# COURSE SPECIFICATION

## *Post Graduate Certificate in Further Education and Skills*

# COURSE SPECIFICATION

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| Course Title | Post Graduate Certificate in Further Education and Skills |
| Final Award | Post Graduate Certificate in Education - Further Education and Skills |
| Exit Awards | PG Cert |
| Course Code / UCAS code (if applicable) | P3690FTC |
| Mode of study | Full Time |
| Mode of delivery | Campus |
| Normal length of course | 1 Year |
| Cohort(s) to which this course specification applies | from September 2026 intake onwards |
| Awarding Body | University of Portsmouth |
| Teaching Institution | University of Portsmouth |
| Faculty | Faculty of Humanities and Social Science |
| School/Department/Subject Group | School of Education, Languages and Linguistics |
| School/Department/Subject Group webpage | https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-languages-and-linguistics |
| Course webpage including entry criteria | https://www.port.ac.uk/study/courses/postgraduate-taught/pgce-further-education-and-skills |
| Professional and/or Statutory Regulatory Body accreditations | ETF 2022 Professional Standards for FE Teachers, Occupational Duties for the Learning and Skills Teacher |
| Office for Students Conditions of Registration | *https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/* |
| Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level | Level 7 |

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.
This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

## Educational aims of the course

The course is designed to provide student teachers with the opportunity to study the theory and practice of education from the perspective of learners, teachers, administrators, policymakers and other key stakeholders in the system of formal education. The teaching experience is within the further education and skills sector and together with academic study equips the student teacher with the knowledge, skills and behaviours that they need to begin to develop as a professional educator. The programme also provides a strong theoretical and research-based perspective to extend their knowledge and understanding and to allow them to reflect critically upon their own personal and professional values.
Main principles that underpin this modular programme:

- To promote an excellent learning experience for all students including educational and personal success and independence in an inclusive, accessible, relevant, supportive environment
- To develop standards of good professional practice, skills and attitudes required by the further education and skills sector in managing the teaching and learning process, developing the curriculum and supporting the learner
- To provide a practice-based programme that creates effective opportunities for student teachers to reflect on their professional practice and enhance their teaching competence
- To apply theories of how learners learn to practice when planning, implementing and evaluating teaching and learning programmes in the further education and skills sector
- To generate personal and professional self-confidence from which to create a sound base for further professional and career development
- To enable the development of professional practice to a recognised national standard
- To encourage the professional sharing of subject specific experiences and knowledge relating to teaching and learning between student teachers and tutors

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

Office for Students Conditions of Registration

The Course Learning Outcomes for this course are outlined in the tables below.

| A. Knowledge and understanding of: | | | |
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| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |
| A1 | A range of teaching and learning strategies including theories, principles and models of lesson planning, curriculum design and assessment, and their impact on teaching and learning in terms of equality, diversity and inclusion. | Lectures, seminar, college - based training | Group Discussions, Observations of Teaching and Learning and Teaching Portfolios |
| A2 | Psychological theories of teaching, learning, tutoring, guidance and pastoral support used in an educational context. These support social interaction, group processes and individual personalised action planning and their relevance to teaching and learning strategies, teaching methods and assessment in their own subject area. | Lectures, seminars , college-based training | Group Discussion, Essays and teaching practice |
| A3 | The current further education system and key educational policies that impact on the role of the teacher in the lifelong learning sector | Lectures, seminars , college-based training | Group Discussions, Essays, Observations of Teaching and Learning and Teaching Portfolios |
| A4 | The range of communication skills and methods to communicate effectively with learners and colleagues | Lectures, seminars , college-based training | Observations of Teaching and Learning |
| A5 | Theories and principles of reflective practice and resilience, including models of continuing personal and professional development | Lectures, seminars , college-based training | Essays, Observations of Teaching and Learning, Teaching Portfolios |

| B. Cognitive (Intellectual or Thinking) skills, able to: | | | |
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| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |
| B1 | Select, justify, and apply a range of appropriate learning strategies during lesson planning to provide appropriate scaffolding, assessment and resources for inclusive and differentiated learning and teaching. | Lectures, seminars, college-based training | Observations of Teaching and Learning and Teaching Portfolios |
| B2 | Research current developments within their own specialist vocational or academic subject area and interrogate ways of keeping up to date with such developments with reference to theories and principles of learning and communication. | Lectures, seminars, college-based training | Observations of Teaching and Learning and Teaching Portfolios |
| B3 | Monitor and review effects of current educational change on the further education sector and in the student teacher's own specialist subject area. | Lectures, seminars, college-based training | Group research projects and presentation s |
| B4 | Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector including application of principles of evaluation, quality assurance and quality improvement. | Lectures, seminars, college-based training | Teaching Portfolios |
| B5 | Reflect on and evaluate their own professional practice and standard of teaching and assessment competence, making recommendations for their own personal and professional development needs. | Lectures, seminars, college-based training | Essays, Observations of Teaching and Learning, Teaching Portfolios |

| C. Practical (Professional or Subject) skills, able to: | | | |
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| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |
| C1 | Planning teaching and learning sessions which adapt and use relevant teaching and learning methods in relation to own specialist area | Lectures, seminars, college-based training | Observations of Teaching and Learning and Teaching Portfolios |
| C2 | Accommodate and implement issues such as lifelong learning, widening participation, social inclusion, sustainability, digital inclusion, equality of opportunity, adaptive teaching and personalisation of learning into their own professional practice | Lectures, seminars, college-based training | Observations of Teaching and Learning and Teaching Portfolios |
| C3 | The development and use of a wide range of assessment methods in different contexts that meet the needs of learners | Lectures, seminars, college-based training | Essays, Observations of Teaching and Learning, Teaching Portfolios and essays |
| C4 | Evaluating own communication skills and analysing how barriers to effective communication might be overcome | Lectures, seminars, college-based training | Observations of Teaching and Learning and Teaching Portfolios |
| C5 | Identifying literacy, language, numeracy and digital skills which are integral to own specialist area; reviewing how they support learner achievement | Lectures, seminars, college-based training | Observations of Teaching and Learning and Teaching Portfolios |

| D. Transferrable (Graduate and Employability) skills, able to: | | | |
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| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |
| D1 | Problem-solving and decision-making:<br>● Clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options.<br>● Identify all possible options, weigh the pros and cons, assess feasibility and choose the most viable option. | Lectures, seminars, college-based training | *Observations of Teaching and Learning and Teaching Portfolios* |
| D2 | Interpersonal and Communication:<br>● Work well with a wide variety of people: people from other social, educational, religious, cultural and racial backgrounds; individuals who have disabilities or special needs.<br>● Present information and ideas clearly and concisely, with content and style appropriate for the audience (whether one- to-one or in a group). | Lectures, seminars, college-based training | Group research projects and presentations, Observations of Teaching and Learning and Teaching Portfolios |
| D3 | Promoting Well-Being:<br>Respond to what others have said in a non- judgemental way using active listening and giving and receiving feedback constructively.<br>● Help others increase their knowledge, skills, self-awareness and build self-esteem.<br>● Signpost to relevant internal and/or external services and have an awareness of how and when to share information appropriately.<br>● Respect personal and professional boundaries, roles and responsibilities. | Lectures, seminars, college-based training | Group research projects and presentations, Observations of Teaching and Learning and Teaching Portfolios |
| D4 | Leadership and Mediation skills<br>● Promote, facilitate and manage open discussion, group interactions and involvement of all participants, while not dominating.<br>● Resolve conflicts that stem from different perspectives or interests and deal with conflict in an open, honest and positive way.<br>● Motivate individuals to engage and perform.<br>● Plan and coordinate projects and the assignment of tasks | Lectures, seminars, college-based training | Group research projects and presentations, Observations of Teaching and Learning and Teaching Portfolios |

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| | appropriately. | | |

## Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations will apply to this course. Approved course exemptions can be found here

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides Professional Development Planning which is monitored throughout the course. Students also have support at their placement colleges from Subject and Professional Mentors that are trained by the University to support their teaching development.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

## Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Connected Curriculum
- University of Portsmouth Vision
- Office for Students Conditions of Registration
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement
- Quality Assurance Agency Framework for Higher Education Qualifications Requirements of Professional and/or Statutory Regulatory Bodies: Ofsted ITE inspection framework, DfE Guidelines

- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff - Ex Further Education Teachers, Educational Researchers
- National Occupational Standards ETF 2022 Professional Standards for FE Teachers, Occupational Duties for the Learning and Skills Teacher

## Changes to your course / modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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