

## Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University Coleg Cambria
1.3	Final award and programme title (Welsh and English)	Tystysgrif Addysg – Addysg a Hyfforddiant Ôl-orfodol (PCET)  Certificate in Education - Post-compulsory Education and Training (PCET)
1.4	Exit awards and titles	N/A
1.5	Credit requirements	60 credits at level 4 60 credits at level 5
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	1 Year (Full Time) 2 years (Part Time)
1.9	Location of delivery	Blended: Wrexham Campus and Online Face to Face/ Blended: Coleg Cambria Yale and Deeside Campuses
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Education
1.13	HECoS Code	100549
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	Yes  All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. <ul style="list-style-type: none"> <li>Enhanced Check for adult workforce</li> <li>Enhanced Check and Child Barred List</li> <li>Enhanced Check and Adult Workforce Barred List</li> </ul>
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	Not applicable
1.17	Welsh Medium Provision	The programme will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	EWG Code of professional conduct and practice
1.19	Derogation to Academic Regulations	No
1.20	Foundation Year route	N/A

Section 1 – regulatory details		
1.21	Placement / Work based learning	Compulsory Work Placement
1.22	Length and level of the placement	Students will be required to complete 100 hours of placement at a post-compulsory education or training setting through: <ul style="list-style-type: none"> <li>EDS425 Teaching Excellence: Observation, Reflection and Developing Practice</li> </ul>
1.23	Collaborative arrangement	Franchise – Coleg Cambria

## Section 2 – programme details

### 2.1 Aims of the programme

#### Programme Aims and Professional Standards Recognition

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 10<sup>th</sup> 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:

## 2.1 Aims of the programme

- 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.

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.

## 2.2 Programme structure and diagram, including delivery schedule

### Wrexham University

#### Full-time Programme Structure

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

### Wrexham University

#### Part-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
4	EDS418	Preparing to Teach in PcET	20	Core	SEM1	Y1
4	EDS417	Learning, Teaching, Assessment and Feedback	20	Core	SEM1	Y1
4	EDS425	Teaching Excellence: Observation, Reflection and Developing Practice	20	Core	SEM1	Y1

Wrexham University Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
5	EDS518	Evidence-based Teaching Approaches	20	Core	SEM2	Y2
5	EDS519	Resilience, Well-being and Reflection for Teachers in Post-Compulsory Education and Training	20	Core	SEM2	Y2
5	EDS515	Creativity, Innovation and Learning	20	Core	SEM2	Y2

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

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

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
1	Evidence knowledge of basic models and theories of education, underpinned by appropriate sources of references	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Maintain and update knowledge of subject and/or vocational area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Review practice with others and assess its impact on student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Reflect on teaching and learning approaches to support an inclusive learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Demonstrate knowledge of the underlying concepts and principles associated with learning, teaching, assessment and feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Communicate the results of study/work accurately and reliably, and with structured and coherent arguments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Review practice in line with professional standards for teachers in PcET	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
10	Be creative and innovative in selecting and adapting strategies to help learners to learn and review their effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Apply appropriate formative assessment strategies designed to support student learning and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12	Review the key skills needs of learners and work creatively to overcome individual barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	Maintain an up-to-date knowledge of relevant guidelines and educational developments in their particular role, and learning in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14	Review and challenge your practice, values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Contribute to organisational development and quality improvement through collaboration with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16	Value and promote social and cultural diversity, equality of opportunity and inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17	Evidence knowledge and understanding of educational models and theories underpinned by current literature	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18	Develop and update knowledge of subject and/or vocational area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes								
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Optional Ref (PSRB standards)
19	Analyse practice with others and assess its impact on student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	Reflect critically, on teaching and learning approaches to support an inclusive learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
22	Apply and review theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
23	Be creative and innovative in selecting and adapting strategies to help learners to learn and reflect on their effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
24	Apply and review appropriate formative assessment strategies designed to support student learning and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
25	Reflect on the key skills needs of learners and work creatively to overcome individual barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
26	Maintain and review knowledge of relevant guidelines and educational developments in their particular role, and learning in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
27	Reflect and challenge your practice, values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
28	Contribute to organisational development and quality improvement through reflective collaboration with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

## 2.4 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 aligns to WU'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.

## 2.4 Learning and teaching strategy

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.

## 2.5 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 available on the Moodle VLE.

All assessments will be uploaded electronically via the 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 module:

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

## 2.6 Disclaimer

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

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

## Section 3 – Programme set up (office use only)

3.1	Framework	
3.2	Board dates (progression)	Choose an item. Linked to Framework selection only complete if non-standard.
3.3	Cost centre	GACC
3.4	Course type (HESA)	TTID - Teacher training courses (e.g. QTS)
3.5	Fee model	Choose an item. If other, please specify To include a rationale
3.6	In-year resits	No
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	
3.9	Semesters per intake	Choose an item. If other, please specify
3.10	Semesters per progression point	Choose an item. If other, please specify
3.11	Start and end dates	Choose an item. If other, please specify
3.12	Student funding model	
3.13	Does the Suitability for Practice Procedure apply to the programme?	Yes
3.14	Programme Leader	Julian Ayres – Wrexham University Gary Wyn-Jones – Coleg Cambria Rebecca Mountfield-Pawlett – Coleg Cambria
3.15	Date of Approval	26 March 2025
3.16	Date and type of Revision	07/01/2026: Major modification to amend programme structure with addition of one-year full-time route alongside existing two-year part-time route.  15/10/2025: Normal length of programme amended from 1 year to 2 years for the Certificate in Education programme as 1 year was an error.