

Programme Specification for PGCE (non-QTS)

This document applies to Academic Year 2025/26 onwards

Table 1 Programme Specification for PGCE (non-QTS)

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	PGCE (non-QTS)
5.	Programme title	Postgraduate Certificate in Education (PGCE non-QTS) (60 credits at Level 7)
6.	Pathways available	N/A
7.	Mode and/or site of delivery	On-line learning (mainly asynchronous tasks with mandatory synchronous teaching sessions, seminars and tutorials).
8.	Mode of attendance and duration	One year – part time.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	The course learning objectives are aligned with the descriptors in the Office for Students sector-recognised standards. The course provides opportunities to demonstrate the following level 7 characteristics QAA Masters Degree Characteristics (2020, p.4): - • In-depth advanced knowledge and understanding of their subject and/or profession. • Informed by scholarship and research • Critical awareness of current issues and developments in the subject and/or profession. • Critical skills. • Ability to reflect upon their own progress as a learner. • Ability to study independently.
11.	Date of Programme Specification preparation/ revision	Approved November 2024

12. Educational aims of the programme

The Postgraduate Certificate in Education (non-QTS) is a part-time course designed to support graduates in their understanding of key principles of learning and teaching. The course is suitable for students who are considering the primary or secondary phases of education but will also be of interest to students in other settings, who would like to understand the principles of learning and teaching at a deeper level. This academic course focuses on the theoretical principles of education by studying the latest research that informs what teachers practise in educational contexts. Students will use their critical thinking skills to develop an understanding of how these ideas may be applied in practice.

The programme aims for students to:

- Provide a high quality online PGCE (non-QTS) learning experience that provides academic challenge through a scholarly approach to study.

- Develop a critical awareness of current problems and insights at the forefront of educational processes.
- Reflect on their subject knowledge, identifying any gaps and how to address them.
- Explore the processes of education using pertinent research and evidence-informed pedagogy.
- Become evidence informed in the latest developments in education.
- Critically evaluate current research.
- Reflect upon their own professional development.
- Effectively communicate their ideas to inspire the next generation of learners.
- Make appropriate use of technology to improve the learning experience.
- Develop intellectual confidence and promote a love of learning.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1	Demonstrate a systematic and comprehensive understanding of the professional knowledge research base to inform your knowledge of current educational principles.	PGCE4001, PGCE4002, PGCE4003, PGCE4004, PGCE4005	PGCE (non-QTS)

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
2	Critically review the latest research on the processes learners use to build knowledge.	PGCE4001 PGCE4002, PGCE4003, PGCE4004, PGCE4005	PGCE (non-QTS)

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award

Skills and capabilities related to employability			
3	Make sound judgements when dealing with complex professional issues.	PGCE4001, PGCE4002, PGCE4003, PGCE4004, PGCE4005	PGCE (non-QTS)

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
4	Communicate your ideas effectively, to a range of audiences using technological tools.	PGCE4001, PGCE4003, PGCE4004, PGCE4005	PGCE (non-QTS)
5	Critically analyse the professional choices you will make in your future practice, informed by the evidence base.	PGCE4001, PGCE4002, PGCE4003, PGCE4004, PGCE4005	PGCE (non-QTS)

Learning, teaching and assessment

Teaching

As the mode of delivery is online, the students will primarily engage with the virtual learning environment (VLE) to access a range of learning, teaching and assessment methods. Activities built online considers the principles and practice of the [JISC Beyond Blended](#) document and will include directed tasks, including an appropriate range of:

- Essential reading tasks
- Electronic documents/tasks
- Video clips / Podcasts
- Tutor led online lectures
- Group and individual seminars (with personal academic tutors).

There will be a facility for students to interact with other students using an asynchronous online forum on the VLE. Students will engage in group activities such as peer discussion and peer assessment.

Postgraduate students will have a minimum of three online meetings with their Personal Academic Tutors (PAT), timed to coincide with key points in the assessment cycle for each module. PATs will be able to offer guidance on appropriate choice of topics for assignments and will also provide formative feedback on written submissions.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring

system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

The University of Worcester courses run over semesters. There are two per year, September to January, and January to May

The course commences with an induction week, when there will be an opportunity to prepare for learning online. This is followed by ~18 weeks of teaching, directed independent study and assessment. The concluding weeks of the semester are usually when the final assessment is due to be submitted. Key dates are available in the VLE.

Students will engage with online lectures, videos, research literature and discussions to facilitate independent study. This programme provides regular interactive learning opportunities via seminars in a virtual classroom and engagement with students and tutors through discussion forums and other asynchronous activities.

The course allows students to establish their own working patterns. Some activities will be time restricted and assessment deadlines are fixed.

Students will need to have access to a PC, laptop, tablet or mobile device with a reliable internet connection, including a webcam and microphone to maximise engagement in synchronous sessions. A document is available from the TEL team that defines the minimum specification of machine that is required.

For a typical 15 credit module students can expect: -

Week No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Live Sessions	2	2	2		2		2		2									
Online Activities	3	3	3	3	3	3	3	3		3	3							
Self Study	6	6	6	6	6	6		6	6		6	6		6	6			
Assessment prep.							3	3	3	3	3	3	3	3	3	3	3	3
Total Hours Study	11	11	11	9	11	9	8	12	11	6	12	9	3	9	9	3	3	3

Live scheduled session (2 hours x 6 weeks)

These sessions will be analogous to a classroom session where interactive activities will facilitate learning and exploration of ideas and knowledge. The lecturer will provide stimulus for the session, and students are expected to participate in the learning community through discussion, contribution to activities and working with peers.

Online Activities (3 hours x 10 weeks)

These tasks are directed and will help you prepare for the topic of study each week. Extra materials will signpost areas of study that can be completed in the independent study time.

Independent self-study (6 hours x 12 weeks)

In addition to the contact time, students are expected to undertake around 6 hours of personal self-study per week. Typically, this will involve reading around the topic using the reading lists as a starting point to develop their own understanding of the topic as it would relate to their personal context. Multi-media materials such as videos and podcasts will also be available.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Preparation for assessments (3 hours per week over 12 weeks)

As students gain more knowledge and confidence in the topics being studied, students will be encouraged to independently manage their time, focussing on the assessment.

For a typical 30 credit module students can expect: -

Week No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Live Sessions	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5						
Online Activities	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Self-Study	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Assessment prep.										6		6	6	6	6	6	6	6
Total Hours Study	15	15	15	15	15	15	15	15	15	21	15	21	19	19	19	19	19	19

Live scheduled session (1.5 hours x 12 weeks)

These sessions will be analogous to a classroom session where interactive activities will facilitate learning and exploration of ideas and knowledge. The lecturer will provide stimulus for the session, and students are expected to participate in the learning community through discussion, contribution to activities and working with peers.

Online Activities (5 hours x 18 weeks)

These tasks are directed and will help you prepare for the topic of study each week. Extra materials will signpost areas of study that can be completed in the independent study time.

Independent self-study (8 hours x 18 weeks)

In addition to the contact time, students are expected to undertake around 6 hours of personal self-study per week. Typically, this will involve reading around the topic using the reading lists as a starting point to develop their own understanding of the topic as it would relate to their personal context.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Preparation for assessments (6 hours per week over 8 weeks)

As students gain more knowledge and confidence in the topics being studied, the 'front loaded' curriculum will fade to allow students to independently manage their time, focussing on the assessment.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course.

Teaching is informed by research and consultancy, and the staff have teaching qualifications and expertise in the field of education.

Assessment

The course provides opportunities to test understanding and learning informally through the submission of 'formative' submissions. Each of the level 7 modules has one or more summative assessments which is graded and counts towards the overall module outcome.

The key assessment method used for the online course, is through the submission of written assignments, although there will be opportunities for students to develop their digital skills too.

14. Assessment strategy

The design of the postgraduate assessment strategy has been determined by the following considerations in line with the [University Assessment Policy](#):

- The approach to assessment of the course has been considered holistically
- Assessments when taken together ensure all of the course learning outcomes are tested.
- The need to complete the programme including meeting the level 7 academic criteria as set by FHEQ.
- To ensure that assessment is aligned with the learning outcomes.
- To provide diversity of assessment modes and tasks (see 'Examples of learning, teaching and assessment methods used in the table below).
- To provide formative assessment opportunities. Where two or three items of assessment are more appropriate for a module students receive feedback on one before they submit the next.
- Where different criteria are used for two assessments in one module then a minimum pass grade must be achieved in both assessments.
- Arrangements are made for moderation of assessments to ensure equivalence in terms of demand across modules.

Module	Assessment Task 1	Assessment Task 2
Mandatory Modules		
Learning in the 21 st Century	Electronic presentation with voiceover 10 minute presentation 1500 words equivalent (30%)	Written commentary 2500 words (70%)
Evidence Based Practice	Presentation of educational article 1500 words equivalent (50%)	Critical review 1500 words (50%)
Optional Modules		
Curriculum Design	Student generated Scheme of Work 1000 words equivalent (25%)	Reflective commentary 2500 words (75%)
Inclusive Practice	Presentation of inclusive practice 1500 words equivalent (50%)	Critical Evaluation 1500 words (50%)
Continuing Professional Development	Critical Skills Audit 1000 words equivalent (25%)	Reflective commentary podcast 2500 words equivalent (75%)

15. Programme structures and requirements

Table 6 award map for each level of the course

Module Code	Module Title	Status Mandatory (M) or Optional (O)	
		Credits (Number)	PG Cert
PGCE4001	Learning in the 21st Century: this module will focus on current policy, innovations and contemporary practice.	30 (level 7)	M
PGCE4002	Evidence-based practice: this module will focus on the latest research and evidence for excellent teaching.	15 (level 7)	M
PGCE4003	Curriculum Design: This module gives an overview of how the design of the curriculum can support the learning process.	15 (level 7)	O
PGCE4004	Inclusive Practice: This module explores the needs of SEND learners and how they may be best supported.	15 (level 7)	O
PGCE4005	Continuing Professional Development: this module will develop the student's agency in developing their professional knowledge.	15 (level 7)	O
Total Credits		60	
PG Certificate To be awarded the PGCE, students must successfully complete 60 credits at Level 7 including two mandatory modules (PGCE4001 and PGCE4002), plus one optional module (15 credits from PGCE4003, PGCE4004 or PGCE4005).			

The course has student intakes in September and January. *Learning in the 21st Century* and *Evidence Based Practice* modules are mandatory and there is a choice of three other 15 credit modules. One optional choice must be completed to satisfy the requirement of the 60 credit qualification.

16. QAA and professional academic standards and quality

The academic level of this course is compliant with the standards described in the [QAA Framework for qualification in Higher Education](#).

The expectations for Standards and Quality in the [Characteristics Statement](#) have been applied.

There are no PSRB requirements.

This award is located at Level 7 of the [OfS sector recognised standards](#).

17. Support for students

The following roles, activities and documents provide support for students on this programme:

- Course Leader.
- Module tutor.

- A nominated personal academic tutor to provide pastoral support, academic advice and guidance, and assistance with personal development planning, as appropriate.
- Course Handbook. All materials are also on the virtual learning environment (VLE).
- Signposting for learning and study guides.
- Student representation on the Course Representative Committee.
- Registry Services and the student online learning environment (SOLE page) provides details of modules, registration and results.
- Library Services supports students, staff and local community on & off campus and in The Hive including education specific subject guides.

The University services provide further student support here: -

- <https://www2.worc.ac.uk/firstpoint/>
- <https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>
- <https://www2.worc.ac.uk/disabilityanddyslexia/>

18. Admissions

Admissions policy

The target audience for this course include students who:

- Have QTS but not a PGCE
 - SCITT trainees
 - Apprentice teachers
 - GTP
 - Assessment Only Route
- Are currently working in a school setting and would like to consider training to become a teacher. This route may offer a more flexible pathway through the qualification.
 - Sports teachers who lead whole class learning for PPA
 - Music teachers who work as Peripatetics.
 - Extra-curricular activities leaders – museum, sustainability, STEM, environmental leaders who visit schools.
- Teachers working in the independent sector who would like to obtain an academic teaching qualification.
- Career changers who would like to switch to an educational role but not necessarily as a teacher.
- Educational companies – supporting people to work in educational businesses.
- SCITT/RTH Providers - There is potential to offer just the PGCE aspect of the course alongside the offer for these providers, as they can only award QTS and not the PGCE. This is particularly key due to the online provision of this course design as more ITT Hubs are set up at a distance and we can support across geographical locations.

Entry requirements

Disclosure and Barring Service (DBS) requirements

This course does not require students to have a DBS to complete the academic assignments. However, it would be pertinent to raise awareness of this if students intend to progress their qualification to gain qualified teacher status (QTS) at a future date.

Recognition of Prior Learning

This course does not recognise prior learning to satisfy the demands of the individual modules.

Admissions procedures

Applications to postgraduate courses are submitted directly to the University using the online application form. No interview or selection tasks are required.

Admissions/selection criteria

The University of Worcester and partners welcome applicants from under-represented groups including those with disabilities, including those with specific learning difficulties and/or mental health difficulties. The programme celebrates diversity, equality of opportunity and widening of access for disadvantaged groups.

Applicants need to meet the following criteria to be eligible to study on the course:

- Only home students are eligible to apply.

Primary & Secondary

- A first degree in the subject you want to teach from a United Kingdom higher education institution or equivalent qualification.
- English & Maths GCSE at grade 4 (or equivalent).

Note: -

- See [How to become a teacher](#) for longer term goals.

See [Admissions Policy](#) for other acceptable qualifications.

19. Regulation of assessment

The course operates under the University's **Taught Courses Regulatory Framework**

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment will be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment requirements.

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
PG Certificate	Passed a minimum of 60 credits at level 7, as specified on the award map

PG Cert awards are unclassified.

20. Graduate destinations, employability and links with employers

Graduate destinations

Graduates from the traditional PGCE course (with QTS) at the University of Worcester enjoy a high employment rate (over 97% for Secondary). This course would lead naturally into further study on a Master's course or enrolment on a QTS programme to gain full teaching status. Alternatively, this qualification could support roles in industry that involve training staff or supporting learners in an educational setting.

Student employability

Students on this course develop a range of transferable skills valued by employers including critical analysis, problem solving and communication skills. Other qualities are often in evidence, such as improved confidence and tenacity, planning, interpersonal and reflective skills; these are bestowed by participation in these academic endeavours and valued by employers.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.