**Introductory Certificate in Education**

**And**

**Intermediate Certificate in Teaching, Learning and Assessment**

**2021/22**

Pre-Course Information

And

Course Handbook

Centre for Excellence in Learning and Teaching

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Myerscough College



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# Welcome: Pre-Course Information

Thank you for considering or applying for a teaching award with the University of Central Lancashire (UCLan). We are pleased to be working in partnership with 11 colleges in the North West region, where experienced practitioners teach on the course and share good practice in teaching and learning. As a university, we have [regulations, policies and codes of conduct](http://www.uclan.ac.uk/study_here/student-contract.php), which are designed to protect and maintain both academic quality and your rights and responsibilities as students of our university.

**Please read the information in this pre-course information section carefully to make sure that this course is right for you.**

## Programme aims:

These Level 4 programmes do not lead to a ‘full teaching qualification’ but will provide you with a good grounding in teaching, learning and assessment. The courses are made up of modules from the Cert Ed/PGCE programme, so if you wish to progress to a full teaching qualification in future, you will already have completed 2 or 3 of the six modules required for a Cert Ed or PGCE for the Further Education and Skills sector. The Introductory Certificate is equivalent to the Level 4 Certificate in Education and Training offered elsewhere.

The aims are:

**Introductory Certificate in Education and Training**

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| 1. To enable trainee teachers to achieve the professional standards in order to teach successfully and be employable in a range of contexts in Education and Training (14+). |
| 1. To model professional practice, including a wide range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching. |
| 1. To develop trainees as reflective practitioners, able to reflect on and evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners. |
| 1. To begin to develop a theoretical framework in education, research and pedagogy upon which trainees may build with confidence in order to meet the continually changing demands of Education and Training. |

**Intermediate Certificate in Teaching, Learning and Assessment**

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| 1. To enable trainee teachers to achieve the professional standards in order to develop as practitioners within a limited teaching or training role in Education and Training (14+). |
| 1. To model professional practice including a range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching. |
| 1. To develop trainees as reflective practitioners, able to reflect upon and evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners. |
| 1. To begin to develop a theoretical framework in education, research and pedagogy upon which trainees may build with confidence in order to meet the continually changing demands of Education and Training. |
| 1. To encourage the development of an active collegial network of teaching practitioners to improve the quality of teaching and learning in Education and Training. |

The **Introductory Certificate in Education and Training** course is for those who are or plan to be teaching in a more limited role, perhaps delivering pre-prepared packs or working within a role where teaching or training is only one part of your job. You can then progress from the Introductory Certificate to the Intermediate Certificate or to the Cert Ed/PGCE.

The **Intermediate Certificate in Teaching, Learning and Assessment** course at UCLan is for those wishing to teach primarily in Further Education and Skills, in apprenticeship teaching and in private training providers. It forms the first year of the two year PGCE/Certificate in Education programme, which is a full teaching qualification for the FE and Skills sector. For some teachers, the Intermediate Certificate may be considered by employers to be a sufficient qualification. Others may choose to take the Intermediate Certificate as a stepping stone to the full qualification.

## Entry requirements

These awards are open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education and the wider Further Education and Skills Sector, who, at the time of starting the scheme meet the following minimum entry requirements:

1. A Level 3 (QCF) qualification in their teaching subject specialism.
2. Five GCSEs at Grade C/4 and above, or equivalent, to include English.
3. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent).
4. A teaching or training contract for a minimum of 75 hours of teaching during the academic year for the Intermediate Certificate, or 30 hours for the Introductory Certificate programme. A voluntary teaching placement may also be possible.

Please note that **applicants wanting to teach English** and **applicants wanting to teach maths (without a degree/’A’ Level in maths)** will have to complete an additional entry assessment to demonstrate their content knowledge and skills. This may impact on the acquisition of a suitable teaching practice placement and therefore additional time must be factored for this.

Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher. If you have non-standard qualifications please contact the college course leader to enquire about equivalences.

Applicants for placements in vocational subjects will need to demonstrate suitable industrial/employment experience.

## Placement requirements

An essential component of the part time Introductory and Intermediate Certificates is a teaching placement where you are preparing and teaching lessons to learners aged 16+. You need 75 hours of teaching for the intermediate certificate and 30 hours for the introductory certificate. In cases where the **quality, quantity** **or breadth** of the teaching is not sufficient to meet the requirements of the programme, you may need to carry out some additional teaching. You may be able to complete part of your placement with 14-16 year olds. You will need to attend your placement for several hours a week. This will include experience of the other aspects of a teacher’s role as well as actual teaching.

If you are not already working as a paid teacher/lecturer (in-service), you will need to find your own suitable placement, which will be checked by your college to ensure it meets the programme requirements. In some cases, colleges *may* be able to assist with finding placements but this cannot be guaranteed.

## Expected hours of study and commitment

Undertaking a teaching qualification is a big commitment and requires a lot of time in planning lessons, completing assignments and observing other teachers, as well as attending your college sessions and also teaching. The normal amount of work involved in achieving a successful outcome on a university course is to study for 10 hours for each credit you need to achieve, which includes attendance at college and time spent in private study. This means that for a 20 credit module you need to set aside about 200 hrs of both college based and private study. This course has 60 credits per year and is also a professional course, so the time commitment is even greater. You should plan to spend significant time in the evenings and weekends on your studies during this programme.

This course consists of **one session (day or evening) per week** of study at your chosen college and **at least 1-2 teaching sessions per week** in your placement setting. In total, you need to teach for at least 75 hours in each year of the course, or 30 hours for the Introductory Certificate. You will also be expected to attend at least **one tutorial each term** in addition to course times and your placement.

**If you are already in paid work as a teacher/lecturer (in-service)**, you will probably be teaching for most of the week and taking a full part in the life of your department/college/setting. However, there may be aspects of a teacher’s role that you have not previously experienced, so do make the time to shadow your mentor and other colleagues when they are carrying out tutorials, assessments, interviews and other teaching-related activities. If you are a part time paid teacher with only a few teaching hours a week, you may need to allocate additional time to your placement in the same way as pre-service teachers – see below.

**If you are a pre-service teacher** (teaching on a voluntary placement) you should try to experience as much as possible of the department/setting, attending staff meetings, taking part in student inductions, assessments and tutorials wherever possible and observing both your placement classes and a range of different teachers, so that you gain a full picture of working life as a teacher. This is your opportunity to explore aspects of your subject that you may feel less confident about teaching, for example by observing other teachers, familiarising yourself with relevant teaching resources or reading and discussing student assignments with your mentor. Your placement setting and mentor should be aware of these requirements but if you feel there are any misunderstandings, please discuss this with your Cert Ed/PGCE course leader.

You will be expected to **observe other teachers** in different settings or locations, at times which may be **outside your own working hours,** and any travel will be **at your own cost**.

The course days/times for 2021-22 at Myerscough College are given below:

|  |  |
| --- | --- |
| **Day** | **Time** |
| Year 1 (PGCE/CertEd/Introductory/Intermedicate) | Tuesday, 5.00-8.00pm |
| Year 2 (PGCE/CertEd) | Monday, 5.00-8.00pm |

## Requirements to pass the Certificate in Teaching, Learning and Assessment, and the Introductory Certificate in Education and Training

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| --- | --- | --- |
| **Requirements of the programme** | **Introductory** | **Intermediate** |
| Complete a minimum of **75 hours** of teaching which must be recorded in your Teaching Practice Portfolio |  | ✓ |
| Complete a minimum of **30 hours** of teaching which must be recorded in your Teaching Practice Portfolio | ✓ |  |
| **For pre-service teachers:** Attend all designated placement sessions/days reliably and regularly, as agreed with the Programme Leader and placement setting | ✓ | ✓ |
| Be assessed as meeting the standards on **four occasions** in observations of a practical teaching situation, **three** by your **Teacher Education tutor** and **one** by your **subject specialist mentor** |  | ✓ |
| Be assessed as meeting the standards on **three occasions** in observations of a practical teaching situation, **two** by your **Teacher Education tutor** and **one** by your **subject specialist mentor** | ✓ |  |
| Complete to a satisfactory level all assessment activities for the Teaching Practice module **TS1107,** using the documentation provided. | ✓ | ✓ |
| Satisfactorily complete all of the assignment tasks for module **TS1106 Preparation for Education And Training** | ✓ | ✓ |
| Satisfactorily complete all of the assignment tasks for module **TS2304 Curriculum Design and Assessment** |  | ✓ |
| Produce evidence to show your achievement of relevant Professional Standards and use of the English, maths and ICT | ✓ | ✓ |
| Meet the college’s attendance requirement for the programme. | ✓ | ✓ |
| Participate in such class activities as the course may reasonably require. | ✓ | ✓ |
| Attend an Accreditation Panel within the college in June |  | ✓ |
| Uphold the Education and Training Foundation [Professional Standards](http://www.et-foundation.co.uk/our-priorities/professional-standards/) and Department for Education [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf) (part 2) | ✓ | ✓ |

## Programme modules:

|  |  |  |  |
| --- | --- | --- | --- |
| **Introductory Certificate in Education programme** | | **Intermediate Certificate in Teaching, Learning and Assessment programme** | |
| TS1106 | Preparation for Education and Training | TS1106 | Preparation for Education and Training |
| TS1107 | Teaching, Learning and Assessment | TS1107 | Teaching, Learning and Assessment |
|  | | TS2304 | Curriculum Design and Assessment |

## Professional Standards and Professionalism:

As a trainee teacher, you are preparing for a professional role and need to behave as a professional throughout your course. All course applicants are expected to sign a ‘Trainee Conduct and Professionalism Agreement’ at the start of the programme (See Appendix 3 of the application form). In addition, you are expected to adhere to the Department for Education [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf) (part 2 personal and professional conduct) and may be subject to the University’s Fitness to Practise process if there are concerns regarding your professionalism or behaviour.

**You are required to attend all timetabled learning activities for your programme**

**and your agreed placement.**

## Internet and social networking guidelines

The purpose of these guidelines is to protect the reputation and safety of the university, the college and all staff and trainee teachers on UCLan courses, with regard to the use of the internet and social networking and individuals’ personal internet presence.

We recognise that the internet and social networking sites can be a useful teaching and learning tool and that staff and trainee teachers have freedom of expression. However, you need to be aware that any materials you post on the internet must be appropriate to a professional teacher, as disciplinary action may be taken by the university or college against those whose actions are deemed to be inappropriate. We also need to ensure that both staff and students use technology, and in particular social networking, in a safe and responsible manner.

The university has a Code of Practice on the use of the internet, in which 'Personal Internet Presence' is defined as all internet presence including e-mail usage, participation in online communities and hosted services (such as social networking sites and forums) and maintaining personal profiles or pages (such as blogs).

**As a trainee teacher you may use social networking sites in connection with your course, and should follow these guidelines:**

* Ensure that you use appropriate privacy settings for any site you use.
* Do not disclose any personal information about your colleagues or students, or photos of them, without prior permission
* Consider carefully what personal information you are prepared to post about yourself, and whether you want this to be revealed to strangers.
* Respect the feelings and views of others.
* Do not post anything derogatory, confidential or inappropriate about your peers, your students, or your institution
* Do not use any threatening, abusive, insulting, obscene or offensive language or images, or publish anything that constitutes harassment or is illegal or makes others fear violence
* Report any inappropriate use to your course leader

**You may also use the internet with your own learners, and this requires additional care to maintain your safety and theirs:**

* You should not allow students access to your personal information, which may include your telephone number, address or social network area.
* You should communicate with students through professional channels e.g. college email, VLE, tutorials, course-based social network groups.
* If you set up or use a social networking site with your students, ensure that you have set it up as a private group and that all your students follow the guidelines above in their use of it.

**You and your career**

* Remember that your personal internet use can now be linked to you in your professional role.
* Remember that anything you write or post can be printed and kept by other people, even if you have since deleted it from the internet.
* Consider what you might need to ‘clean up’ from your previous life, to present a suitably professional online presence for students and future employers.

## Course team

The course teams in colleges are experienced teachers and teacher educators in the Further Education and Skills sector and have the experience and expertise to guide you in becoming a successful teacher. They will model a wide range of teaching, learning and assessment methods so that you have experienced them and are able to use these with your own students. They are also experienced observers and will discuss your teaching with you in order to help you improve and become the best teacher you can be.

The course team currently consists of

**Victoria Birchwood: Teacher Training Manager**

Victoria is a highly experienced teacher and teacher educator who has supported trainee teachers for over 15 years. She has delivered across a range of disciplines including PE, Science and English Language. She has managed a range of teacher training programmes, is a trained professional coach and has held senior team positions in charge of teaching and learning within the secondary sector.

**Siobhan Clarke: Teacher Training Tutor**

Siobhan has been teaching for 10 years and complements the teacher training team with her range of specialist knowledge around the teaching of functional skills and additional learners’ needs (holding a PGDE in post-compulsory education with a literacy specialism and a PGCE with a Dyslexia specialism).

**Gail Bailiey – Teacher Training Tutor**

Gail has taught in the FE and Skills sector for over 15 years across a range of subjects including beauty therapy and education. She has held a variety of management posts with FE colleges including in quality assurance and most recently as Head of Teaching and Learning at Myerscough College. Gail is an experienced lesson observer and has supported many trainees and more experienced teachers to develop their classroom delivery.

## Programme assessment

The teaching, learning and assessment strategies used on the programme are varied and dependent upon active participation and interaction within groups. There are no examinations, so assessment is continuous and is based upon the completion of appropriate assignments, the observation of your teaching and the general gathering together of evidence to demonstrate that the Professional Standards for Teachers and Trainers in Education and Training – England (ETF 2014) have been achieved. This evidence must be collated in your Teaching Practice Portfolio which contains the various proformas required for logging your evidence of experience and learning and for reflecting on the achievement.

There are three integrated aspects of assessment on the programme:

* Teaching practice – assessed through teaching observations and the development of an **extensive** teaching practice portfolio
* Coursework assignments – assessed by the course tutors. No assignments are graded: all are assessed on a pass or refer basis. Details are shown in the table below.
* Professionalism – assessed through your participation in classroom activities, performance in teaching and general attitude and approach to your role as a trainee teacher.

On the Intermediate Certificate you will work with your tutors to formally evaluate your progress evidencing the ETF professional standards. This progress mark does not appear on your certificate or transcript.

In addition to meeting the module learning outcomes, trainee teachers are required to meet the **attendance requirements** of the programme and all of the [Professional Standards (ETF)](http://www.et-foundation.co.uk/supporting/programmes/professional-standards/) and part 2 of the Department for Education [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf). Professionalism is assessed throughout the programme.

## Programme assessment overview

Intermediate Certificate in Teaching, Learning and Assessment

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| --- | --- | --- |
| **Preparation for Education and Training** | **Teaching, Learning and Assessment** | **Curriculum Design and Assessment**  **(Intermediate Cert. only)** |
| **TS1106** | **TS1107** | **TS2304** |
| **Assignment** | **Assignment** | **Assignment** |
| 1.Written assignment (750 words or presentation):  Know your learners | 1. Exploration of pastoral and academic support for learners (750 words or equivalent) | 1. Assessment portfolio for three assessment activities completed with trainees’ own learners. Examples of feedback given. Evaluation of feedback to learners with action points for personal development  (2000 words) |
| 2.Professional journal & written reflection and evaluation  (1500 words) | 2.Presentation on behaviour management (15 mins) | 2. Written justification addressing a scheme of work (2000 words) |
| **Portfolio** | **Portfolio** |  |
| Teaching practice portfolio | Teaching practice portfolio following contents list, incl. 75 hrs teaching and 4 successful observations |  |
| Two observations of an experienced teacher and subject specialist | Two observations of an experienced teacher and subject specialist |  |

**Introductory Certificate in Education and Training**

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| --- | --- |
| **Preparation for Education and Training** | **Teaching, Learning and Assessment** |
| **TS1106** | **TS1107** |
| **Assignment** | **Assignment** |
| 1.Written assignment (750 words or presentation):  Know your learners | 1. Exploration of pastoral and academic support for learners (750 words or equivalent) |
| 2.Professional journal & written reflection and evaluation  (1500 words) | 2.Presentation on behaviour management (15 mins) |
| **Portfolio** | **Portfolio** |
| Teaching practice portfolio | Teaching practice portfolio following contents list, incl.30 hrs teaching and 3 successful observations |
| Two observations of experienced subject specialist teachers | Two observations of experienced teachers |

## The Minimum Core of Literacy / Numeracy / ICT

English, maths and ICT are essential skills for us all in today’s world, and as teachers we all have a responsibility to develop these skills in ourselves and our learners. Research and GCSE results tell us that many learners in our sector have inadequate skills in these areas.

## Personal English, maths and ICT skills

At the start of the course you will assess your own skills in English and maths using diagnostic tools, identifying areas that you need to work on and committing to doing this during the programme. The aim is that you will be able to demonstrate competency in Fundamental English and mathematics in your teaching practice by the end of your course, if not before. You must also work towards a mathematics/numeracy award at Level 2 by the end of your course (if you do not already hold this) as it is a requirement of achieving QTLS (Qualified Teacher Learning and Skills) status with the Education and Training Foundation. You will also need Level 2 English and Mathematics to be employed as a teacher.

## Supporting your learners’ English, maths and ICT

Whatever you teach, you need to develop your ability to support your students with their own language, literacy, numeracy and ICT skills. This includes working with students whose first language is not English (bilingual or ESOL learners). The teaching modules in both year 1 and year 2 focus on developing the knowledge and skills that you need in order to be able to do this effectively.

## Mentoring and Subject Specialist Support

All trainee teachers on the programme are required to have a subject mentor and this arrangement must be set up before enrolment. You and your mentor should use the mentor agreement in the coursework documentation pack as the basis for your first meeting. The agreement explains the expectations we have for both people involved in this relationship.

The role of the mentor is to support trainees in the subject specialist aspect of their **‘professional development’**. As we develop skills professionally we also develop ourselves as a person and teacher, so ‘**personal development’** is also brought about by this process of engaging with another person on a professional basis.

Mentors need to be **qualified teachers themselves** holding a teacher training qualification that is the equivalent to the Cert Ed/PGCE/DTLLS/DET and should have appropriate teaching experience with student groups in their own curriculum area for a minimum of two academic years before becoming a mentor. Training for mentors is offered across the UCLan partnership every year.

## Facilities and learning resources

All Teacher Education students at partner colleges are also students of UCLan and therefore have full access to all the facilities of the university in Preston, including the Students’ Union, the library, careers and other services. Many of these are also available remotely, especially the library, which provides access to a huge range of electronic resources – e-journals and databases, e-books, images and texts - which you will be able to use during your course.

UCLan Students' Union is one of the largest in the country with approximately 35,000 members ([www.nus.org](http://www.nus.org) )

At Myerscough College there is a dedicated HE Centre encompassing a range of teaching classrooms, staffroom with kitchen, a range of computer rooms/terminals, a large study area with break-out pods and a café. On campus there is a library, ‘Richmond’s’ restaurant, a student shop, sandwich bar, pub, extensive sports facilities (including a gym, golf-course and astro-turf), several car-parks and the Student Core which houses student finance and pastoral support services. Students also have access to the College VLE (Canvas) which houses all course materials and supporting information.

## Students with disabilities

If you have a disability that may affect your studies, please contact the Disability Advisor at your chosen college or let one of the course team know as soon as possible: With your agreement information will be passed on to the Disability Advisor. You may also contact the Disability Advisory Service at UCLan - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

The college will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies and your placement successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

You have the right not to disclose your disability or to request that the existence or nature of your disability be treated as strictly confidential and therefore not shared with relevant staff across the college. However if your disability impacts upon professional fitness to train or fitness to practise standards you are personally responsible for disclosing relevant information about your disability in line with professional accreditation requirements. Regardless of disability, you are required to sign and comply with the Trainee Conduct & Professionalism Agreement throughout the course.

## Course Costs and Finance

**Fees**

Each college charges its own set fees for the course. The Intermediate Certificate is eligible for applications to Student Finance England for a student loan, however, the Introductory Certificate is not.

The fees for 2021-22 at Myerscough College are £975 per module, so e.g. the Introductory Certificate would cost £1950 (2 modules) and the Intermedicate Certificate (3 modules) would cost £2925.

**Other costs**

***Through the Looking Glass*:** The Partnership produces a professional academic publication of trainees’ Action Research reports annually. This is a valuable opportunity for trainees to have their work published and copies cost approx. £8. It is also a useful learning resource for you, when you carry out your own research.

**DBS requirements:** Your placement will require you to have an up to date DBS (Disclosure and Barring Service) certificate. The current cost of this is £46 for an enhanced check. If you are already employed as a teacher this will already have been done by your employer.

**Travel** to and from your placement and observations of peers and other teachers is at your own cost.

**Teaching materials:** If you are a pre-service trainee (on a voluntary placement) you may be allocated a photocopying allowance at your placement setting, but many trainees find that they need to supplement this themselves.

## Progression after the course

Once you have completed the Introductory or Intermediate Certificate, you may wish to progress to a full teaching qualification, either the Cert Ed or the PGCE. These lead to a full teaching qualification for the Further Education and Skills sector. Once you are qualified as a teacher you can apply for QTLS (Qualified Teacher Learning and Skills) status, through the [Society for Education and Training.](https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/)

*We hope this information will be useful in helping you to choose the right place to undertake your teacher training programme.*

***Good luck with your teacher training and your future career!***

# Course Handbook

## 1.1 Academic Advice

You will be assigned a Personal Tutor who will provide support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Personal Tutor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

## 1.2 Administration details

Administration for the Initial Teacher Training courses is thorugh the main Myerscough Admissions team. Completed applications should be e-mailed to: [enquiries@myerscough.ac.uk](mailto:enquiries@myerscough.ac.uk), for the attention of Wendy Grayston. Specific course enquiries should be directed to Victoria Birchwood (vbirchwood@myerscough.ac.uk) in Teacher Training or contact Wendy Grayston in Admissions ([wgrayston@myerscough.ac.uk](mailto:wgrayston@myerscough.ac.uk)) regarding interview/application details/offers.

In the event that you need to contact UCLan Administration Services, they are located in the following hub which is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as mitigating circumstances, extensions and appeals.

**Foster Building**

Telephone: 01772 891990 or 891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

## 1.3 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Myerscough College Teacher Training team will normally liaise with students via e-mail. In addition, notices are placed on Canvas (VLE) for students to access once log-ins have been set up. Tutors will normally respond to e-mail communication within 48 hours and are available between 9.00-4.00pm Monday-Friday during term time. Students can make appointments with their tutor via e-mail or by ringing the main college number (01995 642 222) and asking for their tutor by name.

## 1.4 External Examiner

The University has appointed a group of External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The School will send a sample of student coursework to the external examiners for external moderation purposes, once it has been marked and internally moderated by the course tutors.  The names of the examiners, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The external examiner’s report for the past year is available on your college Virtual Learning Environment (VLE).

|  |  |  |
| --- | --- | --- |
| **External examiner** | **Position** | **Home Institution** |
| Sue Horder | Associate Dean, Faculty of Social and Life Sciences; Senior Lecturer: Education | Wrexham Glyndŵr University |
| Julie Hughes | Head of Department, Post Compulsory Education | University of Wolverhampton |
| Susan Hobbs | Lecturer and Placement Development Manager, PGCE in post-14 Education and Training | University of Derby |

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# 2. Attendance Requirements

**You are required to attend all timetabled learning activities for your programme and your agreed placement**.

This course consists of **one session (day or evening) per week** of study at your chosen college and **at least 1-2 teaching sessions per week** in your placement setting. In total, you need to teach for at least 75 hours in each year of the course, or 30 hours for the Introductory Certificate. You will also be expected to attend at least **one tutorial each term** in addition to course times and your placement.

Notification of illness or exceptional requests for leave of absence must be made to your programme leader in the college. If you are ill on a placement day, you must also notify the placement and your mentor in the agreed way. If you have not gained the required authorisation for leave of absence, do not respond to communications from the college or University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

# 3. Approaches to teaching and learning

## 3.1 Learning and teaching methods

Your course team are experienced teachers and teacher educators in the Further Education and Skills Sector and have the experience and expertise to guide you in becoming a successful teacher. They will model a wide range of teaching, learning and assessment methods so that you have experience of them and are able to use these with your own students. They are also very experienced observers and will discuss your teaching with you in order to help you improve and become the best teacher you can be.

## 3.2 Study skills

Your course tutors will work with you to develop your academic skills.

There are also useful resources available to you via UCLan, which you can access with your UCLan username and password including:

* WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

You will be sent your login details to your personal email address before enrolling online.

Go to [www.uclan.ac.uk](http://www.uclan.ac.uk) and click on the **Student** tab.

For study skills and library training, go to [**Library and IT training**](https://www.uclan.ac.uk/students/library-it/index.php) at the top of the page.

If you have any login problems or any other technical issues, email [LIScustomersupport@uclan.ac.uk](mailto:LIScustomersupport@uclan.ac.uk) or ring them on 01772 895355.

## 3.3 Learning resources

### 3.3.1 Learning Information Services (LIS)

Your college library has a good range of books for your course, and your tutors will post materials regularly on the college VLE for you to use. In addition, you can visit the UCLan library in Preston (for this you need to collect a corporate UCLan card).

For information on UCLan library service for partner colleges click [here](https://www.uclan.ac.uk/students/library-it/library/partner_colleges.php)

For information about your UCLan ID card and help with logging into the Uclan system see [here](https://www.uclan.ac.uk/students/assets/uclan_card_FAQs_for_web.pdf)

### 3.3.2 Electronic Resources

All electronic resources for the Teacher Traning courses at Myerscough College can be found on the VLE – ‘Canvas’. Students are issued with log-in details for this site once they have enrolled and are navigated round the site by their tutors. Students are expected to log onto Canvas weekly during term-time to access the course materials. In addition to Canvas, student portfolios are held on and accessed via Onedrive. All Myerscough students have access to Office 365 and links to portfolios are e-mailed to students after enrolment.

## 3.4 Personal development planning

A **key tool** for planning and managing your professional development is your individual learning plan (ILP). As well as clearly identifying your development needs and action points, the ILP also allows you to track your development against the Professional Standards for Teachers and Trainers in Education and Skills – England. To see the Professional Standards go to

<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

**3.5 Preparing for your career**

Once you are qualified as a teacher you can apply for QTLS (Qualified Teacher Learning and Skills) status, through the [Society for Education and Training.](https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/) (See section 1 above).

Once you have completed the Introductory or Intermediate Certificate, you may wish to progress to a full teaching qualification, either the Cert Ed or the PGCE. These lead to a full teaching qualification for the Further Education and Skills sector. Once you are qualified as a teacher you can apply for QTLS (Qualified Teacher Learning and Skills) status, through the [Society for Education and Training.](https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/)

# 4. Student Support

Your course team and wider college services will support your throughout your training.

Your ILP will play a central role throughout your course. **Consistent engagement** with your ILP will allow your course tutors and mentor to be able to provide on-going feedback and recognition to help guide and reinforce your progress.

There is a dedicated site on the UCLan student pages for Partners College students, you can access that [here](https://www.uclan.ac.uk/students/campus-life/partnership/index.php) .

## 4.1 Personal Tutors

You will be assigned a personal tutor for your teacher education programme. You will have at least one formal tutorial per semester and tutors are also available for additional tutorials at other times, either as part of your scheduled hours or by appointment. It is very important for you to keep your own records of all your tutorials. Your tutorial will be used to check your progress and to set action points with you. Your personal tutor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. This is an opportunity to discuss your progress with assignments and teaching, to review and update your professional Development ILP with academic and teaching practice action points.

**4.2 Students’ Union**

The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

# 5. Academic Integrity

Academic integrity is defined as a **commitment**, even in the face of adversity, to these fundamental values: **honesty**, **trust**, **fairness**, **respect**, and **responsibility.**

A downloadable copy of the *The Fundamental Values of Academic Integrity* can be found here <https://academicintegrity.org/fundamental-values/>

## 5.1 Referencing

For your assignments you are expected to research information from a variety of sources, in order to comment on other people’s work and ideas and to apply them to your own work. Wherever you include information from another source (except where it is common knowledge) you should incorporate references both in the text and at the end of the assignment.

You are expected to use the UCLan CELT referencing system for all assignments where references are required. For example:

Gray, D., Griffin, C. & Nasta, T. (2005) *Training to Teach in FE and Adult Education* (2nd edition). Cheltenham: Nelson Thornes.

Hodge, R., Pitt, K. & Barton, D. (2004) ‘This is not enough for one’s life: Perceptions of living and learning English in Blackburn.’ *Language Issues*,16,(2), pp.5-12.

## 5.2 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions.

The University and Myerscough College use an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the College space on Canvas to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

When your assignment is ready to hand-in, please sign the statement of academic integrity on the assessment front sheet and submit with your assignment.

If you are handing work in via electronic form (e.g. Turnitin), copy and paste the assessment front sheet into your assignment so that it appears at the beginning of your work. You will need to add an electronic signature.

# 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](http://www.uclan.ac.uk/study_here/student-contract.php). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Teacher education qualifications do not have a classification. All teacher education programmes are awarded on a Pass or Fail basis.

# 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Module Evaluation Questionnaires **(MEQs)** are one of the ways for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module or term of the programme and inform staff about where improvements could be made. Your tutors will ensure that you receive the forms for completion, so please complete and return these to ensure your voice is heard. You are likely to see the module team responses to previous student feedback in your college information packs.

This evaluation is anonymous and a summary of the comments is sent to the University. Within the documentation provided for the programme you also have an opportunity to evaluate your modules on the assessment feedback sheets from assignments and observed sessions where you can make comments about the feedback given.

All Intermediate Certificate students are required to attend an **Accreditation Panel event at the end of your training.** This event is very important to us as we conduct an in-depth discussion with all trainees. The purpose here is to discuss your learning and progress on the programme, identify good practice, strengths and valuable aspects of the programme as well as the challenges being faced and improvements that could be made. Feedback given is anonymous but a report is written after the event and the college teams receive action plans to develop their provision as a result of your feedback. The accreditation events have proven to be an excellent source of ideas over the years and our programme has benefited from changes identified by trainees and will continue to do so.

Some examples of changes we have made to the programme over the last five years as a result of this feedback are listed below

* Change in assessments to modules to prevent ‘bunching’ at certain times of the year
* Alternative assessment strategies introduced to broaden the types of assessment
* Increased focus on helping you and your learners to develop their English and maths skills
* Ways to introduce you to a broader range of teaching settings and experiences

# 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of SSLC meetings is to provide the opportunity for course representatives to feed back to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your course tutor will facilitate the meetings and provide a record of the meeting with any decisions and / or responses made and /or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives. The course team encourages student feedback in all areas and recognises that a range of items could be brought for discussion at each meeting. Key points from these meetings are fed back to the university at regular programme review meetings.

External examiners and Ofsted have both been very complimentary about these feedback processes and the way that the programme is developed on a yearly basis in response to your feedback.

# 8. Appendices

# Programme Specification(s)

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| UNIVERSITY OF CENTRAL LANCASHIRE |

Programme Specification

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| This Programme 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 he/she takes full advantage of the learning opportunities that are provided.  Sources of information on the programme can be found in Section 17 |

|  |  |
| --- | --- |
| 1. **Awarding Institution / Body** | University of Central Lancashire |
| 1. **Teaching Institution and Location of Delivery** | Blackburn, Burnley, Carlisle, Furness, Hugh Baird, Kendal, Lakes College West Cumbria, Lancaster & Morecambe, Myerscough, Runshaw, St Helens, Southport, Wigan & Leigh, Wirral Metropolitan |
| 1. **University School/Centre** | Centre for Excellence of Learning and Teaching |
| 1. **External Accreditation** | Meets ETF 2016 guidance on the teaching qualifications for the further education and skills sector  Ofsted inspection |
| 1. **Title of Final Award** | **Certificate: Teaching, Learning and Assessment, Intermediate** |
| 1. **Modes of Attendance offered** | Part time |
| **7a) UCAS Cod3** | n/a |
| **7b) JACS and HECOS Code** | X141  100508 |
| **8. Relevant Subject Benchmarking Group(s)** | n/a |
| 1. **Other external influences** | ETF 2016 guidance on the teaching qualifications for the further education and skills sector  Professional Standards for Teachers and Trainers in Education and Training (ETF 2014) |
| 1. **Date of production/revision of this form** | September 2018 |
| 1. **Aims of the Programme** | |
| 1. To enable trainee teachers to achieve the professional standards in order to teach successfully and be employable in a range of contexts in Education and Training (14+) | |
| 1. To model professional practice, including a wide range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching | |
| 1. To develop trainees as reflective practitioners, able to reflect on and evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners. | |
| 1. To begin to develop a theoretical framework in education, research and pedagogy upon which trainees may build with confidence in order to meet the continually changing demands of Education and Training | |

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| --- | --- | --- | --- | --- |
| 1. **Learning Outcomes, Teaching, Learning and Assessment Methods**   At the end of the **Intermediate Certificate in Teaching, Learning and Assessment** participants will be able to: | | | | |
| **A. Knowledge and Understanding** | | | | |
| A1. Apply a range of teaching, learning and assessment theory and concepts to the deconstruction of their own practice  A2. Apply their knowledge of their own specialist subject to their teaching practice, and develop their specialist subject knowledge appropriately to support further teaching and learning  A3. Demonstrate understanding of motivation and classroom management strategies and how these can be applied in the development of effective learning environments when planning and teaching lessons | | | | |
| **Teaching and Learning Methods** | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning and reflective practice strategies. They will be taught by teacher educators, guest specialists and their peers over the course of the programme. | | | | |
| **Assessment methods** | | | | |
| Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice module (TS1107) which focuses on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | |
| **B. Subject-specific skills** | | | | |
| B1. Use initial and diagnostic assessment together with specialist subject knowledge to identify the current skills and needs of learners to inform the planning of appropriate inclusive teaching and learning  B2. Plan, prepare, deliver and evaluate evidence based teaching, learning and assessment activities in their own curriculum for the benefit of all learners, Develop own English, Maths and TEL skills and embed in subject specialist learning to improve the learners’ skills in these areas  B3. Select, adapt, create and evaluate resources that meet the needs of learners and the challenges of the curriculum in order to address fundamental British values, employability and enterprise, inclusivity and promote equality and value diversity  B4. Identify and challenge the potential barriers to learning that exist for learners, including SEND and socio-economic factors and implement appropriate strategies to support successful learning | | | | |
| **Teaching and Learning Methods** | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme | | | | |
| **Assessment methods** | | | | |
| Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative. Assessment of teaching is also ipsative.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, , reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice modules (TS1107) which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | |
| **C. Thinking Skills** | | | | |
| C1. Work collaboratively with colleagues and peers to deconstruct and challenge practice with the specific purpose of improving and developing their practice and professional development  C2. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy. | | | | |
| **Teaching and Learning Methods** | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme. | | | | |
| **Assessment methods** | | | | |
| Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, , reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice modules (TS1107) which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | |
| **D. Other skills relevant to employability and personal development** | | | | |
| By the end of the **Intermediate Certificate in Teaching, Learning and Assessment** participants will be able to:  D1. Align their teaching practice to the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)  D2. Apply their acquired skills and knowledge to enable further professional development. | | | | |
| **Teaching and Learning Methods** | | | | |
| Teaching for the above outcomes takes place through the observation of practice by the teacher education team and individual feedback discussions with the trainee. Over the course of the programme it is expected that feedback will develop into a professional dialogue between observer and trainee teacher. Trainees also observe the practice of others, in order to deconstruct classroom activity and begin to justify the teaching and learning strategies used by others in the classroom | | | | |
| **Assessment methods** | | | | |
| Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, , reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice modules (TS1107) which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | |
| **13. Programme Structures\*** | | | | **14. Awards and Credits\*** |
| **Level** | **Module Code** | **Module Title** | **Credit rating** |
| Level 5 | TS2304 | Curriculum Design and Assessment | 20 | Certificate: Teaching, Learning and Assessment *Intermediate* (60 credits) |
| Level 4 | TS1107  TS1106 | Teaching, Learning and Assessment  Preparation for Education and Training | 20  20 | Certificate: Education and Training, *Introductory* (40 credits)  Certificate: Education and Training, *Preparatory* (20 credits) |
| 75 hours of recorded teaching practice  4 successful teaching practice observations totalling 4 hours | | | | **Required in order to pass the qualification** |
| **15. Personal Development Planning** | | | | |
| The teaching practice portfolio incorporates action planning for the development of teaching skills and also a Professional Development Individual learning Plan (ILP) that is completed by all trainee teachers on the Certificate in Education award and is an integral part of the programme.  The professional development ILP and other action plans they complete should help them to:   * identify areas of development where they need to focus attention and be pro-active about planning their academic study, professional development and career * make links and gain a holistic overview of their studies * reflect critically and become a more independent learner * identify their learning from a variety of contexts and make the most of it.   The professional development planning and the use of reflective practice underpin the whole process from induction to programme completion and planning for future CPD activity.  Skills in reflection, self-evaluation, action planning for continuous development, and planning for future CPD activity are all evident in this qualification, being embedded within the theory and evidence base and also applied into assessment activities. The support given to trainees during this process comes initially from programme tutors in both taught sessions and tutorials and then expands into support from other advanced practitioners and curriculum mentors and finally the students’ peers.  At the end of the programme each trainee will have completed their Teaching Practice Portfolio and Professional Development Plan, which will be used to identify further CPD requirements. | | | | |
| **16. Admissions criteria\***  (including agreed tariffs for entry with advanced standing)  *\*Correct as at date of approval. For latest information, please consult the University’s website.* | | | | |
| Admission to the Intermediate Certificate will be open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education and the wider education sector, who, at the time of starting the scheme meet the following entry requirements:   1. A minimum of a Level 3 qualification in their teaching subject specialism. 2. Five GCSEs at Grade C/4 and above, or equivalent, to include English. 3. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent). 4. A teaching or training contract or voluntary placement for a minimum of 75 hours of teaching per academic year.   **Teaching Hours**  The programme is extremely dependent upon trainee teachers being able to put into practice in their own classrooms the values, knowledge and professional skills they gain through their studies. It is a requirement of the programme that applicants should be employed or in a placement as teachers, trainers or tutors for a minimum of **75 hours during the programme.** Whilst this is a benchmark, in cases where the **quality, quantity** **or breadth** of the teaching is not sufficient to meet the requirements of the programme, it may be necessary to arrange for trainees to carry out some additional teaching. Teaching practice must be carried out predominantly with groups of five or more learners, although some individual teaching can be undertaken. Effective teaching practice experience should ideally include:   * different teaching practice locations/settings/contexts * teaching across more than one level * teaching a diverse range of learners * experience of non-teaching roles | | | | |
| **17. Key sources of information about the programme** | | | | |
| * UCLan sources:- [www.uclan.ac.uk/teachertraining](http://www.uclan.ac.uk/teachertraining) Fact sheet | | | | |
| * Partnership sources:- Partner college websites, Fact sheets, College prospectuses | | | | |
| External sources:-Ofsted [Initial Teacher Education inspection handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700635/ITE_handbook_April_2018.pdf)   * ETF Guidance on [Qualifications in Education and Training](https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training) | | | | |

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| **18. Curriculum Skills Map** | | | | | | | |
| **Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed** | | | | | | | |
| **Level** | **Module Code** | **Module Title** | **Core (C), Compulsory (COMP) or Option (O)** | **Programme Learning Outcomes** | | | |
| **Knowledge and understanding** | **Subject-specific Skills** | **Thinking Skills** | **Other skills relevant to employability and personal development** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| **Level 5** | TS2304 | Curriculum Design and Assessment | Comp | X |  |  |  |  | X |  | X | X |  |  |  | X | X |  |  |
| **LEVEL 4** | TS1107 | Teaching, Learning and Assessment | Comp | X | X | X |  | X | X | X | X | X | X |  |  | X | X |  |  |
| TS1106 | Preparation for Education and Training | Comp | X | X | X |  | X |  |  |  | X |  |  |  | X | X |  |  |

***Note:*** *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

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| **UNIVERSITY OF CENTRAL LANCASHIRE** |

**Programme Specification**

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| This Programme 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 he/she takes full advantage of the learning opportunities that are provided.  Sources of information on the programme can be found in Section 17 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Awarding Institution / Body** | | | University of Central Lancashire | | |
| 1. **Teaching Institution and Location of Delivery** | | | Blackburn, Burnley, Carlisle, Furness, Hugh Baird, Kendal, Lakes College West Cumbria, Lancaster & Morecambe, Myerscough, Runshaw, St Helens, Southport, Wigan & Leigh, Wirral Metropolitan | | |
| 1. **University School/Centre** | | | Centre for Excellence of Learning and Teaching | | |
| 1. **External Accreditation** | | | Meets ETF 2016 guidance on the teaching qualifications for the further education and skills sector (L4 Certificate in Education and Training)  Ofsted inspection | | |
| 1. **Title of Final Award** | | | **Certificate: Education and Training, Introductory** | | |
| 1. **Modes of Attendance offered** | | | Part time | | |
| **7a) UCAS Code** | | | n/a | | |
| **7b) JACS and HECOS Code** | | | X141  100508 | | |
| **8. Relevant Subject Benchmarking Group(s)** | | | n/a | | |
| 1. **Other external influences** | | | ETF 2016 guidance on the teaching qualifications for the further education and skills sector  Professional Standards for Teachers and Trainers in Education and Training (ETF 2014) | | |
| 1. **Date of production/revision of this form** | | | September 2018 | | |
| 1. **Aims of the Programme** | | | | | |
| 1. To enable trainee teachers to achieve the professional standards in order to develop as practitioners within a limited teaching or training role in Education and Training (14+); | | | | | |
| 1. To model professional practice including a range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching; | | | | | |
| 1. To develop trainees as reflective practitioners, able to reflect upon and evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners; | | | | | |
| 1. To begin to develop a theoretical framework in education, research and pedagogy upon which trainees may build with confidence in order to meet the continually changing demands of Education and Training; | | | | | |
| 1. To encourage the development of an active collegial network of teaching practitioners to improve the quality of teaching and learning in Education and Training. | | | | | |
| 1. **Learning Outcomes, Teaching, Learning and Assessment Methods**   At the end of the **Introductory Certificate in Education and Training** participants will be able to: | | | | | |
| **A. Knowledge and Understanding** | | | | | |
| A1. Explore a range of teaching, learning and assessment theory and concepts and apply them to their own practice  A2. Identify the responsibilities of a teacher within a particular context and the support available to them to deliver learning  A3. Demonstrate an understanding of motivation and classroom management strategies and how these can be applied in the development of effective learning environments when planning and teaching lessons | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme. | | | | | |
| **Assessment methods** | | | | | |
| Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, , reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice modules (TS1107) which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | | |
| **B. Subject-specific skills** | | | | | |
| B1. Plan, prepare, deliver and evaluate relevant evidence based teaching, learning and assessment activities for the benefit of all learners  B2. Create resources that meet the needs of learners and the challenges of the curriculum  B3. Plan, prepare, deliver and evaluate evidence based teaching, learning and assessment activities in their own curriculum for the benefit of all learners, Develop own English, Maths and TEL skills and embed in subject specialist learning to improve the learners’ skills in these areas  B4. Identify and challenge the potential barriers to learning that exist for learners, including SEND and socio-economic factors and implement appropriate strategies to support successful learning | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme | | | | | |
| **Assessment methods** | | | | | |
| Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative. Assessment of teaching is also ipsative  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, , reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice modules (TS1107) which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | | |
| **C. Thinking Skills** | | | | | |
| C1. Work collaboratively with colleagues and peers to deconstruct and challenge practice with the specific purpose of improving and developing their practice and professional development  C2. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy. | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme | | | | | |
| **Assessment methods** | | | | | |
| Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, , reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice modules (TS1107) which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | | |
| **D. Other skills relevant to employability and personal development** | | | | | |
| **By the end of the Introductory Certificate in Education and Training** participants will be able to:  D1. Align their teaching practice to the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)  D2. Apply their acquired skills and knowledge to enable further professional development. | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Teaching for the above outcomes takes place through the observation of practice by the teacher education team and individual feedback discussions with the trainee. Over the course of the programme it is expected that feedback will develop into a professional dialogue between observer and trainee teacher. Trainees also observe the practice of others, in order to deconstruct classroom activity and begin to justify the teaching and learning strategies used by others in the classroom | | | | | |
| **Assessment methods** | | | | | |
| Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, , reflective essays, professional reflective journals  **Presentations:**  multimedia presentation  **Teaching activity**: micro and mini teach activity developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Portfolio:** assessment for teaching practice modules (TS1107) which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | | |
| **13. Programme Structures\*** | | | | | **14. Awards and Credits\*** |
| **Level** | **Module Code** | **Module Title** | | **Credit rating** |
| Level 4  Level 4 | TS1106  TS1107 | Preparation for education and training  Teaching, learning and assessment | | 20  20 | **Certificate: Education and Training, Introductory (40 credits)**  Certificate: Education and Training, *Preparatory* (20 credits) |
| 30 hours of recorded teaching practice  3 successful teaching practice observations totalling 3 hours | | | | | **Required in order to pass the qualification** |
| **15. Personal Development Planning** | | | | | |
| The teaching practice portfolio incorporates action planning for the development of teaching skills and also a Professional Development Individual learning Plan (ILP) that is completed by all trainee teachers on the Certificate in Education award and is an integral part of the programme.  The professional development ILP and other action plans they complete should help them to:   * identify areas of development where they need to focus attention and be pro-active about planning their academic study, professional development and career * make links and gain a holistic overview of their studies * reflect critically and become a more independent learner * identify their learning from a variety of contexts and make the most of it.   The professional development planning and the use of reflective practice underpin the whole process from induction to programme completion and planning for future CPD activity.  Skills in reflection, self-evaluation, action planning for continuous development, and planning for future CPD activity are all evident in this qualification, being embedded within the theory and evidence base and also applied into assessment activities. The support given to trainees during this process comes initially from programme tutors in both taught sessions and tutorials and then expands into support from other advanced practitioners and curriculum mentors and finally the students’ peers.  At the end of the programme each trainee will have completed their Teaching Practice Portfolio and Professional Development Plan, which will be used to identify further CPD requirements. | | | | | |
| **16. Admissions criteria\***  (including agreed tariffs for entry with advanced standing)  *\*Correct as at date of approval. For latest information, please consult the University’s website.* | | | | | |
| Admission to the Introductory Certificate will be open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education and the wider Further Education Sector, who, at the time of starting the scheme meet the following entry requirements:   1. A minimum of a Level 3 qualification in their teaching subject specialism. 2. Five GCSEs at Grade C/4 and above, or equivalent, to include English. 3. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent). 4. A teaching or training contract or voluntary placement for a minimum of 30 hours of teaching per academic year.   **Teaching Hours**  The programme is extremely dependent upon trainee teachers being able to put into practice in their own classrooms the values, knowledge and professional skills they gain through their studies. It is a requirement of the programme that applicants should be employed or in a placement as teachers, trainers or tutors for a minimum of **30 hours during the programme.** Teaching practice must be carried out predominantly with groups of five or more learners, although some individual teaching can be undertaken. Effective teaching practice experience should ideally include:   * different teaching practice locations/settings/contexts * teaching across more than one level * teaching a diverse range of learners * experience of non-teaching roles | | | | | |
| **17. Key sources of information about the programme** | | | | | |
| * UCLan sources:- [www.uclan.ac.uk/teachertraining](http://www.uclan.ac.uk/teachertraining) Fact sheet | | | | | |
| * Partnership sources:- Partner college websites, Fact sheets, College prospectuses | | | | | |
| External sources:-   * Ofsted [Initial Teacher Education inspection handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700635/ITE_handbook_April_2018.pdf) * ETF Guidance on [Qualifications in Education and Training](https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training) | | | | | |

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| **18. Curriculum Skills Map** | | | | | | | |
| **Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed** | | | | | | | |
| **Level** | **Module Code** | **Module Title** | **Core (C), Compulsory (COMP) or Option (O)** | **Programme Learning Outcomes** | | | |
| **Knowledge and understanding** | **Subject-specific Skills** | **Thinking Skills** | **Other skills relevant to employability and personal development** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| **Level 4**  **l** | TS1106 | Preparation for Education and Training | Comp | X | X |  |  | X |  |  | X | X |  |  |  | X | X |  |  |
| **Level 4** | TS1107 | Teaching, Learning and Assessment | Comp | X | X | X |  | X | X | X | X | X | X |  |  | X | X |  |  |

***Note:*** *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

**19. LEARNING OUTCOMES FOR EXIT AWARDS:**

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example a student may be able to critically analyse something by the time that they complete the target award but at diploma level they might only be able to outline it and at certificate level list.

For a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

**Learning outcomes for the award of: Certificate: Education and Training, Introductory**

A1. Explore a range of teaching, learning and assessment theory and concepts and apply them to their own practice

A2. Identify the responsibilities of a teacher within a particular context and the support available to them to deliver learning

A3. Demonstrate an understanding of motivation and classroom management strategies and how these can be applied in the development of effective learning environments when planning and teaching lessons

B1. Plan, prepare, deliver and evaluate relevant evidence based teaching, learning and assessment activities for the benefit of all learners

B2. Create resources that meet the needs of learners and the challenges of the curriculum

B3. Plan, prepare, deliver and evaluate evidence based teaching, learning and assessment activities in their own curriculum for the benefit of all learners, Develop own English, Maths and TEL skills and embed in subject specialist learning to improve the learners’ skills in these areas

B4. Identify and challenge the potential barriers to learning that exist for learners, including SEND and socio-economic factors and implement appropriate strategies to support successful learning

C1. Work collaboratively with colleagues and peers to deconstruct and challenge practice with the specific purpose of improving and developing their practice and professional development

C2. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy.

D1. Align their teaching practice to the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)

D2. Apply their acquired skills and knowledge to enable further professional development.

**Learning outcomes for the award of: Certificate: Education and Training, Preparatory**

A1 Identify the roles and responsibilities of a teacher within an appropriate context

A2 Identify the potential needs of learners and the implications for planning teaching learning and assessment

A3 Explain the importance of a positive learning environment

B1 Plan, prepare, deliver and evaluate relevant evidence based teaching, learning and assessment activities within the peer group setting

B2 Evaluate a range of learning, teaching and assessment strategies that can be used to manage diverse learners within appropriate contexts

C1 Develop reflective practice

D1. Write session plans and rationales for teaching sessions, and evaluate them

D2. Undertake practical mini- and micro-teaching sessions

D3. Complete observations of other teachers teaching both within and outside their subject area