LEEDS BECKETT UNIVERSITY

Course Specification

Postgraduate Certificate in Education

Course Code: SPGCE

2021/22

leedsbeckett.ac.uk

Postgraduate Certificate in Education (SPGCE)

Material Information Summary for 2021/22 Postgraduate Applicants

Confirmed at March 2021.

General Information

Award	Postgraduate Certificate in Education
Contained Awards	Professional Graduate Certificate in Education
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England
Course Lengths & Standard Timescales	Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: • 1 year (full time)
Location(s) of Delivery	Distance Learning
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning. Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.
Course Fees	Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables will be made available to students during induction week via:

i) The Student Outlook Calendar

ii) The Student Portal (MyBeckett)

iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director	Meri Nasilyan
Your Academic Advisor	To be confirmed
Your Course Administrator	education@leedsbeckett.ac.uk

Course Overview

Aims

Overall the course aims to:

1. promote a range of qualities in students including intellectual independence and critical engagement with evidence-based practice;
2. provide students with a broad and balanced knowledge and understanding of the principle features of learning and teaching in the school;
3. enable students to be able to deliver a progressive and varied curriculum to meet the needs of all children irrespective of their varied backgrounds and individual needs;
4. engage students in learning to apply a variety of theoretical and experiential perspectives that reflect the behaviour, development and needs of children and teachers as individuals and members of groups; and
5. give students the opportunity to build a personal and professional commitment to teaching based on an appreciation of the importance of continuing professional development as a reflective practitioner and teacher scholar.

Course Learning Outcomes

The PGCE is awarded to students who have demonstrated:

1 a systematic understanding of key aspects of education, including the acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of education and interpret these within the professional context

2 an ability to deploy accurately established techniques of analysis and enquiry within education

3 conceptual understanding that enables the student:

- to devise and sustain arguments, and/or to solve problems, using ideas/and techniques, some of which are at the forefront of primary education, educational research and professional knowledge;
- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in professional education;
- an appreciation of the uncertainty, ambiguity and limits of knowledge; and the ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to education).

Typically, holders of the qualification will be able to:

4 apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

5 demonstrate knowledge and critical understanding of the national curricula appropriate to the age range for which they are intending to teach and how these can be adapted and differentiated to meet the needs of individuals and groups

6 show ability to reflect critically on personal beliefs and attitudes and their significance to the study of the curriculum

7 critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions – to a problem.

8 show a conceptual understanding of legal and ethical issues and their implications for interpersonal, academic and professional contexts and an approach which is anti-discriminatory and anti-oppressive

9 communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

10 and will have qualities and transferable skills necessary for continuing professional development requiring:

- the exercise of initiative and personal responsibility;

- decision-making in complex and unpredictable contexts; and
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Teaching and Learning Activities

Summary

All modules foster a student-centred learning approach and the continued development of self-directed learning in support of independent and reflective learners. Learning and teaching methods reflect the particular characteristics of each module combining in-depth theoretical and practical approaches that in turn integrate with the experience in schools and with children, and prior knowledge from their degree or professional experience.

Students are expected to reflect upon the application of theory to their practice throughout the programme, and to engage with academic theory from practitioner and academic journals throughout the programme. These are assessed through the academic submissions at level 7.

Learning and Teaching Activities

The course has been designed in accordance with the University Learning andTeaching strategy and tailored specifically for online, independent learning.

Self-directed learning: Students following the course will be led through a series of interactive online tasks intended to develop and challenge their thinking. The online texts that make up the course materials contain regular self-review questions. These texts are designed to build towards the assessment activity for each module which will be built around an investigation of their practice.

Tutor-mediated learning: Students will be required and encouraged to make regular contact with their tutor who will help shape, direct and enhance their learning.

Interactive group learning: students will be required and encouraged to make contact with their peers on the course through interactive online discussions learning from others in the group as well as developing and challenging identities and structures in their own settings.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

The Postgraduate Certificate of Education comprises: 60 level 7 credit points, made up of three 20 credit point modules. The programme consists of three modules covering academic knowledge, understanding and professional skills. The programme is normally taken over a period of 1 academic year. The modules are:

Level 7 Semester 1 ***Modules are studied across Semester 1 and Semester 2**	**Core (Y/N)**
School-Based Independent Study (20 Level 7 credits)	Y

Level 7 Semester 1 ***Modules are studied across Semester 1 and Semester 2**	**Core (Y/N)**
Developing Subject Competence (20 Level 7 credits)	Y
Professional Values and Practice (20 Level 7 Credits)	Y

There is no specific semester in which these modules must be studied. For example, it is intended that the order of presentation of the modules will be a matter of negotiation between Leeds Beckett and partner providers of QTS (including schools and groups of schools).

Awards will be available at Pass, Merit and Distinction as per our Academic Regulations.

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

On this course students will be assessed by coursework.

Overall Workload	
Teaching, Learning and Assessment	72 hours
Independent Study	528 hours
Placement	0 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team

in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.