

**PGCE and Certificate in Education (Education and Training)**

**PART TIME PROGRAMMES**

**2019/20**

Pre-Course Information

And

Course Handbook

Centre for Excellence in Learning and Teaching

Course Leader: Victoria Birchwood

Myerscough College



# Welcome: Pre-Course Information

Thank you for considering or applying to the Post-Graduate Certificate in Education (PGCE) or Certificate in Education (Education and Training) programme with the University of Central Lancashire (UCLan). We are pleased to be working in partnership with 14 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:

Successful completion of one of these programmes will mean that you are a qualified teacher for the Further Education and Skills sector. The Certificate in Education (Cert Ed) is a Level 5 qualification and the PGCE is at Level 7, with 40 credits at Master’s level.

The over-riding aim of the Programme is to support the professional development of trainee teachers to enable them to plan, implement and evaluate teaching, learning and assessment effectively and efficiently within the Further Education and Skills Sector. In more specific terms the aims of the programmes are as follows:

**Certificate in Education (Education and Training)**

|  |
| --- |
| 1. To prepare 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 and evaluate the teaching, learning and assessment strategies they experience and those they provide for their own learners. |
| 1. To develop a firm theoretical framework in education, research and pedagogy, upon which trainees 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. |

**PGCE (Education and Training)**

|  |
| --- |
| 1. To prepare 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 critically analyse and apply in their own teaching. |
| 1. To develop trainees as discriminating and principled reflective practitioners, able to reflect upon and critically evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners. |
| 1. To establish a strong and systematic theoretical framework in education, research and pedagogy, upon which trainees 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 **Post Graduate Certificate in Education** and **Certificate in Education (Education & Training)** courses at UCLan are for those wishing to teach primarily in Further Education and sixth form. Whilst this is not a school teaching qualification there are now employment opportunities in some schools, particularly for teachers of vocational subjects. Once you have graduated, you can go on to apply for QTLS (Qualified Teacher Learning and Skills) status, which allows you to be paid as a qualified teacher in the schools sector, the same as a teacher with QTS (Qualified Teacher Status). This is available through the [Society for Education and Training](https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/) and currently costs £485.

## Entry requirements

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

**Certificate in Education (Education & Training)**

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 voluntary teaching placement for a minimum of 150 hours of teaching during the academic year.

**Post Graduate Certificate in Education (Education & Training)**

1. An honours degree or equivalent. Normally this is in the teaching subject specialism.
2. A Level 3 (QCF) qualification in their teaching subject specialism, if this is not the degree subject.
3. Five GCSEs at Grade C/4 and above, or equivalent, to include English.
4. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent).
5. A voluntary teaching placement for a minimum of 150 hours of teaching during the academic year.

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.

## Placement requirements

An essential component of the part time PGCE/Cert Ed course is a teaching placement where you are preparing and teaching lessons to learners aged 16+ for 150 hours over the two years of the course (75 hours in year 1 and 75 hours in year 2). 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. 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. 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 2019-20 at Myerscough College are given below:

|  |  |
| --- | --- |
| **Day** | **Time** |
| Year 1 (PGCE/CertEd) | Tuesdays, 5.00-8.00pm |
| Year 2 (PGCE/CertEd) | Mondays, 1.30-4.30pm |
| Year 2 (PGCE/CertEd) | Mondays, 5.00-8.00pm |

## Requirements to pass the Part Time PGCE or Certificate in Education

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| --- | --- | --- |
| **Requirements of the programme** | **Yr.1** | **Yr.2** |
| Complete a minimum of **75 hours** of teaching **in each year** of the programme 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 each year of the programme in an observations of a practical teaching situation, **three** by your **Teacher Education tutor** and **one** by your **subject specialist mentor** | ✓ | ✓ |
| Complete to a satisfactory level all assessment activities for the Teaching Practice modules **TS1107** and **TS3301,** using the documentation provided. | ✓ | ✓ |
| Satisfactorily complete all of the assignment tasks for modules **TS1106 Preparation for Education And Training** and **TS2304 Curriculum Design and Assessment** | ✓ |  |
| Complete to a satisfactory level all assessment activities for modules **TS4301 Action research: Deconstructing Practice or TS2301 Practitioner Research: An Action Research Approach** and **TS4306 Contemporary Issues in Education and Training (PGCE) or TS2306 Contemporary Issues in the Education and Training** |  | ✓ |
| Produce evidence to show your achievement of the Professional Standards and use of the Minimum Core of 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://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf) (part 2) | ✓ | ✓ |

## Programme modules:

|  |  |  |  |
| --- | --- | --- | --- |
| **Certificate in Education programme** | | **PGCE programme** | |
| **Stage one modules** | | **Stage one modules** | |
| 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 | TS2304 | Curriculum Design and Assessment |
| **Stage two modules** | | **Stage two modules** | |
| TS2301 | Action Research | TS4301 | Action Research (PGCE) |
| TS3301 | Developing teaching, learning and assessment | TS3301 | Developing teaching, learning and assessment |
| TS2306 | Wider Perspectives in Education and Training | TS4304 | Wider Perspectives in Education and Training (PGCE) |

## 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://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.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.**

## 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).

**Sue Keenan: Teacher Training Tutor**

Sue is a very experienced teacher and teacher educator and is the Head of Teaching and Learning at Myerscough College. Sue has extensive experience of working in the Further Education and Skills sector and her areas of specialism and interest include Functional Skills, Employability and the observation of teaching, learning and assessment. Sue is also an Ofsted Inspector.

## 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.

You are also graded on your progress in teaching, using the Ofsted grades 1-4. Your overall performance in teaching is assessed halfway through your course and at the end. However, these grades are not recorded on your award certificate. During stage 2 of your course, you will be also graded for different aspects of your teaching at each observation, also using the 1-4 system. This is to help you and your tutor identify where your strengths and areas for development are.

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://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf). Professionalism is assessed throughout the programme.

## Programme assessment overview

Certificate in Education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TS1106** | **TS1107** | **TS2304** | **TS2301** | **TS3301** | **TS2306** |
| **Preparation for Education and Training** | **Teaching, Learning and Assessment** | **Curriculum Design and Assessment** | **Action Research** | **Developing Teaching, Learning and Assessment** | **Wider Perspectives in Education and Training** |
| 1.Written assignment (750 words or presentation):  Know your learners | Written case study (750 words, or equivalent) | Written assignment (2,000 words or equivalent plus SoW) | Research Proposal: written (500 words) | Peer observations and evaluation: written or group discussion (1250-1500 words) | Academic poster (300-500) words total) |
| 2. Written summative assignment (1500 words) | Presentation (15 minutes) | Written assignment and examples of assessment activity (2,000 words plus examples of assessed work with feedback) | Research report (3500 words) | Presentation (15 mins) | Written report (2,500 words) |
| Teaching practice portfolio | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |  | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |

**PGCE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TS1106** | **TS1107** | **TS2304** | **TS4301** | **TS3301** | **TS4304** |
| **Preparation for Education and Training** | **Teaching, Learning and Assessment** | **Curriculum Design and Assessment** | **Action Research** | **Developing Teaching, Learning and Assessment** | **Wider Perspectives in Education and Training** |
| 1.Written assignment (750 words or presentation):  Know your learners | Written case study (750 words, or equivalent) | Written assignment (2,000 words or equivalent plus SoW) | Research Proposal: written (500 words) | Peer observations and evaluation: written or group discussion (1250-1500 words) | Academic poster (300-500) words total) |
| 2. Written summative assignment (1500 words) | Presentation (15 minutes) | Written assignment and examples of assessment activity (2,000 words plus examples of assessed work with feedback) | Research report (3500 words) | Presentation (15 mins) | Written report (3500 words) |
| Teaching practice portfolio | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |  | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |

## 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 using the Teachers’ Professional Skills Tests in English and maths and other diagnostic tools, identify areas that you need to work on and commit to doing this during the programme. The aim is that you will be able to pass the Professional Skills Tests in English and maths by the end of your course, if not before. You should also work towards a maths/ 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.

## 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 PGCE and Cert Ed 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.

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 course is eligible for applications to Student Finance England for a student loan.

The fees for 2019-20 at Myerscough College are £695 per module, so e.g. the Preparatory Certificate for Education and Training would cost £695 (1 module) and the PGCE (6 modules) would cost £4170.

**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 £44 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 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).

There are opportunities at UCLan to continue your studies in the subject of Education, within the Centre for Excellence in Learning and Teaching. Certificate in Education holders can ‘top up’ to a BA (Hons) in Education and Professional Studies. The Cert Ed gives you credits that count for half of the degree programme.

PGCE holders can progress to a Post-Graduate Diploma in Professional Practice in Education and then to a Master’s in Education. The PGCE gives you credits for half of the Post Graduate Diploma.

*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 Alison Green. Specific course enquiries should be directed to Victoria Birchwood (vbirchwood@myerscough.ac.uk) in Teacher Training or contact Alison Green in Admissions ([agreen@myerscough.ac.uk](mailto:agreen@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 extenuating circumstances, extensions and appeals.

**Harris Building**

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@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** |
| Karen Griffiths | Programme Leader, Post Compulsory Education and Training | University of Chester |
| Julie Hughes | Head of Department, Post Compulsory Education | University of Wolverhampton |
| Susan Hobbs | Senior Lecturer, Teacher Education | 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**. If you are a pre-service teacher (voluntary placement) you are required to attend all your placement days/sessions just as reliably as if you were employed as a teacher. It is not acceptable to arrange an alternative schedule with your placement without consulting your programme leader. On the full time programme, placement time must be at least 2 full days per week, and is often 2.5 days.

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 on your study skills, writing skills and research skills. Royal Melbourne Institute of Technology Study and Learning Centre has useful online materials that will also help you:

* Study skills: <http://emedia.rmit.edu.au/learninglab/content/study-skills>
* Writing skills: <http://emedia.rmit.edu.au/learninglab/content/writing-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 on the top red bar.

You are on the [Student Portal](https://www.uclan.ac.uk/students/library-it/index.php) page where you can find most of the UCLan information that you might need.

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)

### 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).

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PGCE holders can progress to a Post-Graduate Diploma in Professional Practice in Education and then to a Master’s in Education. The PGCE gives you credits for half of the Post Graduate Diploma.

# 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.

## 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.

The PGCE does not have a classification. However, your interim and final teaching grades will appear on you transcript. Although you will be given a grade, this will not form part of the final award. The Post Graduate Certificate in Education is 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 trainees are required to attend an **Accreditation Panel event at the end of your stage one 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 a SSLC meeting 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 (L5 Diploma in Education and Training equivalent)  Ofsted inspection  UKPSF D2 Fellow of the HEA (FHEA)  Meets qualification outcomes for Learning and Skills Teacher Level 5 Apprenticeship. | |
| 1. **Title of Final Award** | **Post Graduate Certificate in Education (Education and Training)** | |
| 1. **Modes of Attendance offered** | Part time and Full 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 prepare 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 critically analyse and apply in their own teaching. | | |
| 1. To develop trainees as discriminating and principled reflective practitioners, able to reflect upon and critically evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners. | | |
| 1. To establish a strong and systematic theoretical framework in education, research and pedagogy, upon which trainees 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 **Post Graduate Certificate in Education** participants will be able to: | |
| **A. Knowledge and Understanding** | |
| A1. Critically evaluate current legislation, policy and practice and their impact on provision within Education and Training    A2. Apply a wide range of teaching, learning and assessment theory and concepts to the deconstruction of practice, both generically and within their specialist subject area  A3. Apply their knowledge of their own specialist subject to their teaching practice, and critically evaluate and develop this appropriately to support teaching and learning  A4. Demonstrate a critical 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  A5. Use evidence-informed approaches and the outcomes from pedagogic research, scholarship and continuing professional development, including the trainee’s own action research activity, to critically review and enhance professional practice | |
| **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, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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:** for teaching practice modules (TS1107 and TS3301), 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. 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 critically evaluate relevant evidence-based teaching, learning, assessment and feedback activities in their own s 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. Critically analyse 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, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | |
| **C. Thinking Skills** | |
| C1. C2. 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. Critically 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, research proposals andreports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, 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 **Post Graduate Certificate in Education** participants will be able to:  D1. Meet 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 taking part in feedback. 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 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, research proposals andreports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | |

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| **13. Programme Structures\*** | | | | **14. Awards and Credits\*** |
| **Level** | **Module Code** | **Module Title** | **Credit rating** |
| Level 7 | TS4301  TS4304 | Action Research (PGCE)  Wider perspectives in Education and Training | 20  20 | **Award:** Post Graduate Certificate in Education  Requires 120 credits in total. Of these 20 credits must be at level 6 and 40 credits at level 7 |
| Level 6 | TS3301 | Developing Teaching Learning and Assessment | 20 |  |
| 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) |
| 150 hours of recorded teaching practice  8 successful teaching practice observations totalling 8 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 PGCE 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. * acknowledge the wider context in which further and/or higher education operates and recognise the importance for professional practice   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 the CPD requirements of the newly trained teacher and their progression towards QTLS status, or towards fellowship of the Higher Education Academy (for eligible candidates). | | | | |
| **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 PGCE award 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. An honours degree or equivalent 2. A minimum of a Level 3 qualification in their teaching subject specialism, if different from degree subject. 3. Five GCSEs at Grade C/4 and above, or equivalent, **to include English.** 4. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent). 5. A teaching or training contract or a voluntary placement for a minimum of 75 hours of teaching per academic year for the part time programme, or 150 hours of teaching placement for the full time award.   **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 **150 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   In order to qualify for Fellowship of the HE Academy, the trainee teacher must be in-service and teaching in Higher Education throughout the course. | | | | |
| **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) * HE Academy – [Fellowship](https://www.heacademy.ac.uk/individuals/fellowship#section-3) * Institute for Apprenticeships – [L5 standard](https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher/) | | | | |

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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 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| **Level 7** | TS4301 | Action Research (PGCE) | Comp |  | X | X | X | X | X | X | X | X | X | X |  |  | X | X |  |  |
| TS4304 | Wider perspectives in Education and Training | Comp | X | X |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  |
| **Level 6** | TS3301 | Developing teaching, learning and assessment | Comp | X | X | X | X |  | X | X | X | X | X | X |  |  | X | X |  |  |
| **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 |  |  |  |  |  |  |  |  |  |  |  |

***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 in Learning and Teaching | | |
| 1. **External Accreditation** | | | Meets ETF 2016 guidance on the teaching qualifications for the further education and skills sector. (L5 Diploma in Education and Training equivalent)  Ofsted inspection  Meets qualification outcomes for Learning and Skills Teacher Level 5 Apprenticeship. | | |
| 1. **Title of Final Award** | | | **Certificate in Education (Education and Training)** | | |
| 1. **Modes of Attendance offered** | | | Part time and Full 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 prepare 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 and evaluate the teaching, learning and assessment strategies they experience and those they provide for their own learners. | | | | | |
| 1. To develop a firm theoretical framework in education, research and pedagogy, upon which trainees 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 **Certificate in Education** participants will be able to: | | | | | |
| **A. Knowledge and Understanding** | | | | | |
| A1. Review current legislation, policy and practice and their impact on provision within Education and Training    A2. Apply a wide range of teaching, learning and assessment theory and concepts to the deconstruction of their own practice, both generically and within their specialist subject area  A3. Apply their knowledge of their own specialist subject to their teaching practice, and develop their subject knowledge appropriately to support teaching and learning  A4. 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.  A5. Undertake action research activity to support professional development | | | | | |
| **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, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic posters  **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:** for teaching practice modules (TS1107 and TS3301), 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 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 relevant 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.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic posters  **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:** for teaching practice modules (TS1107 and TS3301), 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 | | | | | |
| **C. Thinking Skills** | | | | | |
| C1. 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** | | | | | |
| Learning will be facilitated through a series of small and large group discussions and activities and tutor-led sessions, using focused reading material, hand-outs and materials from the trainees’ own practice. Trainee teachers will experience both didactic and inductive 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, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic posters  **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:** for teaching practice modules (TS1107 and TS3301), 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 | | | | | |
| **D. Other skills relevant to employability and personal development** | | | | | |
| By the end of the **Certificate in Education** participants will be able to:  D1. Meet 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, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, 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 6 | TS3301 | Developing Teaching Learning and Assessment | | 20 | **Award:** Certificate in Education  Requires 120 credits at level 4 or above with a minimum of 80 credits at level 5 |
| Level 5 | TS2306  TS2301  TS2304 | Wider perspectives in Education and Training  Action Research  Curriculum Design and Assessment | | 20  20  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) |
| 150 hours of recorded teaching practice  8 successful teaching practice observations totalling 8 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 the CPD requirements of the newly trained teacher and their progression towards QTLS status. | | | | | |
| **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 Certificate in Education award 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 programme 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 a voluntary placement for a minimum of 75 hours of teaching per academic year for the part time programme, or 150 hours of teaching placement for the full time award.   **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 **150 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)  Institute for Apprenticeships – [L5 standard](https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher/) | | | | | |

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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** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| **Level 6** | TS3301 | Developing teaching, learning and assessment | Comp | X | X | X | X |  | X | X | X | X | X | X |  |  | X | X |  |  |
| **LEVEL 5** | TS2301 | Action Research | Comp |  | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |
| TS2306 | Wider Perspectives in Education and Training | Comp | X |  |  |  |  |  |  | X | X | X | X |  |  |  | X |  |  |
| 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 | 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, Intermediate**

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

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

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, 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