

**Preparatory Certificate in Education and Training**

**2021/22**

Pre-Course Information

And

Course Handbook

Centre for Excellence in Learning and Teaching

Course Leader: Victoria Birchwood

 Myerscough College



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| Published: November 2020 |

# 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:

This is a Level 4 programme that provides an introduction to teaching and learning in the Further Education and Skills sector. It covers similar topics to the Level 3 Award in Education and Training offered elsewhere, but at Level 4. It is similar to the old Level 4 PTLLS qualification.

The aims of the **Preparatory Certificate** are:

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| 1. To introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills that enable teaching and learning;
 |
| 1. To develop the trainee’s skills as a teacher and as an observer of teaching and learning;
 |
| 1. To support the trainee’s professional development towards becoming a responsive and reflective teacher;
 |
| 1. To develop the trainee’s awareness of the wider education and training sector (14+).
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The **Preparatory Certificate in Education and Training** is particularly suitable if you are interested in teaching and want a short qualification that does not have a minimum teaching requirement, or if you have just started a teaching role. It can also give you a 'taster' of teaching if you are unsure about whether teaching is for you. The Certificate is equivalent to the first module of the Certificate in Education (Education & Training) and so allows you to progress onto further modules or a full teaching qualification at a later date if you secure some teaching practice hours.

## Entry requirements

This award is 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).

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

## Expected hours of study and commitment

Any 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. 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 course like this one you need to set aside about 200 hrs of both college based and private study.

This course consists of **one session (day or evening) per week** of study at your chosen college, or the course may be offered on an intensive basis.

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:

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| --- | --- |
| **Day** | **Time**  |
| Preparatory Certificate in Education & Training (PET – January/April) | Wednesday, 5.00-8.00pm |
| Year 1 (PGCE/CertEd)/September PET | Mondays, 5.00-8.00pm  |
| Year 2 (PGCE/CertEd) | Tuesdays, 5.00-8.00pm |

## Requirements to pass the Preparatory Certificate in Education and Training

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| **Assessment tasks** |
| **Professional development documents*** Functional Skills English and maths self-evaluations and ETF professional development record
* Digital capabilities self-assessment
* Completed Professional Development ILP
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| **Teaching practice portfolio****1 hr** of teaching practice that is a combination of micro and mini teaching activities within the learner group.Supporting documentation for the above to include:* Rationales
* Lesson plans with self-evaluation
* Resources used to deliver learning
* Feedback from peers
* Feedback from tutor

**Observation of experienced subject specialists**2 x 1 hr observations of experienced subject specialist teachers**‘Know your Learner’ assignment**Written or presentation format (750 words or equivalent) on the potential needs, barriers and challenges of learners and potential points of referral. |
| **Written reflection and evaluation** Reflection on the roles and responsibilities of a teacher and key developmental learning from the module and evaluation of themselves as a teacher (minimum 1500 words), supported by learning journal.  |
| Meet the college’s **attendance** requirement for the programme. |
| Participate in such **class activities** as the course may reasonably require. |
| Uphold the Department for Education [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf) (part 2) and work towards the [ETF (2014) Professional Standards](http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/). |

You will compile a small portfolio of all your work. The paperwork you need for this is in Section 9 - Document Pack.

## 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.**

## 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 a 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.

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

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| **TS1106Preparation for Education and Training** |
| **Assignments** |
| 1. Written assignment **Know your learners** (750 words or equivalent): |
| 2. Professional journal & written reflection and evaluation(1500 words) |
| **Portfolio** |
| Teaching practice portfolio  |
| Two observations of experienced subject specialist 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.

## 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.

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

The college will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies 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 fees for 2021-22 at Myerscough College are £975 per module, so e.g. the Preparatory Certificate for Education and Training would cost £975 (1 module) and the PGCE (6 modules) would cost £5850.

**Other costs**

**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 Preparatory Certificate, you may wish to progress to a second module by taking the Introductory Certificate, or 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 course. 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, 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) 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

## 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**.

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. 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 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.

## 3.3 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 ID UCLan card).

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.

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 have completed the Preparatory Certificate, you may wish to progress to a second module by taking the Introductory Certificate, or 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.

# 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**

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

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 its [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.

# 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 |

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| --- | --- |
| 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 (incorporates content of Award in Education and Training) Ofsted inspection  |
| 1. **Title of Final Award**
 | **Certificate: Education and Training, Preparatory** |
| 1. **Modes of Attendance offered**
 | Part time  |
| **7a) UCAS Code** | n/a |
| **7b) JACS and HECOS Code** | X141100508 |
| **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 introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills that enable teaching and learning;
 |
| 1. To develop the trainee’s skills as a teacher and as an observer of teaching and learning;
 |
| 1. To support the trainee’s professional development towards becoming a responsive and reflective teacher;
 |
| 1. To develop the trainee’s awareness of the wider education and training sector (14+).
 |
| 1. **Learning Outcomes, Teaching, Learning and Assessment Methods**

At the end of the **Preparatory Certificate in Education and Training** participants will be able to: |
| **A. Knowledge and Understanding** |
| A1 Identify the roles and responsibilities of a teacher within an appropriate contextA2 Identify the potential needs of learners and the implications for planning teaching learning and assessmentA3 Explain the importance of a positive learning environment |
| **Teaching and Learning Methods** |
| 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 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:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio **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.**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 within the peer group settingB2 Evaluate a range of learning, teaching and assessment strategies that can be used to manage diverse learners within appropriate contexts |
| **Teaching and Learning Methods** |
|  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, 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:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio **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.**Observations of others:** subject specialist teachers, peers and other advanced practitioners |
| **C. Thinking Skills** |
| C1 Develop reflective practice |
| **Teaching and Learning Methods** |
| 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, 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:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio **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. |
| **D. Other skills relevant to employability and personal development** |
| D1. Write session plans and rationales for teaching sessions, and evaluate themD2. Undertake practical mini- and micro-teaching sessions D3. Complete observations of other teachers teaching both within and outside their subject area |
| **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. Trainee teachers also take part in peer assessment and practise giving feedback to each other as part of this process. |
| **Assessment methods** |
| Overall assessment activity includes:**Written assessments:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio **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. |

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| **13. Programme Structures\*** | **14. Awards and Credits\*** |
| **Level** | **Module Code** | **Module Title** | **Credit rating** |
| Level 4 | TS1106 | Preparation for education and training | 20 | **Certificate: Education and Training, Preparatory (20 credits)** |
| **15. Personal Development Planning** |
| The professional development planning and the use of a reflective journal underpin the whole process from the Preparatory Certificate to the larger teaching awards and the Certificate in Education or PGCE, 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 the students’ peers. |
| **16. Admissions criteria**Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.  |
| Admission to the Preparatory 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).
 |
| **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
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| 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** |

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|  |  |  |  | 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 | 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: N/A**