

## Appendix: Programme Specification

### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

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

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	Blackburn, Burnley, Carlisle, Furness, Hugh Baird, Kendal Lakes College West Cumbria, Myerscough, Runshaw, St Helens, Southport, West Lancashire, Wigan & Leigh, Wirral Metropolitan
<b>3. University School/Centre</b>	Centre for Excellence in Learning and Teaching
<b>4. External Accreditation</b>	Meets ETF 2016 guidance on the teaching qualifications for the further education and training sector (Level 5 Diploma in Education and Training equivalent). Ofsted inspection. Meets qualification outcomes for Learning and Skills Teacher Level 5 Apprenticeship
<b>5. Title of Final Award</b>	<b>Certificate in Education (Education and Training)</b>
<b>6. Modes of Attendance offered</b>	Part time and Full time
<b>7. UCAS Code</b>	n/a
<b>8. Relevant Subject Benchmarking Group(s)</b>	n/a
<b>9. Other external influences</b>	ETF 2016 guidance on the teaching qualifications for the further education and skills sector Professional Standards for Teachers and Trainers in Education and Training – England (ETF 2014)
<b>10. Date of production/revision of this form</b>	September 2018
<b>11. Aims of the Programme</b>	
1. To prepare trainee teachers to teach successfully in a range of contexts in the Further Education & Skills Sector.	

2. To develop in trainees the skills required to plan and implement teaching, learning and assessment strategies which meet the needs of the curriculum and learners within the Further Education & Skills Sector.
3. To model a wide range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching
4. To encourage trainees to reflect upon and evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners.
5. To develop a firm theoretical framework in education and pedagogy, upon which trainees may build with confidence in order to meet the continually changing demands of the teaching profession.
6. To enable trainees to become active researchers into their own practice.
7. To encourage collaborative study groups that work collegially, exploring teaching and learning across the sector
8. To provide a professionally appropriate and personally satisfying programme which is of value to trainee teachers' personal and career development.

## 12. 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 issues related to legislation, policy and practice and their impact on provision within the wider lifelong learning sector
- A2. Apply a wide range of teaching, learning and assessment theory and concepts to the deconstruction of their own practice
- A3. Apply their knowledge of their own subject to their teaching practice, and develop their subject knowledge appropriately to support further teaching and learning
- A4. Demonstrate understanding of motivation strategies and the management of behaviour in planning and teaching lessons
- A5. Undertake action research activity to support professional development

### 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, handouts 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, justifications and rationales for practice, research proposals, research reports, formal reports, reflective essays, developmental reflections and professional diaries

**Presentations:** power point, multimedia, academic posters

**Teaching activity:** micro and mini teach activity, observed teaching practice assessment is ipsative, with the focus on the trainee's individual development in teaching

**Portfolio:** assessment for all teaching practice modules

**Observations of others:** subject specialist teachers, peers and other advanced practitioners

### B. Subject-specific skills

B1. Use initial and diagnostic assessment and subject specialist knowledge to identify the skills and needs of learners, and to plan appropriate inclusive teaching and learning

B2. Plan, prepare, deliver and evaluate relevant inclusive teaching, learning and assessment activities in their own subject specific curriculum for the benefit of all learners, and embed the functional skills of literacy, numeracy and ICT as appropriate for their learner groups

B3. Select, adapt, create and evaluate resources (traditional, ICT and e-learning) that meet the needs of individual learners and groups and the challenges of the curriculum, promote equality and value diversity

B4. Identify and challenge the potential barriers to learning that exist for individuals and groups and implement appropriate strategies to support successful learning

### **Teaching and Learning Methods**

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### **C. Thinking Skills**

C1. Reflect on their own and others' teaching learning and assessment strategies with the specific purpose of reviewing and developing their practice

C2. Work collaboratively with colleagues and peers to analyse practice and suggest improvements for continued development

### **Teaching and Learning Methods**

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### **Assessment methods**

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**Presentations:** power point, multimedia, academic posters

<p><b>Teaching activity:</b> micro and mini teach activity, observed teaching practice assessment is ipsative, with the focus on the trainee's individual development in teaching</p> <p><b>Portfolio:</b> assessment for all teaching practice modules</p> <p><b>Observations of others:</b> subject specialist teachers, peers and other advanced practitioners</p>				
<p><b>D. Other skills relevant to employability and personal development</b></p>				
<p>By the end of the <b>Certificate in Education</b> participants will be able to:</p> <p>D1. Meet the Professional Standards in their teaching role</p> <p>D2. Apply their acquired skills and knowledge to enable further professional development.</p>				
<p><b>Teaching and Learning Methods</b></p>				
<p>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</p>				
<p><b>Assessment methods</b></p>				
<p><b>Written assessment:</b> justifications and rationales for practice, developmental reflections and professional diaries</p> <p><b>Teaching activity:</b> micro and mini teach activity and observed teaching practice assessment are ipsative, with the focus on the trainee's individual development in teaching</p> <p><b>Portfolio:</b> assessment for all teaching practice modules</p> <p><b>Observations of others:</b> subject specialist teachers, peers and other advanced practitioners</p>				
<p><b>13. Programme Structures*</b></p>				<p><b>14. Awards and Credits*</b></p>
Level	Module Code	Module Title	Credit rating	
Level 6	TS3301	Developing Teaching Learning and Assessment	20	<p><b>Award:</b> Certificate in Education</p> <p>Requires 120 credits at level 4 or above with a minimum of 80 credits at level 5</p>
Level 5	TS2306	Wider Perspectives in Education and Training	20	
	TS2301	Practitioner Research: an Action Research Approach	20	
	TS2304	Curriculum Design and Assessment	20	<p><b>Exit award</b></p> <p>Certificate: Teaching, Learning and Assessment <i>Intermediate</i> (60 credits)</p>
Level 4	TS1107	Teaching, Learning and Assessment	20	<p><b>Exit awards</b></p> <p>Certificate: Education and Training, <i>Introductory</i> (40 credits)</p> <p>Certificate: Education and Training, <i>Preparatory</i> (20 credits)</p>
	TS1106	Preparation for Education and Training	20	
<p>150 hours of recorded teaching practice</p> <p>8 successful teaching practice observations totalling 8 hours</p>				<p><b>Required in order to pass the qualification</b></p>
<p><b>15. Personal Development Planning</b></p>				

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\***

\* 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 Further Education and Skills Sector, who, at the time of starting the scheme meet the following entry requirements:

1. A Level 3 (QCF) qualification in their teaching subject specialism. Under exceptional circumstances some entrants may hold a relevant vocational qualification of at least the level above that of their learners.
2. Five GCSEs at Grade C and above, or equivalent, to include English. Applicants who do not have English as a GCSE will be required to successfully achieve the University's diagnostic test prior to entry to the programme.
3. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent).
4. A teaching or training contract for a minimum of 75 hours of teaching per academic year for the part time programme, or 150 hours of teaching placement for the full time award. In some circumstances, a voluntary teaching placement may also be possible for part time trainees.

#### **Teaching Hours**

The scheme 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 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 variety of learners
- experience of non-teaching roles

#### **17. Key sources of information about the programme**

- UCLan sources:- <http://www.uclan.ac.uk/teachertraining> Fact sheet
- Partnership sources:- Partner college websites, Fact sheets, College brochures

#### **External sources:-**

- ETF Professional Standards <http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>
- Department for Education [Teachers' Standards](#) (part 2)

## 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 6	TS3301	Developing teaching, learning and assessment	Comp		X	X	X	X	X	X	X	X	X	X			X	X		
	TS2301	Practitioner Research an Action Research Approach	Comp		X	X	X	X	X	X	X	X	X	X			X	X		
Level 5	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											

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