	EDS516 Evidence-informed Practice in Education (L5) EDS617 Evidence-informed Practice in Education (L6) EDS748 Evidence-informed Practice in Education (L7)	January 2023 Wk25
Week 20 - 21, 25 - 31	EDS517 Professional Learning Part 2 (L5) EDS621 Professional Learning Part 2 (L6) EDS749 Professional Learning Part 2 (L7)	April 2023 Wk40
Week 32 - 35, 38 - 42	EDS515 Creativity, Technology and Learning (L5) EDS616 Creativity, Technology and Learning (L6) EDS747 Creativity, Technology and Learning (L7)	May 2023 Wk45

9 Intended learning outcomes of the programme

Knowledge and Understanding

Knowledge and Understanding					
	Certificate in Education (PcET)		Professional Graduate Certificate in Education (PcET)	Postgraduate Certificate in Education (PcET)	
	Level 4	Level 5	Level 6	Level 6	Level 7
A1	Evidence knowledge of basic models and theories of education, underpinned by appropriate sources of references	Evidence knowledge and understanding of educational models and theories underpinned by current literature	Evidence a conceptual understanding of educational models and theories underpinned by current literature and research	Evidence a conceptual understanding of educational models and theories underpinned by current literature and research	Evidence a comprehensive understanding of educational models and theories underpinned by advanced scholarship
A2	Maintain and update knowledge of subject and/or vocational area	Develop and update knowledge of subject and/or vocational area	Enhance and update knowledge of subject and/or vocational area	Enhance and update knowledge of subject and/or vocational area	Advance and update knowledge of subject and/or vocational area
A3	Review practice with others and assess its impact on student learning	Analyse practice with others and assess its impact on student learning	Critically analyse practice with others and assess its impact on student learning	Critically analyse practice with others and assess its impact on student learning	Critically evaluate practice with others and assess its impact on student learning
A4	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and critically analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and critically analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Develop and critically evaluate appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

Intellectual Skills

Intellectual Skills					
	Certificate in Education (PcET)		Professional Graduate Certificate in Education (PcET)	Postgraduate Certificate in Education (PcET)	
	Level 4	Level 5	Level 6	Level 6	Level 7
B1	Reflect on teaching and learning approaches to support an inclusive learning environment	Reflect critically, on teaching and learning approaches to support an inclusive learning environment	Analyse teaching and learning approaches to support an inclusive learning environment	Evaluate teaching and learning approaches to support an inclusive learning environment	Evaluate critically, teaching and learning approaches to support an inclusive learning environment
B2	Demonstrate knowledge of the underlying concepts and principles associated with learning, teaching, assessment and feedback	Demonstrate knowledge and critical understanding of the well-established principles associated with learning, teaching, assessment and feedback	Demonstrate a systematic understanding of key aspects of learning, teaching, assessment and feedback	Demonstrate a systematic understanding of key aspects of learning, teaching, assessment and feedback	Demonstrate a systematic understanding of knowledge, and a critical awareness of new insights associated with learning, teaching, assessment and feedback
B3	Communicate the results of study/work accurately and reliably, and with structured and coherent arguments	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution to a problem	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution to a problem	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
B4	Review practice in line with professional standards for teachers in PcET	Reflect on practice in line with professional standards for teachers in PcET	Critically reflect on practice in line with professional standards for teachers in PcET	Critically reflect on practice in line with professional standards for teachers in PcET	Critically evaluate practice in line with professional standards for teachers in PcET

Subject Skills

Subject Skills					
	Certificate in Education (PcET)		Professional Graduate Certificate in Education (PcET)	Postgraduate Certificate in Education (PcET)	
	Level 4	Level 5	Level 6	Level 6	Level 7
C1	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and review theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and analyse theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and analyse theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Apply and evaluate theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
C2	Be creative and innovative in selecting and adapting strategies to help learners to learn and review their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and reflect on their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically analyse their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically analyse their effectiveness	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically evaluate their effectiveness
C3	Apply appropriate formative assessment strategies designed to support student learning and achievement.	Apply and review appropriate formative assessment strategies designed to support student learning and achievement.	Apply and analyse appropriate formative assessment strategies designed to support student learning and achievement.	Apply and analyse appropriate formative assessment strategies designed to support student learning and achievement.	Apply and evaluate appropriate formative assessment strategies designed to support student learning and achievement.
C4	Review the key skills needs of learners and work creatively to overcome individual barriers to learning	Reflect on the key skills needs of learners and work creatively to overcome individual barriers to learning	Analyse the key skills needs of learners and work creatively to overcome individual barriers to learning	Analyse the key skills needs of learners and work creatively to overcome individual barriers to learning	Evaluate the key skills needs of learners and work creatively to overcome individual barriers to learning

Practical, Professional and Employability Skills

Practical, Professional and Employability Skills					
	Certificate in Education (PcET)		Professional Graduate Certificate in Education (PcET)	Postgraduate Certificate in Education (PcET)	
	Level 4	Level 5	Level 6	Level 6	Level 7
D1	Maintain an up-to-date knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain and review knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain and analyse knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain and analyse knowledge of relevant guidelines and educational developments in their particular role, and learning in general	Maintain evaluate knowledge of relevant guidelines and educational developments in their particular role, and learning in general
D2	Review and challenge your practice, values and beliefs	Reflect and challenge your practice, values and beliefs	Analyse and challenge your practice, values and beliefs	Analyse and challenge your practice, values and beliefs	Evaluate and challenge your practice, values and beliefs
D3	Contribute to organisational development and quality improvement through collaboration with others	Contribute to organisational development and quality improvement through reflective collaboration with others	Contribute to organisational development and quality improvement through critically reflective collaboration with others	Contribute to organisational development and quality improvement through critically reflective collaboration with others	Contribute to organisational development and quality improvement through critical evaluation and collaboration with others
D4	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion	Value and promote social and cultural diversity, equality of opportunity and inclusion

10 Learning and teaching strategy

Knowledge and understanding of the subject will be developed through synchronous and asynchronous learning, lectures and seminars. Students will be supported by directed study of textbooks and journal articles (hard copy or electronic) and by assignment or project work.

Subject-specific learning will be developed through opportunities to professional learning through a teaching placement in an appropriate post-compulsory education and training setting. This will be supported by a mentor in the placement setting and the tutors on the programme.

Intellectual skills will be practised and demonstrated through active learning processes involving assignments or projects, group-learning activities such as the microteach activity and work-based learning.

Practical, Professional and employability skills will be developed in a number of ways, such as analysis, synthesis, evaluation and problem solving through practicing their learning, teaching, assessment and feedback skills in a workplace setting.

The overall aim of the learning and teaching strategy is to encourage participants to think critically in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assignment work is designed to ensure that practice is analysed and evaluated, informed by references to relevant literature and research.

The delivery of the programme aligns to WGU's Active Learning Framework (ALF), grounded in the University's values of being accessible, supportive, innovative and ambitious. ALF supports a flexible learning approach that makes best use of spaces on Campus together with digitally-enabled learning opportunities designed to be accessed anytime, anywhere as appropriate. In addition, ALF will embody ways of teaching and learning that create and support a sense of belonging for students.

Whilst a range of teaching strategies are adopted on the programme, including seminars, workshops, group work, direct study, VLE forums, using synchronous and asynchronous delivery aligned to ALF, a key feature of the programme is the discussion of these methods and approaches in relation to supporting student learning effectively. The range of methods (pedagogies) adopted on the programme are designed to model best practice in teaching, learning and assessment within a post-compulsory context. The use of asynchronous and synchronous learning enables participants to have the opportunity to experience a range of methods and approaches that support learning as a student and then have the opportunity to evaluate the potential to incorporate and develop similar (if appropriate) methods in their own teaching practice. This supports the notion of theory in action and gives the programme a unique feel and flavour in terms of facilitating development of professional practice for new teachers in the sector.

The predominant approach follows a social constructivist framework which is derived from cognitive constructivism. This approach emphasises the collaborative nature of learning and sees knowledge as actively constructed by the learners in response to interactions with the subject and content being taught.

In addition students have to complete 100 hours of teaching practice across the duration of the programme and observations of their teaching practice are carried out by experienced teachers/mentors in the placement organisation and by tutors on the programme as outlined in the work based/placement learning statement in the next section. This enables students to put into practice the theories and models that support effective learning in the classroom.

Furthermore the opportunity for constructive and developmental practice as a result of the observations supports their continuing professional development towards meeting the programme and module learning outcomes.

The programme team aim to model good practice through the use of a variety of approaches to learning, teaching and assessment that involves lectures, seminars, active learning, simulation, workshops, collaborative groups, self-directed study and wider reading. Students have a personal tutor and regular tutorials support individual students and support individual needs.

The use of the Moodle VLE is a particular strength of this programme with Panopto video recordings, PowerPoint presentations, lesson plans, video clips and additional reading and links to further areas that can support learning. Module handbooks detail and outline the module and include a week by week Scheme of Learning (SoL) and assessment hand-in dates. Assignment briefs are included to scaffold learning.

11 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12 Work based/placement learning statement

A compulsory element of the programmes is the work based element or teaching practice which is assessed through the Professional Learning Part 1 (20 credits) and the Professional Learning Part 2 (20 credits) modules. The two modules include assessments of students teaching through observation of their practice in the classroom.

Students are expected to complete 100 hours of teaching practice in an appropriate post compulsory education and training setting over the duration of the course. Formal observations of teaching practice are carried out to support students' critical reflection of the development of their practice.

Students are responsible for securing their own placements, but guidance and support is given at an early stage in the recruitment process. Information sessions are held through the summer at Glyndŵr University and a Placement Handbook is provided to assist students in finding appropriate teaching placements. The process of finding and confirming placements is recorded through our work-related learning unit (WRL). Once a student has

confirmed and accepted their place on the programme the process of ensuring a suitable placement is in place begins. It is a challenging year-on-year to know how many placements are needed and in which subject disciplines, due to the fact that the programme includes teachers of a wide range of subject disciplines within the post-compulsory education and training sector. However, support is available.

1. If the student already has a confirmed placement that they have secured themselves, the student will send the relevant details to the Programme Leader who will forward these to the WRL unit.
2. If the student needs to find an appropriate teaching placement, opportunities are advertised on WGUconnect and students can register on WGUconnect and apply for an advertised teaching placement in the same way as applying for a job. The student will be interviewed and the placement setting will decide if they are appropriate for the teaching placement.
3. Once teaching placements are secured and been approved by the PGCE programme team, the work-related learning unit (WRL) will co-ordinate the placements in terms of recording all details and ensuring that appropriate handbooks are provided to the setting and mentors. The WRL is very experienced in this as the Unit had managed all of the QTS placements in the past, and managed all placements on current provision within the Education and Childhood Studies programmes.

Mentors will be offered appropriate training in order to support the students during their teaching placement and it is anticipated that mentors will be experienced teachers in the post-compulsory sector and hold a PGCE/Cert Ed (PcET) themselves, so that they can in turn support the students' understanding and reflective evaluation of their practice against the appropriate professional standards. A mentor handbook is available to support mentors and CPD and training is also offered. Co-ordination of placements and mentor training is provided by Julian Ayres in the programme team. Julian has research interests in mentoring and delivers the mentoring and coaching module on Glyndwr's MA Education programme.

The suitability of mentors has always been a subjective issue and the support given to student teachers in their placements can be varied. This is noted in feedback from students. However, expectations of what is expected of mentors from a student perspective can also vary and the programme team aim to ensure that students have a clear understanding of the role of the mentor and their own responsibilities [student teacher] as part of the mentoring relationship. This is also covered in the Mentor Handbook. The WRL will have a role in monitoring the placement and therefore problems should be identified at an early stage with the programme team intervening where necessary. It is also anticipated that placements will be discussed in the progress tutorials held with students which again could enable the programme team to intervene if appropriate. The team also intends to instigate post-placement evaluations with both student and mentor for the purpose of evaluating the quality of the experience from both perspectives [student and mentor]. Furthermore this will enable the programme team to work on securing the quality of future teaching placements.

Support and training is available to mentors. The team is confident that these strengthened mechanisms will address previously experienced issues.

13 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Students can also organise a placement in a Welsh medium setting if required. The needs of students in relation to Welsh Medium are considered from the point of applications and the Programme team will work with the student to ensure that the student is supported in line with [Glyndŵr University's Welsh Language Policy](#). It is likely that a student placed in a Welsh Medium setting will have a Welsh speaking mentor. The Welsh context is considered throughout the programme through alignment to the Education Workforce Council's Code of Professional Conduct and Practice available in both [English and Welsh](#).

14 Assessment strategy

Work for each module will be assessed against given criteria in the module specification and will be graded pass / refer (in the case of below standard work). The criteria and their attendant grade descriptions for the summative (final) module assessment will be shared with students. This information will be included, in a rubric assessment format within the module handbook available on the Moodle VLE. All assessments will be uploaded electronically via the Moodle VLE and feedback will also be uploaded to Moodle.

In line with the Active Learning Framework (ALF), the programme aims to use flexible and accessible assessment strategies to support learning and achievement. This also aligns to the University's Strategy for Supporting Student Learning and Achievement (SSSLA) and the expectations that curriculum development and review will, under key priority area 3; develop innovative, relevant, flexible and accessible assessment and feedback, supported appropriately by digital tools in order to optimise student engagement and achievement within a healthy learning environment.

The assessment strategies in this programme are designed to support a patchwork assessment framework supported by the Advance HE Transforming Assessment work. Please see link to the Advance HE Patchwork Assessment Practice Guide by clicking here: [Assessment Practice Guide](#).

The key principles of Patchwork assessment practice include;

- Assessment that is student-centred, inclusive, personalised, and contextualised within the real world.
- Continuous formative feedback, which will be a key part of the assessment strategy.
- Articulation of experience is at the centre of the learning process. This enables students to contextualise their learning to the role of a teacher in the post-compulsory education and training sector.
- A process that supports an array of flexible pedagogies such as constructivist theories, flipped classroom and other student-focused pedagogies, which aligns to the principles that underpin ALF.

The criteria for each assessment will be derived directly from the learning outcomes for each module. The assessments will be aligned with the programme outcomes and with

the authentic work requirements of a teacher within post-compulsory and education and training. The assessments will be supported by directed study tasks given to the students during the module delivery.

The weighting of assessment is on the practical and evaluative nature of teaching, together with initial assessment and continued ipsitive referencing demonstrating personal and professional development. Ipsative assessment is the practice of determining a student's progress based on their earlier work. All of the assessments are integral to the development of the teacher as a professional and progressive in the sense that when accumulated the student is able to identify, evaluate and relate the journey taken to meeting the professional standards for teachers in post-compulsory education and training.

Assessment of the professional standards is evidenced through formal teaching observations found in the two reflective practice modules:

Professional Learning Part 1 (L4 and L6)
Professional Learning Part 2 (L5, L6 and L7)

Differentiation between the three routes; Certificate in Education (PcET), Professional Graduate Certificate in Education (PcET) and Postgraduate Certificate in Education (PcET) is defined by the learning outcomes outlined in each module specification.

Students who initially enrol for the Professional Graduate Certificate in Education (PcET) but subsequently transfer to the Postgraduate Certificate in Education in semester 2/year 2 following a meeting with their personal tutor and the programme leader will be advised that should their work not meet level 7 in Semester 2 (full-time students) or year 2 (part-time students) it will be referred and they will have an opportunity to resubmit (at level 7).

Module code & title	Assessment type and weighting	Indicative submission date
Certificate in Education		
EDS418 Preparing to Teach in Post-compulsory Education and Training	Practical (Microteach) (1500 words) Reflective Practice (1500 words) Pass/refer	Dec WK 21 Dec WK 21
EDS419 Professional Learning Part 1	Learning logs/journals Portfolio Pass/refer	Jan Wk27 Jan Wk27
EDS417 Learning, Teaching, Assessment and Feedback	Project Pass/refer	Feb WK31
EDS516 Evidenced-Informed Practice in Education	Literature Review Presentation Pass/refer	Mar WK35 Apr WK39
EDS517 Professional Learning Part 2	Learning logs/journals Portfolio	May WK43

Module code & title	Assessment type and weighting	Indicative submission date
	Pass/refer	
EDS515 Creativity, Technology and Learning	Poster Presentation Pass/refer	Jun WK46
Professional Graduate Certificate in Education		
EDS619 Preparing to Teach in Post-compulsory Education and Training	Practical (Microteach) (1500 words) Reflective Practice (1500 words) Pass/refer	Dec WK 21 Dec WK 21
EDS620 Professional Learning Part 1	Learning logs/journals Portfolio Pass/refer	Jan WK27 Jan WK27
EDS618 Learning, Teaching, Assessment and Feedback	Project Pass/refer	Feb WK31
EDS617 Evidenced-Informed Practice In Education	Literature Review Presentation Pass/refer	Mar WK35 Apr WK39
EDS621 Professional Learning Part 2	Learning logs/journals Portfolio Pass/refer	May WK43
EDS616 Creativity, Technology and Learning	Poster Presentation Pass/refer	Jun WK46
Postgraduate Certificate in Education		
EDS619 Preparing to Teach in Post-compulsory Education and Training	Practical (Microteach) (1500 words) Reflective Practice (1500 words) Pass/refer	Dec WK 21 Dec WK 21
EDS620 Professional Learning Part 1	Learning logs/journals Portfolio Pass/refer	Jan WK27 Jan WK27
EDS618 Learning, Teaching, Assessment and Feedback	Project Pass/refer	Feb WK31
EDS748 Evidenced-Informed Practice in Education	Literature Review Presentation	Mar WK35 Apr WK39

Module code & title	Assessment type and weighting	Indicative submission date
	Pass/refer	
EDS749 Professional Learning	Learning logs/journals Portfolio	May WK43
	Pass/refer	
EDS747 Creativity, Technology and Learning	Poster Presentation	Jun WK46
	Pass/refer	

15 Assessment and award regulations

In line with the academic regulations for these programmes, all elements of the module must be passed in order to achieve a pass in the module.

Regulations:

Award Regulations Certificate in Education

Award Regulations Professional Certificate in Education

Award Regulations Post Graduate Certificate in Education

The awards are not classified

The modules are counted as competency based and a pass/refer marking system will be used as per the Regulations.

Regulations are updated annually and can be found on our Student Administration pages.

Non Credit Bearing assessment

Students have to complete 100 hours of teaching practice over the duration of the programme. In addition, as a result of being a professional programme, students are required to engage fully in the programme to include regular engagement with the learning and teaching and the 100 hours of teaching practice required. Engagement will be monitored through the use of electronic registers, in-line with University policy.

If a student is not engaging in their course of study on a regular basis i.e. they miss three lectures in a row, they will be contacted by a member of staff who will discuss their non-engagement with them. If a member of staff is unable to contact the student then a formal letter will be sent out from Student Administration. If the student does not contact the University then the student may be withdrawn from the programme.

16 Accreditation

Since Wrexham Glyndŵr University is close to the English border, it is possible that students may find their placement in an English or Welsh educational setting and the team is very conscious of the fact that the student groups are likely to comprise students from both England and Wales, and will ensure that sufficient emphasis is given to both sets of standards while students are on the programme. If students want to work in a Welsh Institution once they have completed and achieved their award, they will need to register with the Education Workforce Council (EWC) and if they want to work in an English Institution they will need to register with the Society for Education and Training (SET). The requirements for registration are different and this is outlined in the following sections.

The Education Workforce Council (Wales)

The EWC regulates education practitioners in Wales in the interests of learners and the general public. They enhance the status of the workforce by promoting high standards of professional conduct and competence and by ensuring these standards are maintained. The standards in Wales are known as the Code of Professional Conduct and Practice for Registrants with the Education Workforce Council and the EWC Registration Rules can be found using the link below.

[EWC Code of Professional Conduct](#)

[Preparing for Registration](#)

The Society for Education and Training (England)

The Education and Training Foundation (SET) released a set of aspirational standards for teacher in post-compulsory education and training in May 2014. The Professional Standards provide a framework for teachers and trainers to critically appraise their own practice and improve their teaching through Continuing Professional Development (CPD). Almost 1,000 sector professionals were involved in the development of the standards to ensure they accurately reflected practitioners' needs.

Please access link here: [Professional Standards for Teachers and Trainers in Education and training - England](#)

Membership of the SET enhances an individual's status as a teacher or trainer and provides recognition that an individual is committed to continuous professional development and effective practice. Registering with the SET (England) is more complex than the registering with the EWC (Wales). There are several membership grades that are designed to reflect the diverse nature of the sector. The key criteria for the appropriate grade of membership are the level of professional qualifications gained, together with the extent of teaching or training experience. The grade is automatically selected by the system when the individual registers with the SET and inputs their qualifications and experience.

Once a member of SET, individuals are then eligible to work towards QTLS status (England), according to their qualifications.

[QTLS \(Qualified Teacher Learning and Skills\)](#)

17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities

National Student Survey (NSS)

18 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

19 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>