

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 they take 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	UCLan Preston, Blackburn, Burnley, Furness, Hugh Baird, Lakes College West Cumbria, Myerscough, St Helens, Wigan & Leigh, Myerscough (Croxteth)
3. University School/Centre	School of Psychology and Humanities
4. External Accreditation	Education Training Foundation: Qualifications in Education and Training (AET) guidance 2023
5. Title of Final Award	Certificate Education and Training (Further Education and Skills Sector), 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	<ul style="list-style-type: none"> • Ofsted Initial Teacher Education Framework • Professional Standards for Teachers and Trainers in Education and Training (ETF 2022)
10. Date of production/revision of this form	June 2023
11. Aims of the Programme	
1. To enable trainees to develop awareness and understanding of the professional role, responsibilities, and boundaries of teachers in the Further Education and Skills Sector.	
2. To introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills.	
3. To acquire underpinning core skills to support their learners with English, maths and digital skills and educational technology.	
4. To support the trainee's professional development towards becoming an inclusive, responsive, and reflective teacher.	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the Preparatory Certificate in Education and Training participants will be able to:

- A1. Evidence knowledge of the required professional role and conduct of teachers in the Further Education and Skills (FES) Sector.
- A2. Evidence knowledge and skills of the teaching, learning and assessment cycle, by applying this to their practice.
- A3. Demonstrate knowledge of the factors relating to learners' development of subject and functional English, Maths and digital skills, and sustainability.
- A4. Explore the barriers to learning and how practice can be adapted to provide inclusive provision for learners.

Teaching and Learning Methods

The ITE curriculum is designed to support trainees to knowledge of contemporary learning theory. Theories are discussed and examined in centre-based training, so trainees are able to apply theory to their practice and reflection 'in- and on-' practice, and in academic assignments. Learning is facilitated through a combination of centre-based training classes and individual tutorials.

Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry-based learning, and reflective practice strategies.

Teaching and learning strategies are designed to enable trainees to acquire foundational, transferable skills to enable trainees to achieve module specific outcomes as outlined in the module description.

A core element of ITE pedagogy is the use of 'modelling'. In centre-based training, tutors model a range of teaching and learning strategies, and then deconstruct their practice, so that trainees are able to analyse the strategies and apply to their own teaching.

They will be taught by teacher educators, guest specialists, and supported by their peers over the course of the programme.

Examples of teaching and learning strategies include tutor-led sessions; small and large group discussions and activities; using focused reading material, technology enhanced learning; and virtual learning environments.

Significant learning takes place through the teaching placement/simulated practice activity: This includes the trainees' observation of experienced teachers, and the observation of the trainees' practice by the teacher education team.

Assessment methods

Assessment is varied and aligns to the expected outcomes for the module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment types include (initial at recruitment and selection stage), diagnostic, formative and summative.

Standardised module assignment briefs provide support for trainees to explore educational theory and research in the context of their subject teaching.

Trainees are provided with detailed written and verbal feedback. All assessment (diagnostic, formative and summative) has formative value as trainees are set (or co-create) academic and professional practice development actions as part of the feedback process.

Over the duration of the course trainees compile a Portfolio of Professional Achievement (PoPA) which curates all assessment of academic and teaching practice, with the supplementary documentation that records the breadth of their experience (e.g., observation of experienced teachers).

Examples of assessment activity include:

Portfolio: professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector.

Observation of teaching practice: Simulated micro/mini teach activity, (plus observation of teaching practice for in-service).

Observations of others: subject specialist teachers and other advanced practitioners.

Written assessments: assignments, rationale for teaching practice, reflective essay, and professional reflective journal.

B. Subject-specific skills

At the end of the Preparatory Certificate in Education and Training participants will be able to:

B1. Apply the generic principles of professional practice for their specialist subject in FES Sector.

B2. Plan and create effective opportunities for learning and assessment that promote progress for learners.

B3. Develop own English, Maths and digital skills and embed in learning to help improve the learners' knowledge and skills in these areas.

B4. Consider the potential barriers to learning that exist for learners, and adopt a range of learning, teaching, and assessment strategies to support successful, inclusive learning.

Teaching and Learning Methods

The course focuses on the fundamentals of practice and promotes the application of classroom/centre-based learning.

Through the ITE classes and teaching practice, trainees develop the skills needed to plan, design, and implement the curriculum in practice. Throughout their training, trainees are encouraged to try out new ideas.

The taught sessions examine theory and practice and then trainees apply this in their teaching.

Tutors model and explain learning theory and techniques.

Observations of teaching (practice/simulation) provide trainees with the opportunity to reflect on their practice through a focused discussion with their tutor and from feedback on their developing practice and support with identifying actions for further improvement.

Examples of teaching and learning strategies include:

- Direct instruction/lecture
- Seminar and workshops
- Modelling and deconstruction
- Problem solving
- Real world teaching and /or simulated practice
- Collaborative group work and discussion
- Retrieval practice
- Metaphor
- Scaffolding
- Flipped classroom

Assessment methods

Over the duration of the course trainees compile a Portfolio of Professional Achievement (PoPA) which curates all assessment of academic and teaching practice, with the supplementary documentation that records the breadth of their experience (e.g., observations of experienced teachers).

Trainees are encouraged to share their practice and learn from peers in class discussions and through assessments. In particular, the curriculum is designed so that trainees observe experienced teachers.

Trainees are provided with detailed written and verbal feedback. All assessment (diagnostic, formative and summative) has formative value as trainees are set (or co-create) academic and professional practice development actions as part of the feedback process.

Examples of assessment activity include:

Portfolio: professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector.

Observation of teaching practice: Simulated micro and mini teach activity, (plus observation of teaching practice for in-service).

Observations of others: subject specialist teachers and other advanced practitioners.

Written assessments: assignments, rationale for teaching practice, reflective essay, and professional reflective journal.

C. Thinking Skills

At the end of the Preparatory Certificate in Education and Training participants will be able to:

C1. Reflect on and evaluate evidence-based practice in order to develop an informed approach to teaching practice.

C2. Work collaboratively with colleagues and peers to improve and develop their practice and professional development.

Teaching and Learning Methods

The philosophy of provision takes the position that ITE has an intellectual basis. As such, evidence-based knowledge, and research-based practice features in all elements of the course.

Teaching and learning strategies are designed to enable trainees to utilise the analytical thinking skills required to demonstrate professional knowledge, skills and behaviours.

Trainees are expected to apply theory in all aspects of their work and begin to develop an informed approach to their practice.

Trainees are supported to develop their thinking skills through in-class activity and through detailed guidance and reading lists on the standardised assignment briefs.

Examples of teaching and learning strategies include:

- Direct instruction/lecture
- Seminar and workshops
- Modelling and deconstruction
- Problem solving
- Real world teaching and /or simulated practice
- Collaborative group work and discussion
- Retrieval practice
- Metaphor
- Scaffolding
- Flipped classroom

Assessment methods

Assessment methods are designed to support trainees to develop their thinking skills across the spectrum of the professional role of teachers in the FES Sector, and those skills required to continue their studies to the Certificate in Education or PGCE.

Over the duration of the course trainees compile a Portfolio of Professional Achievement (PoPA) which curates all assessment of academic and teaching practice, with the supplementary documentation that records the breadth of their experience (e.g., observations of experienced teachers).

Trainees are provided with detailed written and verbal feedback. All assessment (diagnostic, formative and summative) has formative value as trainees are set (or co-create) academic and professional practice development actions as part of the feedback process.

Examples of assessment activity include:

Portfolio: professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector.

Observation of teaching practice: Simulated micro and mini teach activity, (plus observation of teaching practice for in-service).

Observations of others: subject specialist teachers and other advanced practitioners.

Written assessments: assignments, rationale for teaching practice, reflective essay, and professional reflective journal.

D. Other skills relevant to employability and personal development

At the end of the Preparatory Certificate in Education and Training participants will be able to:

D1. Reflect on own professional practice, in order to evaluate the impact of their practice for learners.

D2. Demonstrate understanding of a range of strategies and how these can be applied in the development of effective and inclusive learning environments.

D3. Communicate effectively using written, verbal, non-verbal and digital means with learners and colleagues.

D4. Be aware of the ETF Professional Standards for Teachers (England) 2022.

Teaching and Learning Methods

To effectively prepare our trainees for successful careers, our expectations for professional behaviour are high. To highlight the expected levels of professional behaviour, as part of their induction and ongoing self-assessment on progress, trainees engage with the UCLan Conduct and Professionalism Agreement and the Teachers' Standards Part Two.

All our trainees read and confirm they have understood KCSIE part two and have Prevent Duty training. Safeguarding and learner wellbeing are core elements of the ITE curriculum.

Trainees are supported to apply educational theory into their planning, to justify how their practice is inclusive.

Trainees are encouraged to share their practice and learn from peers in class discussions and through assessments. In particular, the curriculum is designed so that trainees observe experienced teachers.

Wellbeing and workload are key elements of the curriculum: Trainees are supported to develop skills that will help them to manage their workload and adapt positively to change (e.g., marking practices, appropriate and ethical use of generative AI).

Regular tutorials and progress reviews are used to check-in on personal development, wellbeing, progression, employment and provide guidance and direction to support as required to enable trainees to realise their potential.

Preparatory trainees are taught in discrete classes. We find that this creates safe, rich learning communities where trainees from a wide variety of subjects and curriculum areas can share valuable practice experience with each other. These supportive learning communities also strengthen the wellbeing of trainees.

Assessment methods

The skills relevant to employability and personal and professional development are embedded through the range of course assessments.

Examples of assessment activity include:

Portfolio: professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector.

Observation of teaching practice: Simulated micro/mini teach activity, (plus observation of teaching practice for in-service).

Observations of others: subject specialist teachers and other advanced practitioners.

Written assessments: assignments, rationale for teaching practice, reflective essay, and professional reflective journal.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 5	TS2000	Teaching, Learning and Assessment in the Further Education and Skills Sector ¹	20	Certificate: Education and Training, Preparatory (20 credits) at Level 5
¹ Where this module is undertaken as the pre-service (simulated practice) assessment route and is used for future APL to other UCLan awards, a bridging course is required.				
15. Personal Development Planning				
<p>The Preparatory Certificate provides an introduction to teaching and learning in the Further Education and Skills Sector.</p> <p>The course is particularly suitable for those wishing to teach primarily in Further Education and Skills, or who have a role in training, instructing and tutoring in apprenticeship teaching and in private training providers, or where teaching is not the main part of your job, or for those who would like an introduction to teaching in the FES Sector, or those in the early stages as employed unqualified teacher in the sector.</p> <p>It offers a route to full professional qualification (Certificate in Education/PGCE), and provides structured opportunities to develop, apply and evaluate knowledge and understanding of the issues of the sector and the approaches to teaching for the diverse body of learners in the sector. Professional development planning and transferable professional skills underpin the whole qualification from pre-induction to course completion and planning for future CPD activity.</p> <p>The course facilitates the development of practical intelligence and generic academic and professional skill building, reflection, and evaluation. Skills in reflection, 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 academic- and practice-based assessment activities. Skills and employability enhancement are integrated into reflection on learning, teaching, and assessment for development of core skills, process skills, transferable skills, and professional characteristics.</p> <p>The Portfolio of Professional Achievement (PoPA) is designed to support trainees' development through the use of reflective practice by means of activities that are built into each individual module and across the supporting activities in the PoPA.</p> <p>The professional development planning and other activities in the PoPA support trainees to:</p> <ul style="list-style-type: none"> • Identify areas of development where they need to focus attention in their academic study, professional practice and career development. • Reflect on the development of their knowledge, skills, and behaviours as a learner and practitioner. • Identify their learning from a variety of contexts and use this to shape their practice. • Acknowledge the wider context in which the FES Sector operates and recognise the importance for professional practice. <p>The support given to trainees during this process comes initially from course tutors in both taught sessions and tutorials and then expands into support from other advanced practitioners.</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</p>				

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 (pre-service) and in-service teachers in the FES Sector who, at the point of entry meet the following national entry requirements:

1. A minimum of a Level 3 qualification in all the specialist subjects¹ they will be/wish to teach.
2. GCSE English at grade C/4 or above (or OfQual approved equivalent).
3. Where English is not the applicant's first language: The ability to communicate fluently, accurately, and effectively in professional spoken English A current (IELTS 7.5 with no element lower than 7.0 (or equivalent) ².
4. Completion of a satisfactory course interview³.
5. Where the trainee is studying the in-service route: Provide confirmation of an Enhanced Disclosure and Barring Service (DBS) check.

¹ Specialist subject: Where the subject is regarded as SEND, the applicant must have a L3 SEND qualification.

² IELTS certification date must be within two years of the point of application.

³Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher.

If applicants have non-standard qualifications, they should contact the college course leader to enquire about equivalences.

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

Applicants for placements in academic subjects are usually expected to have a degree in the subject.

17. Key sources of information about the programme

UCLan sources:

- UCLan course information pages www.uclan.ac.uk/teachertraining
- UCLan Partnership ITE curriculum

Partnership sources:

- Partner college websites
- College prospectuses

External sources:

- [ETF Qualifications in Education and Training \(AET\) guidance 2023](#)
- [Ofsted Initial Teacher Education Framework](#)
- [Professional Standards for Teachers and Trainers in Education and Training \(ETF 2022\)](#)

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	D1	D2	D3	D4
Level 5	TS2000	Teaching, Learning and Assessment in the Further Education and Skills Sector	Comp	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: N/A