

Programme Specification Template

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

1. Awarding Institution / Body	University of Central Lancashire
2. 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 <i>* Withdrawn at Kendal College from Sept 2020</i>
3. University School/Centre	School of Humanities, Language and Global Studies
4. 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
5. Title of Final Award	Certificate: Education and Training, Preparatory
6. Modes of Attendance offered	Part time
7a) UCAS Code	n/a
7b) JACS and HECOS Code	X141 100508
8. Relevant Subject Benchmarking Group(s)	n/a
9. 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)
10. Date of production/revision of this form	September 2018
11. 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;	
2. To develop the trainee's skills as a teacher and as an observer of teaching and learning;	

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3. To support the trainee's professional development towards becoming a responsive and reflective teacher;
4. To develop the trainee's awareness of the wider education and training sector (14+).
12. 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 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
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 setting
B2 Evaluate a range of learning, teaching and assessment strategies that can be used to manage diverse learners within appropriate contexts
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<p>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.</p> <p>Observations of others: subject specialist teachers, peers and other advanced practitioners</p>
<p>C. Thinking Skills</p> <p>C1 Develop reflective practice</p>
<p>Teaching and Learning Methods</p> <p>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.</p>
<p>Assessment methods</p> <p>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.</p>
<p>D. Other skills relevant to employability and personal development</p> <p>D1. Write session plans and rationales for teaching sessions, and evaluate them</p> <p>D2. Undertake practical mini- and micro-teaching sessions</p> <p>D3. Complete observations of other teachers teaching both within and outside their subject area</p>
<p>Teaching and Learning Methods</p> <p>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.</p>
<p>Assessment methods</p> <p>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.</p>

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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				
<p>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.</p> <p>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.</p>				
16. Admissions criteria				
<p>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.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
<p>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:</p> <ol style="list-style-type: none"> 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				
<ul style="list-style-type: none"> • UCLan sources:- www.uclan.ac.uk/teachertraining Fact sheet • Partnership sources:- Partner college websites, Fact sheets, College prospectuses 				
<p>External sources:-</p> <ul style="list-style-type: none"> • Ofsted Initial Teacher Education inspection handbook • ETF Guidance on Qualifications in Education and Training 				

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	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