Prifysgol **Wrecsam**
Wrexham University

Programme Specification

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UG Programme Directory
PG Programme Directory

Section 1 Regulatory Details

Awarding body	Wrexham University
Teaching institution	Coleg Cambria
Final award and programme title (Welsh)	Tystysgrif Addysg – Addysg a Hyfforddiant Ôl-orfodol (PCET) Tystysgrif Addysg i Raddedigion Broffesiynol – Addysg a Hyfforddiant Ôl-orfodol (PCET) Tystysgrif Addysg i Raddedigion – Addysg a Hyfforddiant Ôl-orfodol (PCET)
Final award and programme title (English)	Certificate in Education - Post-compulsory Education and Training (PCET) Professional Graduate Certificate in Education - Post-compulsory Education and Training (PCET) Postgraduate Certificate in Education - Post-compulsory Education and Training (PCET)
Exit awards and titles	N/A
Credit requirements	**Professional Graduate Certificate** (120 credits at level 6) **Postgraduate Certificate** (60 credits at level 6 and 60 credits at level 7) **Certificate in Education** (60 credits at level 4; 60 credits at level 5)
Does the programme offer Foundation Year route?	NA
Placement / Work based learning	Compulsory Work Placement
Length and level of the placement	Students on all three programmes will be required to complete 100 hours of placement at a post-compulsory education or training setting through • EDS425 Teaching Excellence: Observation, Reflection and Developing Practice, or • EDS623 Teaching Excellence: Observation, Reflection and Developing Practice
Faculty / Department	Faculty of Social and Life Sciences
HECoS Code	100549
Intake Points	One intake per year in September

Mode of Attendance	Professional Graduate Certificate: Full & part timePostgraduate Certificate: Full & part time Cert in Education: Part time only
Normal Programme Length	Professional Graduate Certificate and Postgraduate Certificate: 1 year Full time or 2 years Part time Certificate in Education: 1 year Part
Mode of Study and Location of delivery	Face to Face / Blended Coleg Cambria Yale and Deeside Campuses
Language of delivery	English
Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
Professional, Statutory or Regulatory Body (PSRB) accreditation	No applicable
External reference points	EWC Code of professional conduct and practice
Record of Prior (Experiential) learning	Recognition of Prior Learning Procedure Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University Academic Regulations.
Is DBS check required on entry?	Yes Students will be required to successfully complete a Disclosure and Barring Service (DBS) application and be certified fit to teach. All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance Undertaken by Wrexham University. • Enhanced Check for adult workforce • Enhanced Check and Child Barred List • Enhanced Check and Adult Workforce Barred List
Does the Suitability for Practice Procedure apply to the programme?	The Suitability for Practice Procedure applies to these programmes, as students are required to undertake teaching placements as part of their studies. Professional conduct and practice during the period of academic study is a key element of their satisfactory progress towards an award and towards professional recognition. Students are required to ensure that their practice meets the professional standards for teachers in the post-compulsory education and training (PcET) sector.
Derogation to Academic Regulations	No
Date of Approval	04/08/2025
Date and type of Revision	

Section 2 Programme Details

Aims of the programme

The primary aim of the programme is to provide a high-quality learning experience that enables students to gain a teaching qualification for the post-compulsory education and training sector. This qualification meets the professional standards required in England, Wales, Scotland, and Northern Ireland, ensuring graduates are well-prepared for teaching roles across the UK.

In Wales, alignment with the Education Workforce Council (EWC) ensures that post-compulsory teacher education reflects the standards of the compulsory sector, promoting consistency in qualifications and professional expectations. In England, the qualification adheres to the Further Education workforce standards, supporting teaching in colleges, training providers, and adult education. Scotland and Northern Ireland have distinct frameworks for post-compulsory education; however, this programme incorporates relevant principles to ensure graduates can transition effectively across different educational systems.

Both the Certificate in Education (Cert Ed) and the Professional Graduate Certificate in Education (PGCE) pathways cater to aspiring educators, providing tailored learning experiences that support career progression in diverse post-compulsory education settings.

Professional Standards Recognition

Due to Wrexham University's proximity to the English border, students may undertake placements in both England and Wales. The programme team is highly conscious of the need to provide equal emphasis on both sets of professional standards to ensure all students are well-prepared for their teaching careers in either country.

Graduates intending to work in Wales must register with the Education Workforce Council (EWC), while those seeking employment in England must register with the Society for Education and Training (SET). The specific requirements for registration in each country are outlined below.

Education Workforce Council (EWC) - Wales

The EWC regulates education practitioners in Wales in the interests of learners and the wider public. The council upholds high standards of professional conduct and competence to ensure educational excellence. The revised **Code of Professional Conduct and Practice**, which took effect on 10th May 2024, establishes clear expectations for those registered with the EWC. This code serves as a guide for professional behaviour and decision-making in educational settings. Further details can be accessed via the EWC website.

Education and Training Foundation (ETF) - England

The Education and Training Foundation (ETF) developed a set of professional standards for post-compulsory education and training in May 2014 and updated in 2022. These standards provide a framework to support teacher development through **Continuous Professional Development (CPD)**. The key purposes of the Professional Standards include:

- Defining expectations of effective practice in education and training.

- Helping teachers and trainers identify areas for professional growth.

- Supporting initial teacher education.

- Serving as a national reference for staff development within institutions.

Further information on the Professional Standards in England is available through the ETF website.

Scotland and Northern Ireland Considerations

In Scotland, the government recommends that college lecturers obtain relevant professional qualifications such as the **Teaching Qualification in Further Education (TQFE)**. While registration with the General Teaching Council for Scotland (GTCS) is not mandatory for FE lecturers, individuals seeking registration must possess a recognised teaching qualification, such as a TQFE or equivalent.

In Northern Ireland, **PGCE (FE) qualifications obtained elsewhere in the UK are not currently recognised** by FE colleges. Prospective teachers in Northern Ireland must seek alternative qualification pathways as per local requirements.

Postgraduate Certificate in Education (PcET)

The **Postgraduate Certificate in Education (PcET)** is aligned with equivalent PGCE programmes across the UK, with **50% of modules delivered at Level 7 (Master's level)**. The programme is designed to deepen understanding of learning, teaching, and assessment to support and enhance student learning effectively.

Master's level modules within the programme equip new teachers with high-level communication skills and collaborative practice abilities. Graduates are expected to demonstrate:

- The ability to address complex issues systematically and creatively, make sound judgments in situations with incomplete data, and communicate conclusions effectively to diverse audiences.

- Self-direction and originality in problem-solving, along with autonomy in planning and implementing professional tasks.

- A commitment to lifelong learning and the continuous development of advanced knowledge and skills.

These competencies align with **QAA (2024) standards** for Master's level education and ensure that graduates are well-prepared for the evolving demands of the teaching profession.

In conclusion, with the evolving landscape of professional teacher registration and regulation, this programme ensures that graduates are fully equipped to meet the professional standards required in England, Wales, and beyond. By aligning with national expectations and offering a robust, research-informed curriculum, the programme enhances teacher effectiveness, resilience, and career readiness in post-compulsory education and training.

Programme Structure Diagram, including delivery schedule
The proposed programmes will have three distinct routes that accommodate the diversity in learners and sector requirements, and will consist of the following routes:

Certificate in Education (PcET) (60 credits at level 4 and 60 credits at level 5)

Professional Graduate Certificate in Education (PcET) (120 credits at level 6)

Postgraduate Certificate in Education (PcET) (60 credits at level 6 and 60 credits at level 7)

All routes are generic in curricula content and provide teacher education and training that can be contextualised to a range of subject disciplines within the sector.

In order not to disadvantage students entering the Professional Graduate Certificate in Education (PcET) programme with a 2:2, who may wish to undertake 60 credits at level 7, a progress meeting will be held with the student's personal tutor on completion of the first three modules (60 credits at level 6). This will be at the start of Semester two for the full-time students and at the end of year 1 for the part-time students.

Students will have the opportunity to discuss their progress at this meeting following completion of the first three modules at level 6, providing they can demonstrate the ability to write at Master's level, through the rubrics and feedback from the level 6 modules.

The full-time students will have the opportunity to transfer to the level 7 modules in Semester Two and the part-time students will have the opportunity to progress to level 7 modules in the second year following successful completion of year one following the assessment board.

For part time Professional Graduate Certificate in Education (PcET) students, the marks for all three Level Six modules will be submitted to the end of year Assessment Board, and if students achieve a Good or Excellent Pass in all three modules they will be permitted to transfer to the Postgraduate Certificate in Education (PcET) and to study the remaining three Level Seven modules in their second year.

Full Time Route
The delivery model for the full time (1 year) route comprising of the Professional Graduate Certificate in Education (PcET) and Postgraduate Certificate in Education (PcET) will be one day of direct face-to-face taught delivery and the other day taught via asynchronous online workbooks and collaborative activities throughout the academic year, which will include a range of teaching and learning methodologies highlighted within the module specifications.

In addition to the taught sessions, students will be at their work-based placement initially shadowing experienced teachers until they are sufficiently confident and competent to engage in teaching unaided.

Students will need evidence that they have completed 100 hours of independent teaching across the duration of the one year programme (Sept – Jun).

Students will complete 120 credits at level 6 for the Professional Graduate Certificate in Education (PcET) and 60 credits at level 6 and 60 credits at level 7 for the Postgraduate Certificate in Education (PcET).

Semester one programme modules support the students' teaching practice and encourage continued reflection on the nexus between theory, practice and their teaching experience.

The aim of semester two modules is to extend teaching practices through creative and innovative practice.

Part-time Route
The delivery model for the part-time option, comprising of all three routes, is over two years. Students attend one day per week alongside the full-time students for two years and will complete three 20 credit modules in year 1 (Sept-March) and three 20 credit modules in year 2 (march to June).

The year one modules support the students' teaching practice and encourage continued reflection on the nexus between theory, practice and their teaching experience.

A requirement of both the full-time and the part-time programmes is that the student engages with an experienced teacher or mentor within the placement setting, who is able to support them in the signature pedagogies of teaching their own specialism. In addition, all students will have a personal tutor and will be required to attend at least two personal tutorials (Jan and April) in order to review academic progress and professional progress in placement (teaching).

Professional Graduate Certificate in Education – Full-time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	EDS619	Preparing to Teach in PcET	20	Core	SEM1
Level 6	EDS618	Learning, Teaching, Assessment and Feedback	20	Core	SEM1
Level 6	EDS623	Teaching Excellence: Observation, Reflection and Developing Practice	20	Core	SEM1
Level 6	EDS624	Evidence-based Teaching Approaches	20	Core	SEM2
Level 6	EDS625	Resilience, Well-being and Reflection for Teachers in Post-Compulsory Education and Training	20	Core	SEM2
Level 6	EDS616	Creativity, Innovation and Learning	20	Core	SEM2

Post-Graduate Certificate in Education – Full-time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	EDS619	Preparing to Teach in PcET	20	Core	SEM1
Level 6	EDS618	Learning, Teaching, Assessment and Feedback	20	Core	SEM1
Level 6	EDS623	Teaching Excellence: Observation, Reflection and Developing Practice	20	Core	SEM1
Level 7	EDS750	Evidence-based Teaching Approaches	20	Core	SEM2
Level 7	EDS751	Resilience, Well-being and Reflection for Teachers in Post-Compulsory Education and Training	20	Core	SEM2
Level 7	EDS747	Creativity, Innovation and Learning	20	Core	SEM2

Certificate in Education (PcET) – Part-time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	EDS418	Preparing to Teach in PcET	20	Core	SEM1	Y1
Level 4	EDS417	Learning, Teaching, Assessment and Feedback	20	Core	SEM1	Y1
Level 4	EDS425	Teaching Excellence: Observation, Reflection and Developing Practice	20	Core	SEM1	Y1
Level 5	EDS518	Evidence-based Teaching Approaches	20	Core	SEM2	Y2
Level 5	EDS519	Resilience, Well-being and Reflection for Teachers in Post-Compulsory Education and Training	20	Core	SEM2	Y2
Level 5	EDS515	Creativity, Innovation and Learning	20	Core	SEM2	Y2

Professional Graduate Certificate in Education – Part-time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 6	EDS619	Preparing to Teach in PcET	20	Core	SEM1	Y1
Level 6	EDS618	Learning, Teaching, Assessment and Feedback	20	Core	SEM1	Y1
Level 6	EDS623	Teaching Excellence: Observation, Reflection and Developing Practice	20	Core	SEM1	Y1
Level 6	EDS624	Evidence-based Teaching Approaches	20	Core	SEM2	Y2
Level 6	EDS625	Resilience, Well-being and Reflection for Teachers in Post-Compulsory Education and Training	20	Core	SEM2	Y2
Level 6	EDS616	Creativity, Innovation and Learning	20	Core	SEM2	Y2

Post-Graduate Certificate in Education – Part-time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 6	EDS619	Preparing to Teach in PcET	20	Core	SEM1	Y1
Level 6	EDS618	Learning, Teaching, Assessment and Feedback	20	Core	SEM1	Y1

Level 6	EDS623	Teaching Excellence: Observation, Reflection and Developing Practice	20	Core	SEM1	Y1
Level 7	EDS750	Evidence-based Teaching Approaches	20	Core	SEM2	Y2
Level 7	EDS751	Resilience, Well-being and Reflection for Teachers in Post-Compulsory Education and Training	20	Core	SEM2	Y2
Level 7	EDS747	Creativity, Innovation and Learning	20	Core	SEM2	Y2

Programme Learning Outcomes

- **K –**_Knowledge and understanding._
- **I –**_Intellectual skills_
- **S –**_Subject skills_
- **P –**_Practical, professional and employability skills_

Certificate in Education (Part-Time Year 1 and 2)

No.	Learning Outcome	K	I	S	P	Certificate in Education	Optional Ref (PSRB standards)
1	Evidence knowledge of basic models and theories of education, underpinned by appropriate sources of references	☒	☐	☐	☐	☒	Level 4
2	Maintain and update knowledge of subject and/or vocational area	☒	☐	☐	☐	☒	Level 4
3	Review practice with others and assess its impact on student learning	☒	☐	☐	☐	☒	Level 4
4	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	☒	☐	☐	☐	☒	Level 4
5	Reflect on teaching and learning approaches to support an inclusive learning environment		☒			☒	Level 4
6	Demonstrate knowledge of the underlying concepts and principles associated with learning, teaching, assessment and feedback		☒			☒	Level 4
7	Communicate the results of study/work accurately and reliably, and with structured and coherent arguments		☒			☒	Level 4
8	Review practice in line with professional standards for teachers in PcET		☒			☒	Level 4
9	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence			☒		☒	Level 4
10	Be creative and innovative in selecting and adapting strategies to help learners to learn and review their effectiveness			☒		☒	Level 4

No.	Learning Outcome	K	I	S	P	Certificate in Education	Optional Ref (PSRB standards)
11	Apply appropriate formative assessment strategies designed to support student learning and achievement.			☒		☒	Level 4
12	Review the key skills needs of learners and work creatively to overcome individual barriers to learning			☒		☒	Level 4
13	Maintain an up-to-date knowledge of relevant guidelines and educational developments in their particular role, and learning in general				☒	☒	Level 4
14	Review and challenge your practice, values and beliefs				☒	☒	Level 4
15	Contribute to organisational development and quality improvement through collaboration with others				☒	☒	Level 4
16	Value and promote social and cultural diversity, equality of opportunity and inclusion				☒	☒	Level 4
1	Evidence knowledge and understanding of educational models and theories underpinned by current literature	☒	☐	☐	☐	☒	Level 5
2	Develop and update knowledge of subject and/or vocational area	☒	☐	☐	☐	☒	Level 5
3	Analyse practice with others and assess its impact on student learning	☒	☐	☐	☐	☒	Level 5
4	Reflect critically, on teaching and learning approaches to support an inclusive learning environment	☐	☒	☐	☐	☒	Level 5
5	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences	☐	☒	☐	☐	☒	Level 5
6	Apply and review theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence			☒		☒	Level 5

No.	Learning Outcome	K	I	S	P	Certificate in Education	Optional Ref (PSRB standards)
7	Be creative and innovative in selecting and adapting strategies to help learners to learn and reflect on their effectiveness			☒		☒	Level 5
8	Apply and review appropriate formative assessment strategies designed to support student learning and achievement.			☒		☒	Level 5
9	Reflect on the key skills needs of learners and work creatively to overcome individual barriers to learning			☒		☒	Level 5
10	Maintain and review knowledge of relevant guidelines and educational developments in their particular role, and learning in general				☒	☒	Level 5
11	Reflect and challenge your practice, values and beliefs				☒	☒	Level 5
12	Contribute to organisational development and quality improvement through reflective collaboration with others				☒	☒	Level 5

Professional Graduate Certificate in Education

No.	Learning Outcome	K	I	S	P	Professional Graduate Certificate in Education	Optional Ref (PSRB standards)
1	Evidence a conceptual understanding of educational models and theories underpinned by current literature and research	☒	☐	☐	☐	☒	Level 6
2	Enhance and update knowledge of subject and/or vocational area	☒	☐	☐	☐	☒	Level 6
3	Critically analyse practice with others and assess its impact on student learning	☒	☐	☐	☐	☒	Level 6
4	Develop and critically analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	☒	☐	☐	☐	☒	Level 6
5	Analyse teaching and learning approaches to support an inclusive learning environment	☐	☒	☐	☐	☒	Level 6
6	Demonstrate a systematic understanding of key aspects of learning, teaching, assessment and feedback	☐	☒	☐	☐	☒	Level 6

No.	Learning Outcome						Optional Ref
7	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution to a problem	□	☒	□	□	☒	Level 6
8	Critically reflect on practice in line with professional standards for teachers in PcET	□	☒	□	□	☒	Level 6
9	Apply and analyse theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	□	□	☒	□	☒	Level 6
10	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically analyse their effectiveness	□	□	☒	□	☒	Level 6
11	Apply and analyse appropriate formative assessment strategies designed to support student learning and achievement.	□	□	☒	□	☒	Level 6
12	Analyse the key skills needs of learners and work creatively to overcome individual barriers to learning	□	□	☒	□	☒	Level 6
13	Maintain and analyse knowledge of relevant guidelines and educational developments in their particular role, and learning in general				☒	☒	Level 6
14	Analyse and challenge your practice, values and beliefs				☒	☒	Level 6
15	Contribute to organisational development and quality improvement through critically reflective collaboration with others				☒	☒	Level 6
16	Value and promote social and cultural diversity, equality of opportunity and inclusion				☒	☒	Level 6

Post-Graduate Certificate in Education

No.	Learning Outcome	K	I	S	P	PG Cert	Optional Ref (PSRB standards)
1	Evidence a comprehensive understanding of educational models and theories underpinned by advanced scholarship	☒				☒	Level 7
2	Advance and update knowledge of subject and/or vocational area	☒				☒	Level 7
3	Critically evaluate practice with others and assess its impact on student learning	☒				☒	Level 7

#		C1	C2	C3	C4	C5	Level
4	Develop and critically evaluate appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	☒				☒	Level 7
5	Evaluate critically, teaching and learning approaches to support an inclusive learning environment		☒			☒	Level 7
6	Demonstrate a systematic understanding of knowledge, and a critical awareness of new insights associated with learning, teaching, assessment and feedback		☒			☒	Level 7
7	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		☒			☒	Level 7
8	Critically evaluate practice in line with professional standards for teachers in PcET		☒			☒	Level 7
9	Apply and evaluate theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence			☒		☒	Level 7
10	Be creative and innovative in selecting and adapting strategies to help learners to learn and critically evaluate their effectiveness			☒		☒	Level 7
11	Apply and evaluate appropriate formative assessment strategies designed to support student learning and achievement.			☒		☒	Level 7
12	Evaluate the key skills needs of learners and work creatively to overcome individual barriers to learning			☒		☒	Level 7
13	Maintain evaluate knowledge of relevant guidelines and educational developments in their particular role, and learning in general				☒	☒	Level 7
14	Evaluate and challenge your practice, values and beliefs				☒	☒	Level 7
15	Contribute to organisational development and quality improvement through critical evaluation and collaboration with others				☒	☒	Level 7
16	Value and promote social and cultural diversity, equality of opportunity and inclusion				☒	☒	Level 7

Learning and teaching strategy

Knowledge and understanding of the subject will be developed through synchronous and asynchronous learning, lectures and seminars. Students will be supported by directed study of textbooks and journal articles (hard copy or electronic) and by assignment or project work. Subject-specific learning will be developed through opportunities to professional learning through a teaching placement in an appropriate post-compulsory education and training setting.

This will be supported by a mentor in the placement setting and the tutors on the programme. Intellectual skills will be practised and demonstrated through active learning processes involving assignments or projects, group-learning activities such as the microteach activity and work-based learning.

Practical, professional and employability skills will be developed in a number of ways, such as analysis, synthesis, evaluation and problem solving through practicing their learning, teaching, assessment and feedback skills in a workplace setting.

The overall aim of the learning and teaching strategy is to encourage participants to think critically in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assignment work is designed to ensure that practice is analysed and evaluated, informed by references to relevant literature and research.

The delivery of the programme by Coleg Cambria will align with WGU's Active Learning Framework (ALF), grounded in the University's values of being accessible, supportive, innovative and ambitious. ALF supports a flexible learning approach that makes best use of spaces on Campus together with digitally enabled learning opportunities designed to be accessed anytime, anywhere as appropriate. In addition, ALF will embody ways of teaching and learning that create and support a sense of belonging for students.

Whilst a range of teaching strategies are adopted on the programme, including seminars, workshops, group work, direct study, VLE forums, using synchronous and asynchronous delivery aligned to ALF, a key feature of the programme is the discussion of these methods and approaches in relation to supporting student learning effectively. The range of methods (pedagogies) adopted on the programme are designed to model best practice in teaching, learning and assessment within a post-compulsory context. The use of asynchronous and synchronous learning enables participants to have the opportunity to experience a range of methods and approaches that support learning as a student and then have the opportunity to evaluate the potential to incorporate and develop similar (if appropriate) methods in their own teaching practice. This supports the notion of theory in action and gives the programme a unique feel and flavour in terms of facilitating development of professional practice for new teachers in the sector.

The predominant approach follows a social constructivist framework which is derived from cognitive constructivism. This approach emphasises the collaborative nature of learning and sees knowledge as actively constructed by the learners in response to interactions with the subject and content being taught.

In addition, students have to complete 100 hours of teaching practice across the duration of the programme and observations of their teaching practice are carried out by experienced teachers/mentors in the placement organisation and by tutors on the programme as outlined in the work based/placement learning statement in the next section. This enables students to put into practice the theories and models that support effective learning in the classroom.

Furthermore, the opportunity for constructive and developmental practice as a result of the observations supports their continuing professional development towards meeting the programme and module learning outcomes.

The programme team aim to model good practice through the use of a variety of approaches to learning, teaching and assessment that involves lectures, seminars, active learning, simulation, workshops, collaborative groups, self-directed study and wider reading. Students have a personal tutor, and regular tutorials support individual students and support individual needs.

The use of the Moodle VLE is a particular strength of this programme with Panopto video recordings, PowerPoint presentations, lesson plans, video clips and additional reading and links to further areas that can support learning. Module handbooks detail and outline the module and include a week-by-week Scheme of Learning (SoL) and assessment hand-in dates. Assignment briefs are included to scaffold learning.

Assessment strategy

Work for each module will be assessed against given criteria in the module specification and will be graded pass / refer (in the case of below standard work). The criteria and their attendant grade descriptions for the summative (final) module assessment will be shared with students. This information will be included, in a rubric assessment format within the module handbook..

All assessments will be uploaded electronically via the WU Moodle VLE and feedback will also be uploaded to Moodle. In line with the Active Learning Framework (ALF), the programme aims to use flexible and accessible assessment strategies to support learning and achievement.

This also aligns to the University's Strategy for Supporting Student Learning and Achievement (SSSLA) and the expectations that curriculum development and review will, under key priority area 3; develop innovative, relevant, flexible and accessible assessment and feedback, supported appropriately by digital tools in order to optimise student engagement and achievement within a healthy learning environment.

The criteria for each assessment will be derived directly from the learning outcomes for each module.

The assessments will be aligned with the programme outcomes and with the authentic work requirements of a teacher within post-compulsory and education and training.

The assessments will be supported by directed study tasks given to the students during the module delivery.

The weighting of assessment is on the practical and evaluative nature of teaching, together with initial assessment and continued ipsative referencing demonstrating personal and professional development. Ipsative assessment is the practice of determining a student's progress based on their earlier work. All of the assessments are integral to the development of the teacher as a professional and progressive in the sense that when accumulated the student is able to identify, evaluate and relate the journey taken to meeting the professional standards for teachers in post-compulsory education and training.

Assessment of the professional teaching standards (EWC and ETF) is evidence through formal teaching observations found in the reflective practice modules:

- Teaching Excellence: Observation, Reflection and Developing Practice (Level 4)

- Teaching Excellence: Observation, Reflection and Developing Practice (Level 6)

Differentiation between the three routes; Certificate in Education (PcET), Professional Graduate Certificate in Education (PcET) and Postgraduate Certificate in Education (PcET) is defined by the learning outcomes outlined in each module specification.

Students who initially enrol for the Professional Graduate Certificate in Education (PcET) but subsequently transfer to the Postgraduate Certificate in Education in semester 2/year 2 following a meeting with their personal tutor and the programme leader will be advised that should their work not meet level 7 in Semester 2 (full-time students) or year 2 (part-time students) it will be referred and they will have an opportunity to resubmit (at level 7).

Disclaimer
Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

Academic Regulations: https://wrexham.ac.uk/academic-regulations-policies-and-procedures/
The University Skills Framework: https://wrexham.ac.uk/careers/skills-framework/
Welsh Language Policy: https://wrexham.ac.uk/about/welsh-at-wrexham-university/
Equality and Diversity Policy: https://wrexham.ac.uk/about/equality-and-diversity/
The Student Union offers support for students, please access their website
https://www.wrexhamglyndwrsu.org.uk/