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Programme Specification

POSTGRADUATE CERTIFICATE IN EDUCATION

Awarding Institution	University of Gibraltar
Teaching Location	Europa Point Campus, Gibraltar
Programme Title	Postgraduate Certificate of Education
Final Award	Postgraduate Certificate of Education
Level of Qualification[1]	7
Mode of Delivery	FULL-TIME ☒　　　PART-TIME ☐

Minimum and Maximum Registration Period		Minimum registration	Maximum registration
	Full-time	1 year	1 year
	Part-time	N/A	N/A

Recognition by Professional, Statutory or Regulatory Body	
Benchmarks	A benchmarking exercise was carried out against similar programmes in the UK. This Program has been designed with reference to the *UK Quality Code for Higher Education* (2013-2018, current until July 2019), the *Characteristics Statement for Master's Degrees* (QAA, 2015) and the Teachers' Standards (DfE, 2011).
Entry Requirements	▪ A minimum of a second class Honours degree (2.1 preferred) or equivalent in a relevant subject. Applicants from other disciplines with a 2:1 or 1st, or with a 2.2 degree in a relevant subject but with significant appropriate/relevant work/life experience deemed by the University to be either appropriate in the fulfilment of minimum entry criteria are encouraged to apply. At least a good level of high-school Maths and English and Science (GCSE, Grade C, or equivalent). Proven ICT skills in word-processing, database management, email and Internet are a requirement. Students must also be able to communicate their ideas effectively in writing, in discussions and media presentations. (National Academic Recognition Information Centre (NARIC) must be provided for overseas qualifications to show comparability) ▪ Accreditation of Prior Learning/Experience (APLE) Students who can provide evidence of having attended similar programmes, obtained equivalent awards and/or extensive specialist

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[1] UK Framework for Higher Education Qualifications

	experience, may be granted APLE and may be granted exemption from particular programme modules.
	▪ Non-standard Entry Requirements - Alternate entry into the PGCE can be achieved through suitably documented extensive work experience relevant to the programme (e.g. educational work for NGOs, training agencies). Such applicants may be required to submit a discursive account of why this experience is relevant.
	Entrants intending to train to teach pupils in the secondary age phase will need to demonstrate the relationship between their first (or higher) degree and the subject in which they will be training. This will be further explored at interview via subject specific tasks and interview questions.
	Candidates must also:
	• have passed the Professional Skills Tests by the start of the course;
	• complete an Enhanced Vetting Check (EVC);
	• complete relevant checks to ensure they have the health and physical capacity to teach.
English Language Requirements	If English is not the student's first language they must have one of the following qualifications as evidence of English language skills:
	• IELTS: 6.5 with 5.5 minimum in each skill
	• Cambridge Certificate of Proficiency in English (CPE): Grade C
	• Cambridge Certificate of Advanced English (CAE): Grade B
	• Pearson Test of English (Academic): 60 with 51 in each component
	• IBT TOEFL: 90 with no subtest less than 17
Faculty/Department	School of Education
Date of Initial Approval	24th April, 2019
Date last reviewed	01 June 2021, 06 September 2021

1.   Programme Outline

The Postgraduate Certificate of Education (PGCE) is an intensive one-year programme that students undertake to gain an academic award at level 7 and evidence of professional practice mapped against the Teachers' Standards. It is designed for those who have ambition to join the teaching profession.

The design of this programme is social-constructivist and is influenced by the educational philosophy of Professor Guy Claxton and the principles inherent in his 'Learning Powered Classrooms' approach (see Claxton, 2002). The programme is designed to help students to start with themselves as learners, recognising their own learning behaviours (positively and negatively) and then enabling them to become reflective, resilient, resourceful and reciprocal in their own learning. Through an in-depth focus on the self, students are equipped to enable their own learners to develop similar learning behaviours in their own practice.

The programme will also support new teachers to appreciate the reciprocal nature of their practice, supporting them to work with colleagues and wider communities to enhance their practice.

The methodology of the programme will enable students to, over time, effectively teach through an inquiry-led approach connected to the IB's Learner Profile.
The programme is delivered via three modules:
- The Resourceful Teacher
- The Reflective and Reflexive Professional
- The Reciprocity of Professionalism.

Specifically, the four lenses of Resourceful Teacher module will support the development of practice designed to facilitate internationally minded learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective.

2.   Programme Aim/s

The PGCE programme seeks to provide students with the opportunity to become effective teachers in the education profession.   Specifically, the programme aims enable students to:
- be specialised in effective pedagogy and practice in the field of education
- be research-informed teachers who are able to critically engage with theory, research and literature in order to identify and evaluate concepts and ideas relevant to professional practice
- be reflective teachers who understand practice in terms of research and policy and can develop capacity to improve their teaching and the learning experiences of children
- develop the language and communication skills necessary to provide inclusive teaching and learning environments
- identify themselves as resilient professionals considering their values, rights and responsibilities as teachers within wider discourses of professionalism
- demonstrate the competencies, knowledge and understanding relevant to the Teachers' Standards, supporting progression towards professional registration in the teaching profession
- be reflexive teachers who co-construct knowledge with learners and other professionals

3.   Programme Learning Outcomes

The learning outcomes of the PGCE programme outline the knowledge, understanding and skills that students will be able to demonstrate by the end of their training. Specifically, the learning outcomes describe the ways in which the aims of the programme are achieved. They are divided into four

categories: Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable Skills. The following outline the learning outcomes under each sub-heading.
On successful completion of the programme the student will be able to:

A. **Knowledge &** **Understanding**	• identify, define and critically evaluate theories of learning in order to apply creative and imaginative ideas in classroom practice • locate, analyse and synthesise information about attributes and behaviours for learning from a variety of sources and apply these to complex situations in different contexts • locate, analyse and synthesise information about the complex needs of different learners and develop communication skills that support inclusive teaching and learning • use research to help identify and reflect on the main features of practice-based problems and reflect on strategies for their resolution
B. **Intellectual Skills**	• engage in critical debate about current professionally contextualised issues, drawing on evidence from theory, policy, research and practice • recognise and critically reflect upon academic and pedagogic strengths and areas for development • develop a critical self-awareness of personal identity as a professional within wider discourses of professionalism • critically evaluate the relationship between educational theories and professional practice • critically engage in evaluating case studies which demonstrate the impact of research and policy on practice • show sensitivity and respect for diverse values and beliefs, and the knowledge that learners bring • recognise the importance of the knowledge contributions of learners, parents/carers and other professionals in co-constructing learning
C. **Practical Skills**	• take responsibility for their learning and continuous personal development • reflect on their skills, knowledge and understanding to set aspirational goals for continuing personal and professional development • locate, analyse and synthesise information from a variety of sources and apply these to complex professional practice situations • communicate clearly and effectively with parents, carers and other professionals in a range of complex and specialised contexts • respond flexibly and collaboratively adapting skills and knowledge to lead and manage changes in practice (curriculum and/or pedagogical) • generate a portfolio of evidence against the Teachers' Standards

D. Transferable Skills	• express ideas clearly and unambiguously in writing and the spoken work • organise and manage themselves and emotions effectively, responding constructively to feedback, agreeing and setting realistic developmental targets and accessing support where appropriate • present, challenge and defend ideas and results effectively, orally and in writing • work cooperatively and collaboratively with others, in a group or team • actively listen and respond appropriately to ideas of others • motivate and direct others to enable an effective working environment • work effectively with limited supervision in unfamiliar contexts

4. Learning, Teaching and Assessment Strategy

Assessment is an integral part of the teaching and learning process and also demonstrates that the Teachers' Standards have been evidenced. Knowledge and understanding of the principles of assessment for learning, which are essential to classroom practice, are reflected in the approaches to assessment on the taught programme. Students engage in formative self- and peer- assessment as well as undertaking a summative assessment for each module. This engagement with the process develops their appreciation of the importance of a range of approaches to assessment in the classroom in order to facilitate learning. Reflection and research-informed practice lie at the heart of the programme assessment strategies.

The assessment strategy across the PGCE programme has been designed to ensure that teachers entering the teaching profession are equipped with the knowledge, skills and practice experiences to drive research-informed improvements to pedagogy and practice.

The modules are designed to enable an even spread of formative and summative assessment across the year-long programme. The assessment strategies ensure that knowledge and understanding are demonstrated in a variety of ways; developing student skills in planning, communication and inclusivity that link directly to the programme learning aims.

In 'The Reflective and Reflexive Professional' module, students complete reflective logs of their developing knowledge and understanding of personal and professional positioning. The reflective logs are primarily used for formative critical discussions with peers and tutors; examining the influences of values and beliefs that shape personal constructions of childhood, parenthood and the professional role. The formative reflective logs are the conduit through which the students examine their personal historical narratives that culminate in a final summative autobiographical case study (100% coursework). The case study enables students to examine theoretical frameworks that reveal reflective and reflexive understandings of the person they are and the teacher they want to be. The assessment strategy for this module positions the student teacher to recognise influences that shape their practice and the potential impact their judgements, opinions and decisions may have on others (i.e. teachers, other professionals, children and their families).

'The Reciprocity of Professionalism' module, builds on the reflective and reflexive skills developed in the first module and the experience of working in schools, situated in the professional practice module (The Resourceful Teacher). It enables students to engage in and lead a small, research-informed change to pedagogical or curriculum practice in their final school experience placement. The assessment strategy has been designed to enable students to engage in making a small but impactful change to professional practice within a supported environment. The summative assessment requires students to work with

their mentors to locate an issue in practice that needs addressing. In their school placement (A), the student teachers engage in professional dialogue with their mentors and stakeholders and ensure a research-informed rationale for the change. The students create a short and simple presentation of their proposal that is uploaded to Canvas for peer review. An allocated peer then provides feedback on the proposal in the form of questions using a coaching technique learned in the module. This approach enables students to know and understand the importance of providing clear and constructive comment to others. All students will be assessed in their coaching ability (20% of summative assessment). The student receiving feedback then makes amendments to their proposal and implements the change during their final placement (when they return to school A). Following the implementation of the change the students interview an appropriate stakeholder to gain critical feedback on their change to practice. The second part of the summative assessment is an analysis of the stakeholder feedback, critically evaluating the effectiveness of the change and the identification of learning through the process (80% of summative assessment). This assessment strategy enables the student teachers to experience the process of change and to identify their own learning needs. It equips them with knowledge and skills to engage in reciprocal dialogue during and after the process of change in order to enable continued improvements to professional practice once they are in employment.

The professional practice module (The Resourceful Teacher) requires students to undertake six formative tasks relevant to the age/phase/subject of their professional practice pathway. The formative tasks enable students to explore, analyse and apply their learning in relation to issues across four themes: 'knowledge and understanding for teaching', 'constructing learning', 'supporting, motivating and managing learners' and 'professional practice'. The tasks facilitate opportunities for students to engage in collaborative critical discussions and to receive peer and tutor feedback, supporting progress towards evidencing the Teachers' Standards. In addition, the students are observed in professional practice and work with School Based Mentors, University tutors and other professionals to develop and enhance their practice. Collectively, the tasks and observations form the basis of an electronic portfolio of professional practice which, taken together with the end of placement assessment reports, form 70% of the summative module assessment.

The remaining 30% of the summative assessment for The Resourceful Teacher module includes the production of an eight-minute video/presentation, which the student individually produces. Students choose an element of professional practice to examine that they select from one of the themes explored in the module. In the video they demonstrate critical engagement and understanding of theory and research literature related to a single or series of educational problems or issues they have confronted during the course of the year; articulating the professional knowledge they have gained as a result. The video will be shown in a Viva process to a panel of educators (for instance School Based Mentors, School Senior Staff, Department of Education advisors) and chaired by a University tutor.

During the Viva, students are asked follow-up questions to the video before exploring wider questions connected to the modular learning outcomes surrounding their development over the course of the PGCE year. Panelists agree a grade for the Viva on an assessment rubric form. This assessment strategy provides student teachers with the opportunity to draw together the knowledge, understanding and skills gained throughout the year. It provides the platform from which they demonstrate pedagogical skills using tools of technology, engage in reciprocal dialogue with the panel and reflect upon their learning needs.

5.   Programme content and structure

Level 7

Module Code	Module Title	Credits	Semester	Compulsory or Optional
PGCE 73001	THE RESOURCEFUL TEACHER	30	1 & 2	C
PGCE 71501	THE REFLECTIVE AND REFLEXIVE PROFESSIONAL	15	1	C
PGCE 71502	THE RECIPROCITY OF PROFESSIONALISM	15	2	C
	TOTAL	**60**		

6. Variation/s to the Academic Regulations: Taught Programmes

None

7. Programme credits and intermediate Awards (exit points)

Award	Credits	Credit level (FHEQ)
Postgraduate Certificate	60 credits	7

8. Career and Study Opportunities

This PGCE is designed for those who have ambition to join the teaching profession.

Students undertaking the PGCE are typically those transferring to further studies from achieving an undergraduate degree and who want a career in teaching; or those who may have a degree, have worked in other fields, and want a change of career into the teaching profession.

Successful completion of the PGCE programme at the University of Gibraltar enables progression towards professional registration in the teaching profession. It provides school experience and professional portfolio evidence that students need in order to apply for recognition of Gibraltar Qualified Teacher Status (GQTS) [Education (Gibraltar Qualified Teacher Status) Regulations 2020].
https://www.gibraltarlaws.gov.gi/legislations/education-gibraltar-qualified-teacher-status-regulations-2020-5457

The programme is linked to the Gibraltar Department of Education's aims to develop highly specialised and effective teachers as part of its education plan of 2017.

9. Programme Map (full-time)

PGCE (LEVEL 7)	
Semester 1	Semester 2
PGCE73001 The Resourceful Teacher 30 credits	**PGCE73001** The Resourceful Teacher (contd.) 30 credits
PGCE71501 The Reflective and Reflexive Professional 15 credits	**PGCE71502** The Reciprocity of Professionalism 15 credits
	CAN EXIT WITH **POSTGRADUATE CERTIFICATE 60 CREDITS**

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10.	Assessment of Learning Outcomes	CORE MODULES

Upon completion of the program, students will be able to:	PGCE 73001 RET	PGCE 71501 RRP	PGCE 71502 ROP
KNOWLEDGE AND UNDERSTANDING			
identify, define and critically evaluate theories of learning in order to apply creative and imaginative ideas in classroom practice	F	F	F
locate, analyse and synthesise information about attributes and behaviours for learning from a variety of sources and apply these to complex situations in different contexts	F	F	F
locate, analyse and synthesise information about the complex needs of different learners and develop communication skills that support inclusive teaching and learning	F	F	F
use research to help identify and reflect on the main features of practice-based problems and reflect on strategies for their resolution	F	F	F
INTELLECTUAL SKILLS			
engage in critical debate about current professionally contextualised issues, drawing on evidence from theory, policy, research and practice	F	F	F
develop a critical self-awareness of personal identity as a professional within wider discourses of professionalism	F	FS	FS
critically evaluate the relationship between educational theories and professional practice	F	FS	F
recognise the importance of the knowledge contributions of learners, parents/carers and other professionals in co-constructing learning	F	F	
critically engage in evaluating case studies which demonstrate the impact of research and policy on practice		FS	F
PRACTICAL SKILLS			
reflect on their skills, knowledge and understanding to set aspirational goals for continuing personal and professional development	FS	FS	F
locate, analyse and synthesise information from a variety of sources and apply these to complex professional practice situations	FS	FS	F
communicate clearly and effectively with parents, carers and other professionals in a range of complex and specialised contexts	F	F	F
respond flexibly and collaboratively adapting skills and knowledge to lead and manage changes in practice (curriculum and/or pedagogical)	F	F	F
generate a portfolio of evidence against the Teachers' Standards	FS	FS	FS
TRANSFERABLE SKILLS			

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Upon completion of the program, students will be able to:	PGCE 73001 RET	PGCE 71501 RRP	PGCE 71502 ROP
express ideas clearly and unambiguously in writing and the spoken work	S	S	S
present, challenge and defend ideas and results effectively, orally and in writing	FS	FS	FS
actively listen and respond appropriately to ideas of others	F	F	F
motivate and direct others to enable an effective working environment	F	F	F
work effectively with limited supervision in unfamiliar contexts	F	F	F
KEY **F** = Formative assessment **S** = Summative assessment **FS** = Formative and Summative assessment			