

**DEFINITIVE COURSE RECORD**

Course Title	<b>Professional Graduate Certificate in Education</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>Education and Training Foundation Ofsted</b>
Credit Structure <sup>2</sup>	<b>120 Credits Level 4: 20 Credits Level 5: 40 Credits Level 6: 60 Credits</b>
Mode of Attendance	<b>Full-time and part-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year full-time</b>
Intended Award	<b>Professional Graduate Certificate in Education</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<p><b>In order to satisfy the minimum general requirements for admission, and subject to satisfactory interview, applicants must:</b></p> <ul style="list-style-type: none"> <li>• <b>Possess a first degree or equivalent qualification;</b></li> <li>• <b>Have a good command of written and spoken English, sufficient to be able to aim to produce assignments at level 6;</b></li> <li>• <b>Hold a relevant qualification in English and Maths – normally at level 2 or equivalent;</b></li> <li>• <b>Have numeracy and IT skills that will enable the fulfilment of assessment requirements of the course;</b></li> <li>• <b>Academic and/or industrial and commercial experience related to chosen curriculum area;</b></li> <li>• <b>Be able to provide two appropriate references and a satisfactory DBS check.</b></li> </ul> <p><b>In addition, part-time in service students must:</b></p> <ul style="list-style-type: none"> <li>• <b>Have 150 teaching practice hours in a Full Teacher Role within the Education and Training Sector (this is normally 75 hours in year 1 and 75 hours in year 2);</b></li> <li>• <b>Possess at least a minimum level 3 qualification in his/her own area of specialism;</b></li> </ul>

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Initial Teacher Training \(Lifelong Learning Sector\) Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

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	<ul style="list-style-type: none"><li>• <b>Have a workplace and/or specialist mentor identified by their organisation who is available to support them throughout the programme.</b></li></ul>
Delivering Institution	<b>Suffolk New College</b>
UCAS Code	<b>N/A</b>

This definitive record sets out the essential features and characteristics of the Professional Graduate Certificate in Education course. The information provided is accurate for students entering level 4 in the 2021-22 academic year.<sup>5</sup>

### Course Summary

The Professional Graduate Certificate in Education is a professional qualification for people teaching in the Education and Training Sector e.g. further education colleges, sixth form colleges, adult education, community learning and a wide range of other training and educational settings. As from 01 April 2012, following government approval, teachers who qualify in the LLS, and go on to achieve QTLS status are eligible to teach in the schools sector.

The course is designed to develop a range of skills and knowledge required of a professional teacher in the Education and Training Sector. The programme places a significant emphasis on students developing the appropriate skills and knowledge they require to meet the needs of the learner. The fundamental principles of practice are underpinned by reference to theoretical perspectives, thus encouraging students to effectively link theory to practice. This is expected of a professional who can engage with the identification and articulation of issues associated with the teaching in the sector.

### Course Aims

The programme aims to develop the following academic skills in trainees:

- To provide trainees with a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education within the context of their subject specialism and beyond.
- To provide trainees with a broad and balanced knowledge and critical understanding of the principal features of education in a wide range of contexts to prepare them for future careers in a range of potential settings.
- To encourage trainees to interrogate educational processes in a wide variety of contexts.
- To develop in trainees the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner.
- To promote a range of qualities in trainees including intellectual independence, critical thinking, innovation and creativity and engagement with research based practice.
- To promote the development wider personal development of each trainee relevant to their teaching and professional context. This may include developing competency in maths and English, instilling leadership and management skills, developing a better

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<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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understanding of global and cultural issues and other features required of professional training.

### Course Learning Outcomes

The following statements define what students graduating from the Professional Graduate Certificate in Education will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 5/6 awards as set out by the UK Quality Assurance Agency (QAA).<sup>6</sup>

#### *Knowledge and Understanding*

On completion of the Professional Graduate Certificate in Education, trainees will be able to:

1. Demonstrate depth and complexity of thought in the analysis, evaluation, synthesis and application of knowledge, theories and concepts of own practice
2. Demonstrate a critical understanding of legal and ethical issues, and evaluate these within the context of teaching and learning in the Learning and Skills sector
3. Evaluate current models of reflective practice and critically reflect on own performance, professional role and responsibilities, clearly identifying implications for practice and formulating targeted actions for own continuing professional development
4. Critically review theory, principles and practice of managing the learning process to improve efficacy of own practice
5. Critically analyse theories and principles of assessment of learning in the design of methods of assessment
6. Critically evaluate a range of theories, principles and models of curriculum design that contribute to curriculum development and planning
7. Demonstrate a comprehensive awareness of current practice and contemporary debates in own subject pedagogy in the lifelong learning sector, and apply it effectively in their teaching.
8. Demonstrate a critical understanding of and commitment to learner entitlement, equality and inclusiveness in learning
9. Demonstrate a critical approach to understanding of quality assurance and the inspection framework

#### *Mental or cognitive skills*

10. Reflect critically on classroom observations to evaluate own practice and critically inform subsequent learning and teaching
11. Critically review teaching and learning and form judgements based on sound rationale

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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12. Understand the processes by which students learn, and think creatively about how to enhance their progression
13. Develop a critical and balanced understanding of theoretical models of learning and teaching
14. Demonstrate a mature, professional attitude to the broad demands of the teaching role, including the maintenance of good working relationships, and take an active approach for continued professional development
15. Demonstrate synthesis of established and contemporary debates and develop a critical understanding of specific educational issues
16. Organise, structure and articulate information, concepts and opinions both orally and in writing in a diverse range of professional contexts, showing skilful use of appropriate and specialist language
17. Display coherence, clarity and accuracy in written work
18. Develop an appropriate academic style that uses relevant specialist vocabulary and facilitates the effective articulation of facts and reasoned arguments

*Subject Specific and Practical Skills*

19. Effectively plan lessons and schemes of work that promote and enhance learning opportunities for their students
20. Effectively deploy a range of inclusive teaching strategies to support students' learning at all levels
21. Design and use inclusive learning resources effectively to enhance the learning experience
22. Demonstrate effective implementation of subject pedagogy in own teaching with clear application of contemporary developments in the field
23. Demonstrate effective communication and inter-personal skills as expected of a graduate teacher
24. Implement inclusive and current classroom management strategies to effectively promote learning
25. Critically evaluate previous/current level of experiences, practice and skills and develop clear actions to promote continuous professional development
26. Evaluate methods of ICT and effectively implement to enhance the teaching and learning experience
27. Effectively meet the professional teaching standards

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### Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards:

- A guide to using the Professional Standards (2014) Society for Education and Training
- Education Studies QAA Benchmarks (2007)

### Course Structure

The Professional Graduate Certificate in Education comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules is included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Introduction to Teaching	20	M
Level 5			
	Monitoring Progress of Learners	20	M
	Professional Practice 1 (Part Time)	20	M
Level 6			
	Education in Context	20	M
	Teacher as Researcher	20	M
	Professional Practice 2 (Part Time)	20	M
	Professional Practice (Full Time)	40	M

### Awards

On successful completion of the course, students will be awarded a Professional Graduate Certificate in Education.

### Course Delivery

The course is delivered at the University of Suffolk at Suffolk New College. Students studying full-time on Professional Graduate Certificate in Education are likely to have approximately 48 contact hours for level 4, 88 contact hours for level 5 and 110 contact hours for level 6. The contact hours will be a mix of lectures, seminars, workshops, and tutorials and students will also be required to participate in 150 hours of work placement. Placements on the full-time programme will be arranged by University of Suffolk. Students will normally be expected to undertake 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

### Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 75% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects) and 25% practical assessments. Both elements must be passed in order to pass the course.

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Initial Teacher Training \(Lifelong Learning Sector\) Awards](#)

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### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

Students undertaking Professional Graduate Certificate in Education will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£6,870 per year
Part-time UK	£1,145 per 20 credit module
Full-time EU/International	£6,870 per year
Part-time EU/International	£1,145 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students are likely to incur other costs for study materials such as books and journals and travel to and from their placement. Students will also pay for a DBS which is currently £44.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Initial Teacher Training (Lifelong Learning Sector) Awards and other academic policies and procedures of the University and published on the [website](#).