

Professional Graduate Certificate in Education (PGCE) / Certificate in Education	
<b>Department</b>	Teacher Education
<b>Awarding Body</b>	University of Suffolk
<b>Additional Accreditations</b>	N/A
<b>Full-time Duration</b>	1 year Pre-service
<b>Part-time Duration</b>	2 years In-service
<b>Full-time Annual Fee</b>	£7,080
<b>Part-time Annual Fee</b>	£3,540
<b>Entry Requirements</b>	<p><b>PGCE</b></p> <p>Applicants will require an honours degree or equivalent qualification. (UK ENIC certificates will be required for equivalent qualifications).</p> <p>All applicants are required to hold GCSE English and Maths at Grade C/4 or above. Applicants who do not hold these qualifications may be considered on an individual basis based upon their overall application and the course applied for.</p> <p><b>Interviews</b></p> <p>All applicants will be required to attend interview. Interviews will consist of a pre-prepared presentation, an individual interview, group discussion and written tasks.</p> <p><b>Certificate in Education</b></p> <p>Applicants will require a Level 3 subject qualification, for example:</p> <ul style="list-style-type: none"> <li>• Higher National Certificate or Diploma;</li> <li>• Full City and Guilds Technological Certificate;</li> <li>• Royal Society of Arts Advanced Award;</li> <li>• G/NVQ III/IV Award;</li> <li>• Other qualifications of equivalent standards to those listed above.</li> </ul> <p>All applicants are required to hold GCSE English and Maths at Grade C/4 or above. Applicants who do not hold these qualifications may be considered on an individual basis based upon their overall application and the course applied for.</p> <p><b>Interviews</b></p> <p>All applicants will be required to attend interview. Interviews will consist of a pre-prepared presentation, an individual interview, group discussion and written tasks</p>
<b>Study Location</b>	University and Professional Development Centre, 73 Western Way, Bury St Edmunds UK

<b>Subject to Validation</b>	No
<b>Additional Potential Costs</b>	<p>Tuition fees will provide access to all the usual teaching and learning equipment; however, there may be additional costs such as materials and equipment that are associated with your course.</p> <p>Books (approx. £100 - £150 per year)</p> <p>Printing – all students will be credited with the equivalent of £10 printing/copying at the start of the academic year. After that, students will need to pay for their own printing/copying. Most work is submitted electronically.</p> <p>Student ID cards – The first issue of your ID card is free. Replacement cards will be charged at £10 to replace lost or stolen cards.</p>
<b>Narrative</b>	<p>The Professional Graduate Certificate in Education (PGCE) and Certificate in Education (Cert Ed) provide comprehensive professional training for those working or aspiring to work within the post-16 education and training sector. These qualifications support educators across a wide range of settings including Further and Higher Education Institutions, Sixth Form Colleges, Schools, Adult and Community learning, Prison Education, Workplace training environments and Specialist Education Services.</p> <p>The programmes are accessible to both graduates and non-graduates who hold appropriate vocational qualifications and can be studied either full-time through a pre-service route or part-time through an in-service route. It is important to note that the courses are not available to applicants who require a student visa.</p> <p>The pre-service route is designed for those who wish to gain a teaching qualification prior to entering employment. This one-year, full-time option requires attendance at the University and Professional Development Centre (Bury St Edmunds) for one day each week with additional days dedicated to a teaching placement. Placements can be supported by the Eastern Education Group and any offer of a place on the course is conditional upon the applicant successfully completing an interview with the proposed placement provider.</p> <p>The in-service route is intended for individuals who are already employed as teachers or trainers in part-time or full-time roles. This two-year, part-time pathway involves attending one afternoon per week at the University and Professional Development Centre (Bury St Edmunds). As schedules may vary, applicants are encouraged to contact the Course Leader to confirm specific days and times before applying.</p> <p>Both programmes are carefully designed to support trainee teachers in developing the professional skills, theoretical understanding, and reflective practices required in post-16 education. A strong focus is placed on meeting the needs of diverse learners and on helping trainees connect relevant educational theories with their own professional practice. Throughout the course, students engage in learning activities directly related to their individual teaching contexts, ensuring that their development remains practical, meaningful, and immediately applicable.</p>

## Key Course Features

The course is delivered on campus and requires students to attend one day per week.

Delivery of the course is through a range of methods and assessment takes place continuously across the duration of the programme. Students' complete essays, reports, practical teaching tasks, and other assignments aligned with the learning outcomes of each module. To successfully complete the course, all elements must be passed, including the Professional Practice components. Trainees will be observed teaching in their normal workplace setting several times throughout the programme with each observation forming an essential part of the overall assessment of their progress and professional competence.

### Year One:

Introduction to Teaching  
Supporting Learner Progress and Behaviour  
Education in Context (Pre-service)  
Evidence Informed Enquiry (Pre-service)  
Professional Practice 1

### Year Two:

Education in Context (if not studied in year 1)  
Evidence Informed Enquiry (if not studied in year 1)  
Professional Practice 2

## Career Prospects

The Professional Graduate Certificate in Education (PGCE) and Certificate in Education (Cert Ed) provide comprehensive professional training for those working or aspiring to work within the post-16 education and training sector. These qualifications support educators across a wide range of settings including:

- Further Education Colleges
- Higher Education Institution
- Sixth Form Colleges
- Schools
- Adult and Community learning
- Prison Education
- Workplace training environments
- Specialist Education Services.

## Module Summary

### Introduction to Teaching

This module equips trainee teachers with the foundational skills and knowledge needed for effective lesson planning and initial teaching practice. Trainees will be introduced to key theories and principles of teaching, learning, and assessment, alongside relevant legislation and policy that shape the teaching profession.

Throughout the module, trainees will be encouraged to make connections between theory and practice, applying evidence-based strategies to support

effective lesson planning and classroom delivery. They will also reflect on their own professionalism - considering behaviour, attitudes, and values - with reference to the Occupational Duties.

This module provides an initial introduction to teaching practice, helping trainees develop the skills to plan and deliver inclusive and engaging lessons. Through micro-teaches, they will have the opportunity to apply and refine their teaching approaches, ensuring they can create motivating and supportive learning environments for all learners.

### **Supporting Learner Progress and Behaviour**

This module is designed to prepare trainees for the design and implementation of assessment and the monitoring required to ensure progress and achievement. It introduces the relevant theories and principles of assessment to trainees, requiring them to apply their learning by designing and evaluating effective learning and assessment strategies and materials.

This module is designed to develop skills in the trainee teacher to be able to design, plan and assess learning based on the principles and theories of assessment, including:

- Assessing learning
- Enabling learning through assessment
- Planning to meet the needs of learners
- Principles of assessment
- Understanding inclusive learning and teaching and barriers to achievement

This module will support the trainee teacher to identify the characteristics of a range of behaviours and recognise the impact of the behaviour on teaching, learning and assessment

This module also prepares trainees for understanding behaviour management in the learning environment and implementing a range of intervention strategies to prevent or address challenging behaviour.

### **Professional Practice**

The Professional Practice module runs across semester 1 and semester 2 plus year 2 if studying part time. The purpose of this module is for the trainee to develop as a reflective and effective practitioner through engagement with personal and professional development planning.

The trainee will reflect upon and track the progress of their professional practice and digital literacy skills regularly, drawing upon planned experiences, feedback, theory and current research taught in Modules 1 and 2 to inform practice. Through regular reflection, the trainee will develop focussed actions and creative solutions to develop their professional practice and enhance the learner experience.

Throughout Professional Practice, the trainee will develop the skills and knowledge required to make judgements as to the suitability of learning, teaching, and assessment strategies and learn how to identify and respond to the needs of learners. The trainee will develop the knowledge required to take appropriate action to guard the safety and well-being of learners, the

skills required to promote a positive view of inclusion and confidence in promoting positive student behaviour and attitudes.

The trainee will engage in a variety of experiences to broaden their understanding of the sector and wider roles of a teacher and have the opportunity to experience and practise a variety of delivery methods, including face-to-face, blended, synchronous online, asynchronous online and hybrid delivery. Learning from the experiences and specific events or scenarios the trainee encounters will be captured in a Professional Practice Portfolio and through the completion of a series of themed reflections. The trainee will be supported to reflect upon general pedagogy and approaches to teaching of their subject specialism in regular meetings with a Subject Mentor and Personal Tutor.

The assessment methods in this module include the ongoing updating of an online Professional Practice Portfolio, and reflective journal submissions, two of which the trainee will have the choice of submitting as a written entry, or as an audio or video presentation for specified topics. The specified topics include, 'Roles and responsibilities', 'Meeting individual needs', and 'Behaviour and attitudes'.

The trainee will be required to demonstrate their 'Readiness to Progress' through the collation of evidence in the Professional Practice Portfolio. The 'Readiness to Progress' panel will meet following 'End of Phase 2 Review' to confirm whether the trainee has met the conditions of 'Readiness to Progress'.

### **Education in Context**

This module will introduce trainees to the history of the FE and Skills sector, analyse recent educational developments and predict the future of the sector. Trainees will explore the theories, principles and models influencing curriculum and demonstrate a critical approach towards curriculum design in their own teaching practice and subject specialism.

There are a number of principles that underpin the module and will be investigated by trainees in order to gain a broad overview of the education sector, recent reform and other contemporary issues influencing curriculum design.

### **Evidence Informed Enquiry**

Within this module, trainees will select an educational issue based on their classroom practice to generate a case study topic. The aim of this case study is to address the questions of "what, why, how, and who" concerning real-life situations within the learning environment. This methodology allows trainees to use the module as a precursor to a formal, large-scale research project, supporting their professional development or progression to Master's pathways. The case study provides trainees with a deeper understanding of existing problems and serves as a medium to identify issues that can shape their future practice.

Based on their teaching experiences, trainees will identify an area of their practice suitable for a case study project to support them in developing skills that underpin evidence informed practice. This enquiry activity should demonstrate a clear and positive impact on their professional development

and improvement in teaching practice, as they experiment with delivery and reflect on it.

This case study will support trainees in meeting their occupational duties by allowing them to apply theoretical knowledge and evidence-based enquiry in practical settings, reflecting on their teaching methods, and to continuously improve their instructional strategies based on classroom experiences.

Additionally, trainees will learn to evaluate and enhance their wider professional practice, taking into account occupational duties and standards. Feedback from peers and tutors will support this reflective process, ensuring continuous improvement and alignment with professional expectations. This process supports trainees in developing new knowledge and skills directly related to their practice, promoting reflective teaching and thinking, and expanding their pedagogical approaches.

#### Staff Team

Lecturing staff are experienced teaching practitioners and hold both teaching and subject specific qualifications from degree through to PhD level. All our staff have a wealth of experience teaching and mentoring within the education sector.

## Assessment Methods

Assessment takes place continuously across the duration of the programme. Students' complete essays, reports, practical teaching tasks, and other assignments aligned with the learning outcomes of each module. To successfully complete the course, all elements must be passed, including the Professional Practice components. Trainees will be observed teaching in their normal workplace setting several times throughout the programme with each observation forming an essential part of the overall assessment of their progress and professional competence.

## Typical Module Diet

All modules are 20 credits unless stated

Year 1	Year 2
Introduction to Teaching	Education in Context (if not studied in year 1)
Supporting Learner Progress and Behaviour	Evidence Informed Enquiry (if not studied in year 1)
Professional Practice 1	Professional Practice 2
Education in Context (Pre-service)	
Evidence Informed Enquiry (Pre-service)	

## Study Hours

*This programme is regulated by the Office for Students under the Quality Assurance Agency framework for UK Higher Education. Where studying may incur additional incidental or optional costs these are listed on the relevant course page on our website. Our Terms and Conditions, Admissions Policy (including baseline English language requirements) can be accessed via the University Studies website at <https://www.universitystudies.wsc.ac.uk/policies>*