

Programme Specifications

Certificate in Education and Training, Introductory

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, West Lancashire, Wigan & Leigh, Wirral Metropolitan, UCLan Preston campus
3. University School/Centre	Centre for Excellence in Learning and Teaching
4. External Accreditation	Meets LSIS 2013 requirements for the <i>Level 4 Certificate in Education and Training</i>
5. Title of Final Award	Certificate: Education and Training, Introductory
6. Modes of Attendance offered	Part time
7. UCAS Code	n/a
8. Relevant Subject Benchmarking Group(s)	n/a
9. Other external influences	Teaching and Training Qualifications for the Further Education & Skills Sector in England (2013) Professional Standards for Teachers and Trainers in Education and Training – England (ETF 2014) Institute for Learning Code of Professional Practice
10. Date of production/revision of this form	5 th November 2013
11. Aims of the Programme	
1. To enable trainee teachers to develop as practitioners within a limited teaching or training role in the Further Education & Skills Sector or in the workplace.	
2. To develop in trainees the skills required to plan and implement teaching, learning and assessment strategies to meet the needs of their learners.	

3. To model a 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 begin to develop a theoretical framework in education and pedagogy, so that trainees can base their practice on educational principles
6. To encourage the development of a supportive and active network of practitioners who are concerned to improve the quality of learning and teaching within an educational or work based setting
12. Learning Outcomes, Teaching, Learning and Assessment Methods At the end of the Introductory Certificate in Education and Training participants will be able to:
A. Knowledge and Understanding
A1. Explore a range of teaching, learning and assessment theory and concepts and apply them to their own practice
A2. Identify the responsibilities of a teacher within a particular context and the support available to them to deliver learning
A3. Demonstrate understanding of motivation strategies and the management of behaviour in planning and teaching lessons
Teaching and Learning Methods
Learning will be facilitated through a series of small and large group discussions and activities and tutor-led sessions, using focused reading material, hand-outs and micro- and mini-teaching. Trainee teachers will experience both didactic and inductive teaching approaches, experiential and enquiry based learning and reflective practice strategies. 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, reflective essays, developmental reflections and professional diaries Presentations: power point, multi media Teaching activity: micro and mini teach activity and observed teaching practice assessment are 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. Plan, prepare, deliver and evaluate relevant inclusive teaching , learning and assessment activities for the benefit of all learners
B2. Create resources that meet the needs of individual learners and groups and the challenges of the curriculum using both traditional and new technologies
B3. Plan, prepare, and deliver their own subject specific curriculum embedded with the functional skills of literacy, numeracy and ICT as appropriate for their learner groups
B4. Identify and challenge the potential barriers to learning that exist for individuals and groups and implement appropriate strategies to support successful learning
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Overall assessment activity includes:

Written assessments: case studies, assignments, justifications and rationales for practice, reflective essays, developmental reflections and professional diaries

Presentations: power point, multi media

Teaching activity: micro and mini teach activity and observed teaching practice assessment are 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

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

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Portfolio: assessment for all teaching practice modules

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

D. Other skills relevant to employability and personal development

By the end of the Introductory Certificate in Education and Training participants will be able to:

D1. Meet the Professional Standards in their teaching role

D2. Apply their acquired skills and knowledge to enable further professional development.

Teaching and Learning Methods

Teaching for the above outcomes takes place through the observation of practice by the teacher education team and individual feedback discussions with the trainee. Over the course of the programme it is expected that feedback will develop into a professional dialogue between observer and trainee teacher. Trainees also observe the practice of others, in order to deconstruct classroom activity and begin to justify the teaching and learning strategies used by others in the classroom

Assessment methods

Written assessment: justifications and rationales for practice, developmental reflections and professional diaries

Teaching activity: micro and mini teach activity and observed teaching practice assessment are 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

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, Introductory (40 credits)
Level 4	TS1107	Teaching, learning and assessment	20	
30 hours of recorded teaching practice 3 successful teaching practice observations totalling 3 hours				
15. Personal Development Planning				
<p>The Dearing Report defines personal development planning for each learner as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and achievement, and to plan for their personal, educational and career development.' (QAA 2004)</p> <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 Certificate in Education award and is an integral part of the programme.</p> <p>The professional development ILP and other action plans they complete should help them to:</p> <ul style="list-style-type: none"> • 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. <p>Ofsted (our inspection agency) has suggested that: <i>'Professional development records must begin with the initial assessment at the start of training, record existing skills and set out learning aims. Each trainee will be responsible for updating their records in discussion with their teacher training team.'</i></p> <p>The professional development planning and the use of a reflective journal underpin the whole process from induction to programme completion and planning for future CPD activity. Paperwork included within the Professional Development section of the portfolio covers the following areas:</p> <ul style="list-style-type: none"> • Entry requirements and diagnostic testing; action planning for further development • Confirmation of teaching hours • An audit of subject specialist knowledge and skills, and teaching experience • Personal skills assessments against the minimum core in numeracy, literacy and ICT • Identification of individual needs and how they will be met (the ILP) • Tutorial records and action plans • Mentor arrangements, records and action plans <p>Elsewhere in the teaching portfolio there are also the following:</p> <ul style="list-style-type: none"> • Action planning documents from teaching practice • Self-evaluation reports • Professional reflections on teaching and learning and reflective journal • Reflection on attainment of National Standards <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 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.</p>				

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 further CPD requirements.

16. Admissions criteria

Admission to the Introductory Certificate within the nationally endorsed LSIS schemes 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 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 30 hours of teaching per academic year. 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 **30 hours during the programme**. 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/courses/index.php> Fact sheet
- Partnership sources:- Partner college websites, Fact sheets, College brochures

External sources:-

- ETF Professional Standards <http://www.et-foundation.co.uk/supporting/programmes/professional-standards/>
- LSIS <http://www.lsis.org.uk/sites/www.lsis.org.uk/files/Guidance-for-Employers-and-Practitioners-2013-April.pdf>
- 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	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		
Level 4	TS1107	Teaching, Learning and Assessment	Comp	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 Handbook