UCLan Logo

# Course Handbook

## PGCE and Certificate in Education

## (Education and Training) PART TIME

**Course Leader:** Gail Bailey / James Wiggan

2022-2023

**Partner Institution:** Myerscough College

School of Humanities, Languages and Global Studies

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

|  |  |
| --- | --- |
| Published November 2021 |  |

## Contents

[1. Welcome to the Course 4](#_Toc87877352)

[1.1 Rationale, aims and learning outcomes of the course 4](#_Toc87877353)

[Entry requirements 5](#_Toc87877354)

[DBS requirements 6](#_Toc87877355)

[Declaration of suitability for Initial Teacher Education: Guidance for Applicants 6](#_Toc87877356)

[Placement requirements 7](#_Toc87877357)

[Course Costs and Finance 7](#_Toc87877358)

[1.2 Course Team 8](#_Toc87877359)

[1.3 Expertise of Staff 8](#_Toc87877360)

[1.4 Administration Details 8](#_Toc87877361)

[1.5 Communication 9](#_Toc87877362)

[1.6 External Examiner 9](#_Toc87877363)

[2. Structure of the Course 9](#_Toc87877364)

[2.1 Overall Structure 9](#_Toc87877365)

[Ofsted inspection 10](#_Toc87877366)

[2.2 Modules Available 10](#_Toc87877367)

[2.3 Course Requirements 12](#_Toc87877368)

[Professional Standards and Professionalism 12](#_Toc87877369)

[Safeguarding  13](#_Toc87877370)

[Internet and social networking guidelines 13](#_Toc87877371)

[You and your career 14](#_Toc87877372)

[2.4 Study Time 14](#_Toc87877373)

[2.4.1 Weekly timetable 14](#_Toc87877374)

[2.4.2 Expected hours of study 14](#_Toc87877375)

[2.4.3 Attendance Requirements 15](#_Toc87877376)

[3. Approaches to Teaching and Learning 15](#_Toc87877377)

[3.1 Learning and Teaching methods 15](#_Toc87877378)

[Mentoring and Subject Specialist Support 15](#_Toc87877379)

[3.2 Study Skills 16](#_Toc87877380)

[3.3 Learning Resources 16](#_Toc87877381)

[3.3.1 Library and Learning Resources 16](#_Toc87877382)

[3.3.2 Electronic Resources 16](#_Toc87877383)

[3.4 Personal Development Planning 16](#_Toc87877384)

[3.5 Preparing for your Career 17](#_Toc87877385)

[4. Student Support 17](#_Toc87877386)

[4.1 Year Tutors and Student Coaches 17](#_Toc87877387)

[4.2 Students with Disabilities 17](#_Toc87877388)

[4.3 Student Services 18](#_Toc87877389)

[4.4 Students’ Union 18](#_Toc87877390)

[5 Assessment 18](#_Toc87877391)

[5.1 Assessment Strategy 18](#_Toc87877392)

[Course assessment overview 20](#_Toc87877393)

[The Minimum Core of Literacy / Numeracy / ICT 22](#_Toc87877394)

[Personal English, maths and ICT skills 22](#_Toc87877395)

[Supporting your learners’ English, maths and ICT 22](#_Toc87877396)

[5.2 Notification of Assignments and Examination Arrangements 22](#_Toc87877397)

[5.3 Referencing 23](#_Toc87877398)

[5.4 Confidential Material 23](#_Toc87877399)

[5.5 Academic Integrity 24](#_Toc87877400)

[Cheating, plagiarism, collusion or re-presentation 24](#_Toc87877401)

[5.6 Moderation and Review 25](#_Toc87877402)

[6 Classification of Awards 25](#_Toc87877403)

[7 Student Feedback 25](#_Toc87877404)

[7.1 Student Feedback Forum 26](#_Toc87877405)

[8 Appendices 27](#_Toc87877406)

[8.1 Trainee Conduct and Professionalism Agreement 27](#_Toc87877407)

[8.2 Programme Specification(s) 29](#_Toc87877408)

1. Welcome to the Course

On behalf of the University, may I join with your college in thanking you for applying to the Post-Graduate Certificate in Education (PGCE) or Certificate in Education (Education and Training) part time course with the University of Central Lancashire (UCLan).

We are pleased to have been working in partnership with Further Education colleges in the region for many years and the innovative features of our teacher education owe a good deal to the influence of colleagues in colleges.  Our partnership has been significant in ensuring the relevance of the course content, through a network of experienced practitioners who support the course and share good practice in professional practice.

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.

**Please read the information in this handbook carefully to make sure that this course is right for you.**

**Dr Clare Winder**

Director Initial Teacher Education

## 1.1 Rationale, aims and learning outcomes of the course

The PGCE and the Certificate in Education have been designed in order that trainee teachers on the two courses share all of the curriculum.  It is the intention of the University and college Course Leaders, that the two cohorts should be integrated as much as possible, as both groups have so much in common and so much to offer each other.

Although you will be undertaking your Initial Teacher Education (ITE) at a franchised centre, you are enrolled as a student at the University of Central Lancashire and have the same entitlements as a student attending the University's Preston Campus including access to the Library and Learning Resources Service, Student Services, Student Loans and membership of the Student Union, etc.  Please contact your College-based Course Leader if you require any further information on these facilities.

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.

The over-riding aim of the ITE is to support the professional development of trainee teachers to enable them to plan, implement and evaluate teaching, learning and assessment effectively and efficiently within the Further Education and Skills Sector.

In more specific terms, as both courses are aligned to the ETF Professional Standards, the aims of the courses are as follows:

|  |
| --- |
| 1. To prepare trainee teachers to achieve the professional standards in order to teach successfully and be employable in a range of contexts in Education and Training (14+) |
| 1. To model professional practice, including a wide range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching. |
| 1. To develop trainees as reflective practitioners and evaluate the teaching, learning and assessment strategies they experience and those they provide for their own learners. |
| 1. To develop a firm theoretical framework in education, research and pedagogy, upon which trainees build with confidence in order to meet the continually changing demands of Education and Training. |
| 1. To encourage the development of an active collegial network of teaching practitioners to improve the quality of teaching and learning in Education and Training. |

Successful completion of one of these courses will mean that you are a qualified teacher for the Further Education and Skills sector. The Certificate in Education (Cert Ed) is a Level 5 qualification and the PGCE is a Level 7 qualification (with 40 credits at L7).

The **Post Graduate Certificate in Education** and **Certificate in Education (Education & Training)** courses at UCLan are for those wishing to teach primarily in Further Education and sixth form.

**Please Note: The UCLan courses do not confer Qualified Teacher Status (QTS).**

Whilst this is not a school teaching qualification there are now employment opportunities in some schools, particularly for teachers of vocational subjects. Once you have graduated from your course, you are eligible to apply for QTLS (Qualified Teacher Learning and Skills) status.

QTLS is a Professional Status recognised in the Education sector, which is gained after successfully completing a six-month period of Professional Formation and maintained through membership to the Society for Education and Training.

Professional Formation enables you to show your progression and commitment to excellence within the Further Education and Skills sector. Once you achieve QTLS, you’ll be added to the professional register where future employers can check your status. Achieving QTLS will also allow you to teach in schools on the same terms as QTS.

**More than 24,000 professionals have achieved QTLS since its introduction in 2008.**

This is available through the [Society for Education and Training](https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/) and currently costs £490.

### Entry requirements

The part time courses are open to new applicants to teaching who wish to work as teachers, trainers or tutors in adult, community, work-based and further education and the wider Further Education and Skills Sector, and who, at the time of starting the scheme, meet the following minimum entry requirements:

**Certificate in Education (Education & Training)**

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).
4. A voluntary teaching placement/paid teaching hours for a minimum of 150 hours of teaching over the duration of the course.

**Post Graduate Certificate in Education (Education & Training)**

1. An honours degree or equivalent. Normally this is in the teaching subject specialism.
2. A Level 3 (QCF) qualification in their teaching subject specialism, if this is not the degree subject.
3. Five GCSEs at Grade C/4 and above, or equivalent, to include English.
4. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent).
5. A voluntary teaching placement/paid teaching hours for a minimum of 150 hours of teaching over the duration of the course.

Please note that **applicants wanting to teach English** and **applicants wanting to teach maths (without a degree/’A’ Level in maths)** will have to complete an additional entry assessment to demonstrate their content knowledge and skills. This may impact on the acquisition of a suitable teaching practice placement and therefore additional time must be factored for this.

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

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

### DBS requirements

You need to apply for a Disclosure and Barring Service (DBS) check through your college, who will give you an application form. Notes for applicants can be found here: [Applicant Guidance](https://www.gov.uk/government/publications/dbs-application-forms-guide-for-applicants/dbs-application-form-guide-for-applicants). Your certificate will be posted to you and not to the college. The DBS record for your college needs to be signed by your tutor or college representative to confirm that your DBS certificate has been seen. As of 2013, you can subscribe to the new Update Service when you next apply for a DBS check, and you may never need to apply for another one again. See the [DBS Update Guide](https://www.gov.uk/government/publications/dbs-update-service-applicant-guide/dbs-update-service-applicant-guide).

If you are on a **voluntary placement in a school (or sixth form attached to a school),** a Prohibition List check will also have to be done. Please ask your tutor about arrangements for this.

### Declaration of suitability for Initial Teacher Education: Guidance for Applicants

Why do I have to complete this declaration?

The purpose of this declaration is to ensure that Admission Tutors have access to all relevant information when making a judgement about an applicant's capability and suitability to join the teaching profession.

UCLan Initial Teacher Education wishes to preserve entry to a wide range of people from diverse backgrounds and does not seek to automatically exclude students who have a criminal or disciplinary record, have a disability or have previously experienced poor health. We recognise that in many instances, there is no simple criterion of suitability. Therefore, each case will be considered individually and where possible the College will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies and your placement successfully.

The information we are requesting is essential for the application process. Our courses are approved by the Education Training Foundation. To maintain that approval, we are required to comply with the standards set by the professional body, including ensuring the suitability of applicants in terms of their character, conduct and health. We ask for information on this form to help us comply with these standards.

We ask for information about certain convictions (and cautions, warnings or final reprimands) so that we can ensure you are able to complete mandatory placements which are an integral part of the course. Some convictions may prevent you from undertaking placements; if you cannot undertake placements, you cannot complete all the required aspects of the course. We should not admit students to a course if we know that a conviction will prevent them from completing the course successfully.

For further information about how we use the information you provide to us during the application process, please see the [applicant privacy notice](https://www.uclan.ac.uk/legal/privacy-notices) on the University website.

If you are unsure how to proceed or have any queries, discuss the matter with the Admission Tutor following your interview.

### Placement requirements

An essential component of the part time PGCE/Cert Ed course is a teaching placement where you are preparing and teaching lessons to learners aged 14+ for 150 hours over the two years of the course (75 hours in year 1 and 75 hours in year 2). In cases where the **quality, quantity** **or breadth** of the teaching is not sufficient to meet the requirements of the course, you may need to carry out some additional teaching. You may be able to complete part of your placement with 14-16 year olds in a school setting.

You will need to attend your placement for several hours a week. This will include experience of the other aspects of a teacher’s role as well as actual teaching.

If you are pre-service (not already working as a paid teacher/lecturer), you will need to find your own suitable placement, which will be checked by your college to ensure it meets the course requirements. In some cases, colleges may be able to assist with finding placements but this cannot be guaranteed.

If you are already working as a paid teacher/lecturer (in-service), your role and responsibilities will be checked by your college to ensure it meets the course requirements. In some cases, you may need to undertake additional duties to meet the course requirements.

### Course Costs and Finance

**Fees**

Each college charges its own set fees for the course. The course is eligible for applications to Student Finance England for a student loan.

The fees for 2022 can be found on the College webpages here: https://www.ucmyerscough.ac.uk/students/fees-and-finance/he-fees-and-finance/

**Other costs**

***Through the Looking Glass*:** The Partnership produces a professional academic publication of trainees’ Action Research reports annually. This is a valuable opportunity for trainees to have their work published and copies cost approx. £8. It is also a useful learning resource for you, when you carry out your own research.

**DBS requirements:** Your placement will require you to have an up to date DBS (Disclosure and Barring Service) certificate. The current cost of this is £46 for an enhanced check. If you are already employed as a teacher this will already have been done by your employer.

**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.

## 1.2 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 consists of:

1. Victoria Birchwood (Course Leader): [vbirchwood@myerscough.ac.uk](mailto:vbirchwood@myerscough.ac.uk)
2. Siobhan Dawson (Teacher Training Tutor): [sclarke@myerscough.ac.uk](mailto:sclarke@myerscough.ac.uk)
3. Lindsey Byrne (Teacher Training Tutor): lbyrne@myerscough.ac.uk
4. Gail Bailey (Teacher Training Tutor and Head of Teaching & Learning): [gbailey@myerscough.ac.uk](mailto:gbailey@myerscough.ac.uk)

## 1.3 Expertise of Staff

**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 learners’ additional needs (holding a PGDE in post-compulsory education with a literacy specialism and a PGCE with a Dyslexia specialism).

**Lindsay Byrne – Teacher Training Tutor**

Lindsay is an experienced teacher training mentor who has supported the development of student teachers over several years. With a background in primary education, Lindsay has delivered across the range of core subjects and is proficient in adapting her delivery to suit individual needs in the classroom, and also when setting trainees targets to improve their teaching. Lindsay has lead whole-school literacy, numeracy and music.

**Gail Bailiey – Teacher Training Tutor/Head of Teaching & Learning**

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.

## 1.4 Administration Details

Administration for the Initial Teacher Training courses is through the main Myerscough HE Admissions team. Applications should be completed online by clicking ‘apply’ on the appropriate course page found at: <https://www.myerscough.ac.uk/courses/teacher-training/type/higher-education/> Specific course enquiries should be directed to Victoria Birchwood (vbirchwood@myerscough.ac.uk) in Teacher Training or contact Wendy Grayston in HE Admissions ([HE@myerscough.ac.uk](mailto:HE@myerscough.ac.uk)) regarding interview/application details/offers.

Academic Registry provides a range of services to support the student journey from enrolment to graduation. The Academic Registry is responsible for course administration and supports the University’s academic Schools and Faculties. Teams in the Academic Registry provide information and guidance on student records, change of circumstances and academic appeals. Services within Academic Registry operate from **8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays.** Contact information can be found at: <https://www.uclan.ac.uk/students/support/course_admin_service.php>.

## 1.5 Communication

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.

The University expects you to use your UCLan email address and check regularly for messages. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

## 1.6 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 |
| Susan 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 |

# 2. Structure of the Course

## 2.1 Overall Structure

On the part time route , you will take three modules in each year: Two semester-long modules and one year-long modules, focussed on your professional teaching practice. (All modules are 20 credits.)

**YEAR ONE**

|  |  |
| --- | --- |
| TS1107: Teaching, Learning & Assessment | |
| TS1106: Preparation for Education and training | TS2304: Curriculum Design and Assessment |

**YEAR TWO**

|  |  |
| --- | --- |
| TS3301: Developing Teaching, Learning & Assessment | |
| TS2301: Action Research  OR  TS4301: Action Research (PGCE) | TS2306: Wider Perspectives in Education & Training  OR  TS4304: Wider Perspectives in Education & Training (PGCE) |

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, where you will be supported by a subject specialist Mentor.

**If you are an in-service teacher**, you will probably be teaching for most of the week and taking a full part in the life of your department/college/setting. However, there may be aspects of a teacher’s role that you have not previously experienced, so do make the time to shadow your mentor and other colleagues when they are carrying out tutorials, assessments, interviews and other teaching-related activities.

**If you are a pre-service teacher** (teaching on a voluntary placement), you should try to experience as much as possible of the department/setting, attending staff meetings, taking part in student inductions, assessments and tutorials wherever possible and observing both your placement classes and a range of different teachers, so that you gain a full picture of working life as a teacher. This is your opportunity to explore aspects of your subject that you may feel less confident about teaching, for example by observing other teachers, familiarising yourself with relevant teaching resources or reading and discussing student assignments with your mentor. Your placement setting and mentor will be aware of these requirements but if you feel there are any misunderstandings, you are advised to discuss this with your Cert Ed/PGCE Course Leader. Indeed, if you have any problems or concerns in general about your placement, you should raise these with your Cert Ed/PGCE course leader as soon as possible so that they can be quickly resolved.

### Ofsted inspection

ITE courses are inspected by Ofsted, to ensure that teachers for the Further Education and Skills sector are being appropriately prepared to be good or outstanding teachers. Currently, Ofsted gives three working days’ notice of inspections, so your portfolio must be kept up to date at all times. During an inspection your teaching may be observed by an inspector on their own, or with your tutor or mentor, and you may be asked to meet inspectors to discuss your course and your progress.

## 2.2 Modules Available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. (A standard module is worth 20 credits.) The PGCE and CertEd courses have 120 credits in total. All modules are core/mandatory.

**YEAR ONE**

|  |  |
| --- | --- |
| TS1106 | Preparation for Education and Training |
| The aim of the module is to meet the ETF 2016 guidance on the teaching qualifications for the further education and skills sector. A second aim is to introduce the trainee teacher to the teaching, learning and assessment cycle and build the beginnings of reflective practice. | |
| TS1107 | Teaching Learning and Assessment |
| The aim of this module is to provide a link between educational theory and practical application into teaching through reflective observation of practice. The module also aims to develop confidence and skills in the trainee to meet the changing demands of teaching, learning and assessment and manage the behaviour of learners appropriately. A further aim is to help trainees explore the relationship between their choice of practice strategies and the external and internal influences on their classroom. | |
| TS2304 | Curriculum Design and Assessment |
| This module aims to develop a holistic approach to planning, teaching, learning and assessment, building on prior knowledge of learning and teaching domains, lesson planning techniques and the development of intuitive practices with regard to learning strategies, group dynamics and student motivation. The study of external and internal influences on curriculum development and design aims to support trainee teachers in creating schemes of work, session plans and resources that provide high quality learning experiences. The module also aims to develop the trainees’ skills in the design and use of assessment as a means for checking, promoting and deepening learning, while stretching learners to meet their full potential. | |

**YEAR TWO**

|  |  |
| --- | --- |
| TS3301 | Developing Teaching, Learning and Assessment |
| The aim of the module is to continue to develop the link between educational theory and its practical application in teaching placements, in order to enable trainees to develop towards their full potential as successful teachers. There is a focus on the continued development of differentiation for meeting the needs of all learners and on inclusive practice, which will provide trainees with the skills to successfully promote learning for a range of learners with a variety of needs and backgrounds. The module also aims to enable trainees to broaden their view of the sector, by working with and observing their peers in other teaching settings and by reflecting on and evaluating practice in terms of its ability to facilitate inclusive learning for all students. | |
| TS2301 | Action Research |
| TS4301 | Action Research (PGCE) |
| This module aims to build on an understanding of professional practice created in earlier modules. Understanding the need for, and effecting change is an important role for practitioner research and this module allows learners the opportunity to undertake Action Research into their own practice and the teaching of their specialist subject. | |
| TS2306 | Wider Perspectives in Education and Training |
| TS4304 | Wider Perspectives in Education and Training (PGCE) |
| The aim of this module will be to address wider perspectives in education and training and the content will be expected to change and develop in response to current concerns. However, there will remain a constant core of themes central to the national debate and these will include educational reforms (policies) and social context, funding, quality assurance and Ofsted, the policy process, mental health and mindfulness, the history/context of the sector and SEND (Special Educational Needs and Disabilities). | |

## 2.3 Course Requirements

Requirements to pass the Part Time PGCE or Certificate in Education

|  |  |  |
| --- | --- | --- |
| **Requirements of the course** | **Yr.1** | **Yr.2** |
| Complete a minimum of **75 hours** of teaching **in each year** of the course which must be recorded in your Teaching Practice Portfolio | ✓ | ✓ |
| **For pre-service teachers:** Attend all designated placement sessions/days reliably and regularly, as agreed with the Course Leader and placement setting | ✓ | ✓ |
| Be assessed as meeting the standards on **four occasions** in each year of the course in an observations of a practical teaching situation, **three** by your **Teacher Education tutor** and **one** by your **subject specialist mentor** | ✓ | ✓ |
| Complete to a satisfactory level all assessment activities for the Teaching Practice modules **TS1107** and **TS3301,** using the documentation provided. | ✓ | ✓ |
| Satisfactorily complete all of the assignment tasks for modules **TS1106 Preparation for Education And Training** and **TS2304 Curriculum Design and Assessment** | ✓ |  |
| Complete to a satisfactory level all assessment activities for modules **TS2301 Action Research or TS4301 Action research (PGCE)** and **TS2306 Wider Perspectives in Education and Training or TS4306 Wider Perspectives in Education and Training (PGCE)** |  | ✓ |
| Produce evidence to show your achievement of the Professional Standards and use of English, maths and ICT | ✓ | ✓ |
| Meet the college’s attendance requirement for the course. | ✓ | ✓ |
| Participate in such class activities as the course may reasonably require. | ✓ | ✓ |
| Attend an Accreditation Panel within the college in June | ✓ |  |
| Uphold the Education and Training Foundation [Professional Standards](http://www.et-foundation.co.uk/our-priorities/professional-standards/) and 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) | ✓ | ✓ |

### 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.

As a student undertaking this course, you are bound by the:

* Code of Conduct as specified by Society for Education and Training
* Professional Standards for Teachers and Trainers- England
* Department for Education Teachers’ Standards – Part two

All course applicants are required to sign a ‘Trainee Conduct and Professionalism Agreement’ in advance of joining the course (see appendix 1) and may be subject to the UCLan procedure for the consideration of Fitness to Practice process if there are concerns regarding your professionalism or behaviour.

**You are required to attend all timetabled learning activities for your course**

**and your agreed placement.**

### Safeguarding

All trainees should have read and understood Part 1 of [Keeping Children Safe in Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf). In addition, they should be aware of their role in identifying and reporting knife crime, county lines, preventing [Sexual Violence and Sexual Harassment](https://email.etfoundation.co.uk/4XJY-J6RI-3H4ZS2-FTUQD-1/c.aspx), online sexual abuse, and forced marriage.

### 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 edit your social media presence in order to present a suitably professional online presence for students and future employers.

## 2.4 Study Time

As previously noted, 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, where you will be supported by a subject specialist Mentor.

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**.

### 2.4.1 Weekly timetable

The course days/times for 2022-23 at Myerscough College are given below:

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

Teacher training courses are all currently part-time and the college runs evening sessions only in order to accommodate in and pre-service trainees. Students can access their timetable via ‘Myerspace’ once they have enrolled.

### 2.4.2 Expected hours of study

Undertaking a 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 and also teaching. 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 module you need to set aside about 200 hrs of both college based and private study. This course has 60 credits per year and is also a professional course, so the time commitment is even greater. If you have recently studied for a degree, you will find the workload much higher on your PGCE. You should plan to spend significant time in the evenings and weekends on your studies during these important years.

### 2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for your course and your agreed placement. If you are a pre-service teacher (voluntary placement) you are required to attend all your placement days/sessions just as reliably as if you were employed as a teacher. It is not acceptable to arrange an alternative schedule with your placement without consulting your Course Leader.

Notification of illness should be made to your course tutor and exceptional requests for leave of absence must be made to your Course Leader:

Victoria Birchwood (Course Leader): [vbirchwood@myerscough.ac.uk](mailto:vbirchwood@myerscough.ac.uk)

Tel: 01995 642 146

If you are ill on a placement day, you must also notify the placement and your mentor in the agreed way. 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.

### Mentoring and Subject Specialist Support

All trainee teachers on the course are required to have a subject specialist mentor and this arrangement must be set up before enrolment. You and your mentor should use the mentor agreement in the coursework documentation pack as the basis for your first meeting. The agreement explains the expectations we have for both people involved in this relationship.

The role of the mentor is to support trainees in the subject specialist aspect of their **‘professional development’**. As we develop skills professionally we also develop ourselves as a person and teacher, so ‘**personal development’** is also brought about by this process of engaging with another person on a professional basis.

Mentors need to be **qualified teachers themselves** holding a teacher training qualification that is the equivalent to the Cert Ed/PGCE/DTLLS/DET and should have appropriate teaching experience with student groups in their own curriculum area for a minimum of two academic years before becoming a mentor. Training for mentors is offered across the UCLan partnership every year.

If you are sourcing your own mentor please share these notes with them:

### Notes for mentors

Initial Teacher Education courses require that every trainee teacher is supported by a subject specialist mentor. This includes setting regular times to work with your mentee and carrying out a minimum of two observations of the mentee during their teacher training. You will need to attend training if you are a new mentor.  We very much appreciate your contribution to your mentee’s development as a teacher and hope that you find it a mutually beneficial arrangement.

What does being a mentor involve?

1. Participate in mentor training and subject specialist observation training at the college.
2. Work with your mentee during their course to support their induction into the institution/department and advise them on materials, lesson planning, schemes of work and assessment.
3. Discuss subject specific issues and teaching strategies.
4. Set times for regular meetings with your mentee.  Your mentee will keep a record of these meetings in their log.
5. Carry out one subject specialist observation per year for part time trainees, or two for full time trainees.

## 3.2 Study Skills

Your Course Tutors will work with you to develop your academic skills.

For UCLan study skills and library training, go to [Library and IT training](https://www.uclan.ac.uk/students/library-it/index.php).

There are also useful resources available to you via UCLan, which you can access with your UCLan username and password including:

* WISER <https://msuclanac.sharepoint.com/sites/StudentStudySkills/SitePages/Academic-Writing-Skills.aspx>

You will be sent your login details to your personal email address before enrolling online.

Go to [www.uclan.ac.uk](http://www.uclan.ac.uk) and click on the **Student** tab on the top red bar.

You are on the [Student Portal](https://www.uclan.ac.uk/students/library-it/index.php) page where you can find most of the UCLan information that you might need.

If you have any login problems or any other technical issues, please access the Student Hub home page here <https://msuclanac.sharepoint.com/sites/StudentHub/>

Or email [LIScustomersupport@uclan.ac.uk](mailto:LIScustomersupport@uclan.ac.uk) or ring them on 01772 895355.

## 3.3 Learning Resources

### 3.3.1 Library and Learning Resources

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 corporate UCLan card).

For information on UCLan library service for partner colleges please go to <https://msuclanac.sharepoint.com/sites/UCLanLibrary/>

### 3.3.2 Electronic Resources

All electronic resources for the Teacher Training 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

Teaching is a challenging but rewarding profession, one where you will use your enthusiasm and talents to really make a difference to your students’ lives. Our courses will equip you to educate and influence your learners and help them fulfil their potential.

You will be studying on a course that leads to a professional career as a teacher. Everything that you do on your course is aimed to help you to develop your knowledge and skills in teaching and support you to reach your full potential as a successful teacher. You will also be expected to behave professionally at all times, with your tutors, your peers, your teaching colleagues and your students.

Careers support is available at: <https://www.uclan.ac.uk/careeredge>

You can book a one to one appointment with a qualified Careers Adviser via CareerEDGE, where you can talk face to face, by telephone or skype. Typical questions your Careers Adviser can help with are “I’m not sure what I want to do in the future”, “What are the options with my degree”, "Where do I start when I am looking for a part-time job, placement or graduate role?”

Get started early with exploring possible routes available to you in the future by:

• Taking your ‘Career pulse’ in CareerEDGE to assess your starting point

• Visiting your ‘Careers School Pages’ from the [Student Portal](https://portal.uclan.ac.uk/)

# 4. Student Support

Your course team and wider college services will support you throughout your training. Each student will be allocated a course and a personal tutor (see below). Your course tutor will guide your academic development and deliver your taught classes. Your ILP (Individual Learning Plan) 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.

## 4.1 Year Tutors and Student Coaches

You will be assigned a personal tutor for your teacher education course. 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.

## Students with Disabilities

We make every possible effort to support students with disabilities and have a very strong, dedicated team of professionals who are here to help you.

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 Inclusive Support Team at UCLan – [inclusivesupport@uclan.ac.uk](mailto:inclusivesupport@uclan.ac.uk)

The college will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies and your placement 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.

## Student Services

Student Services provides all the non-academic student support services at UCLan. You can get support by visiting our <i> staff in the Student Information and Support Centre. Our friendly and approachable team will ensure you receive the help you need. Come and have a chat with us if you have a query on any aspect of student life and study. <https://www.uclan.ac.uk/students/index.php>

## 4.4 Students’ Union

The Students’ Union is here to ‘make life better for students’ and we aim to do this every day through our wide range of services, activities and opportunities. 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 see our website for full details on what we may be running in your partner institution.

At Myerscough College there is also a vibrant Students’ Union. Details about social activities can be found here: https://www.myerscough.ac.uk/students/student-life/students-union/

# 5 Assessment

## 5.1 Assessment Strategy

The teaching, learning and assessment strategies used on the course 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 course:

* Teaching practice – assessed through teaching observations and the development of an **extensive** 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.

Also, working with your Tutors and Mentor, you will review your progress and attainment of the professional standards.

The purpose of the progress review is to help you to reflect, using your evidence in your teaching portfolio, on the progress you have made at the end of each stage of your teacher training course. You will review your progress with your tutor at the end of each stage, taking into consideration:

* Your personal and professional conduct in relation to the Teachers’ Standards: Part 2
* Your teaching observations over time;
* Your teaching practice and professional development portfolio;
* The Mentor and Subject Specialist Statement of trainee teacher professionalism, completed by your subject specialist mentor;
* Your progress towards the coverage of the ETF (2014) Professional Standards.

Whilst working through the progress review, it is essential that you are as thorough and as honest as possible. Based on your resulting progress profile, you will work with your tutor to identify a set of progress descriptors (‘satisfactory’, ‘good’ or ‘exceptional’) which best summarise your progress against the ETF (2014) Professional Standards.

In addition to meeting the module learning outcomes, trainee teachers are required to meet the **attendance requirements** of the course 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 course.

### Course assessment overview

**Certificate in Education**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TS1106** | **TS1107** | **TS2304** | **TS2301** | **TS3301** | **TS2306** |
| **Preparation for Education and Training** | **Teaching, Learning and Assessment** | **Curriculum Design and Assessment** | **Action Research** | **Developing Teaching, Learning and Assessment** | **Wider Perspectives in Education and Training** |
| Written summative assignment (1500 words) | Written case study (750 words, or equivalent) | Written assignment (2,000 words or equivalent plus SoW) | Research Proposal: written (1000 words) | Peer observations and evaluation: written or group discussion (1250-1500 words) | Academic poster conference (with extended abstract)  (4000 words or equivalent) |
| Know Your Learner (750 words or equivalent) | Presentation (15 minutes) | Written assignment and examples of assessment activity (2,000 words plus examples of assessed work with feedback) | Research report (3500 words) | Presentation (15 mins) |  |
| Teaching practice portfolio | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |  | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |

**PGCE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TS1106** | **TS1107** | **TS2304** | **TS4301** | **TS3301** | **TS4304** |
| **Preparation for Education and Training** | **Teaching, Learning and Assessment** | **Curriculum Design and Assessment** | **Action Research** | **Developing Teaching, Learning and Assessment** | **Wider Perspectives in Education and Training** |
| Written summative assignment (1500 words) | Written case study (750 words, or equivalent) | Written assignment (2,000 words or equivalent plus SoW) | Research Proposal: written (1250 words) | Peer observations and evaluation: written or group discussion (1250-1500 words) | Academic poster conference (with extended abstract)  (4000 words or equivalent) |
| Know Your Learner (750 words or 10 minute presentation) | Presentation (15 minutes) | Written assignment and examples of assessment activity (2,000 words plus examples of assessed work with feedback) | Research report (4000 words) | Presentation (15 mins) |  |
| Teaching practice portfolio | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |  | Teaching practice portfolio: Evidences 75 hours of teaching practice |  |

### 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.

### Personal English, maths and ICT skills

At the start of the course you will assess your own skills in English and maths using diagnostic tools, identifying areas that you need to work on and committing to doing this during the course. The aim is that you will be able to demonstrate competency in Fundamental English and mathematics in your teaching practice by the end of your course, if not before. You must also work towards a mathematics/numeracy award at Level 2 by the end of your course (if you do not already hold this) as it is a requirement of achieving QTLS (Qualified Teacher Learning and Skills) status with the Education and Training Foundation. You will also need Level 2 English and Mathematics to be employed as a teacher.

### Supporting your learners’ English, maths and ICT

Whatever you teach, you need to develop your ability to support your students with their own language, literacy, numeracy and ICT skills. This includes working with students whose first language is not English (bilingual or ESOL learners). The teaching modules in both year 1 and year 2 focus on developing the knowledge and skills that you need in order to be able to do this effectively.

## 5.2 Notification of Assignments and Examination Arrangements

There are no examinations on the course. All assessment is by assignment and/or observation of practice.

At the beginning of your course, your Tutors will provide you with a teaching, learning and assessment scheme that will show all assignment and observation submission dates/deadlines.

**Please ensure you note these in your calendar and adhere to them**. **They are to be treated in the same way as examination dates.**

UCLan provide detailed assignment briefs for you to follow to complete your assessments and teaching practice portfolio. These assignments are standardised, so no matter which Partner College you choose to study with, all trainee teachers undertake the same assignments, with the same guidance.

UCLan also provide standardised assignment feedback sheets. Your tutors will use these to provide you with detailed feedback on your work, what you have done well, what you need to improve, and will set you academic development targets to help you improve your work.

## 5.3 Referencing

On your Teacher Education course, we encourage you to take an enquiring approach and to learn from research and other sources of knowledge; your academic reading and writing are hence important in contributing towards developing an **intellectual base** for your teaching (UCET, 2020).

As you progress through your course, it is important to use a range of academic sources (journal articles, books, subject specialist sources, policy documents etc.) to inform all your assignments so that you can comment on other people’s work and ideas and apply them to your own work. In the early modules, the reading lists provide a starting point for your research. The sources here are mostly ‘secondary sources’; they are not the original research or ideas but instead report on them. In year 2/stage 2, you should extend your reading beyond sources on the reading lists e.g. for action research you should read primary sources i.e. first-hand accounts such as journal articles where the author discusses their own research.

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.

UCLan ITE adopts the Harvard referencing system which mirrors Cite Them Right.

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.

Please visit [Cite Them Right site](https://www.uclan.ac.uk/students/library-it/library/cite_them_right.php) for more detailed Harvard referencing guidance. This will help you to reference more complex sources and provide further explanation for referencing a wider range of sources e.g. digital, media and art, research, legal materials, government documents and communications.

Cite Them Right provides answers to common questions about referencing and features a referencing tutorial, a bookmarking facility and other explanatory video content. Depending on your prior experience of Harvard referencing, you may wish to access all, or some, sections of the tutorial to support your academic writing and referencing skills.

## 5.4 Confidential Material

Whilst on the course, particularly in placement/work settings, it is likely that you will access confidential information e.g. student details, work and feedback which inform your own practice and assignments. Do be aware of the ethical and legal responsibilities to respect confidentiality and maintain safeguarding, and maintain the anonymity of individuals and organisations within your assignments.

## 5.5 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 *Fundamental Values of Academic Integrity* can be found here <https://academicintegrity.org/resources/fundamental-values>

Academic integrity is a vital element of the professional conduct of teachers. The professional standards for teachers, are not ‘part time’ standards.

Teachers are required to uphold the reputation of the profession and must not behave in such a way that is likely to diminish the trust and confidence which the public places in you and in the profession (Society for Education and Training, 2018).

### Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 7.7 of the University Student Handbook for full definitions.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](http://www.uclan.ac.uk/aqasu/academic_regulations.php): G7 and the [Assessment Handbook](http://www.uclan.ac.uk/aqasu/academic_regulations.php) section 6.5.1.2.

* **Cheating** is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
* **Plagiarism** describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
* **Collusion** is an attempt to deceive the assessors by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
* **Re-presentation** is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](http://www.uclan.ac.uk/aqasu/academic_regulations.php), section 6. If an allegation is found to be proven then the appropriate penalty will be implemented.

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.

## 5.6 Moderation and Review

All student work and feedback undergoes a quality assurance process called moderation.

Moderation takes place at different times and in different ways across the course to ensure that student work meets the required standards for the course, and to ensure that Tutor feedback is of consistently high standard and promotes your academic and professional development.

Moderation involves other tutors at your college, tutors at other partner Colleges, The UCLan ITE Team and the External Examiners.

At the half way stage on your training you will attend an Accreditation panel, where you will meet the UCLan Team who will talk to you about your work.

Towards the end of your course, you may be selected to speak with External Examiner about your work.

# 6 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in their [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 courses 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 course 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 course 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.

All trainees are required to attend an **Accreditation Panel event at the end of your year/stage one training.** This event is very important to us as we conduct an in-depth discussion with all trainees. The purpose here is to discuss your learning and progress on the course, identify good practice, strengths and valuable aspects of the course as well as the challenges being faced and improvements that could be made. Feedback given is anonymous but a report is written after the event and the college teams receive action plans to develop their provision as a result of your feedback. The accreditation events have proven to be an excellent source of ideas over the years and our course has benefited from changes identified by trainees and will continue to do so.

Some examples of changes we have made to the course over the last five years as a result of this feedback are listed below

1. Change in assessments to modules to prevent ‘bunching’ at certain times of the year
2. Alternative assessment strategies introduced to broaden the types of assessment
3. Increased focus on helping you and your learners to develop their English and maths skills
4. Ways to introduce you to a broader range of teaching settings and experiences

## 7.1 Student Feedback Forum

The purpose of the SSF 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. Course representatives are ‘voted in’ by their peers. The SSFs are normally scheduled once per semester and are either held face-to-face or online. The Course Leader 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 from students by course representatives and course representatives will be given the opportunity to feedback to their peers during class. 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 also 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 Progression after the course

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/) (See section 1 above).

There are great opportunities at UCLan to continue your studies in the subject of Education.

Certificate in Education holders can ‘top up’ to a BA (Hons) in Education. The Cert Ed gives you credits that count as APL for half of the degree course.

You can see more information and how to apply, via this link: <https://www.uclan.ac.uk/undergraduate/courses/education-studies-ba?term=ba%20education>

PGCE holders can progress to a Master’s in Education Professional Practice in Education. The PGCE gives you 60 credits of APL to wards to the 180 credit Masters.

You can see more information and how to apply, via this link:

<https://www.uclan.ac.uk/postgraduate/courses/professional-practice-in-education-med?term=education>

*We hope this information will be useful in helping you to choose the right place to undertake your teacher education course.*

***Good luck with your teacher education and your future career!***

# 9 Appendices

## 9.1 Trainee Conduct and Professionalism Agreement

You are embarking on a course of professional training and need to behave as a professional throughout your course. For part of the time, you are a teacher (in your placement setting and while teaching) and for part of the time you are a student (whilst attending your course). However, the professional standards expected of you apply consistently and are higher than if you were on many other courses. You are also required to comply with the regulations and expectations for conduct of the university, the college and your placement institution.

You therefore need to read and agree to the following:

1. I agree to act with integrity and trustworthiness as a teaching professional and comply with the code of professional practice and all relevant professional standards – see links below.
2. I understand that I am expected to attend the whole course. Absence from the course could jeopardise my chances of successfully meeting the assessment criteria.
3. I will give my tutor and mentor advance notice of and reasons for any reasonable absence from my teaching practice or input sessions.
4. I understand that if I am absent because of illness or some unavoidable reason, it is my responsibility to make up the work I have missed.
5. I am aware that on my placement I am representing the college and the teaching profession, and that my conduct and behaviour reflects on them as well as on me.
6. I will arrive on time to all my teaching practice and course input sessions.
7. I will arrive at all my teaching practice lessons fully prepared, with a completed session plan and all my materials and equipment.
8. I will be responsible for all college/placement materials and equipment used in the teaching practice classroom/workshop and for their safe storage.
9. I will be responsible for maintaining registers for the sessions I teach.
10. I will not arrive at my teaching practice or course sessions under the influence of drugs or alcohol.
11. I will dress appropriately for all my teaching practice sessions, following the dress code of my placement setting.
12. I will behave respectfully and quietly when observing other teachers’ classes and respect confidentiality.
13. I will work co-operatively with my mentor and other tutors to plan, maintain records, collect and mark students’ work and prepare for examinations.
14. I understand that I may only record input sessions with the prior permission of the tutor, and that this recording may only be used for personal academic purposes.
15. I will obtain informed consent from my learners before audio or video recording my own teaching (see course handbook).
16. I will show respect to students, staff and fellow course members regardless of race, disability, religion, politics, sexual orientation or gender, respecting equality and diversity.
17. I will maintain appropriate standards of honesty and integrity in management and administrative duties, including in the use of institutional property and finance.
18. I understand that I need to maintain a professional personal internet presence and will adhere to the UCLan partnership social networking guidelines and those of my placement.
19. I will not misuse or misrepresent my professional position, qualifications or experience, or otherwise bring the reputation and standing of the teaching profession into disrepute.
20. I accept that this list is non-exhaustive and I agree to comply with further requirements providing they are reasonable and within the conduct and/or standards expected of a teacher.

I have read and agreed the points above.

|  |  |  |
| --- | --- | --- |
| **Trainee signature:** | **Tutor signature:** | **Date:** |

**You are also referred to the following key documents and regulations:**

* Education and Training Foundation *Professional Standards* 2014<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>
* Department for Education *Teachers’ Standards* 2011 (for school teachers) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf>
* Society for Education and Training *Code of Professional Practice* <https://set.et-foundation.co.uk/membership/code-of-professional-practice/>
* UCLan Regulations for the *Conduct of Students and Fitness to Practise Procedure*https://www.uclan.ac.uk/study\_here/student-contract-taught-programmes.php

## 9.2 Programme Specification(s)

|  |
| --- |
| **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 | |
| 1. **Teaching Institution and Location of Delivery** | Blackburn, Furness, Hugh Baird, Lakes College West Cumbria, Myerscough, Preston, 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 (L5 Diploma in Education and Training equivalent)  Ofsted inspection  UKPSF D2 Fellow of the HEA (FHEA)  Meets qualification outcomes for Learning and Skills Teacher Level 5 Apprenticeship. | |
| 1. **Title of Final Award** | **Post Graduate Certificate in Education (Education and Training)** | |
| 1. **Modes of Attendance offered** | Part time and Full time | |
| **7a) UCAS Code** | n/a | |
| **7b) JACS and HECOS Code** | X141  100508 | |
| **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 prepare trainee teachers to achieve the professional standards in order to teach successfully and be employable in a range of contexts in Education and Training (14+) | | |
| 1. To model professional practice, including a wide range of appropriate teaching, learning and assessment strategies that trainees can critically analyse and apply in their own teaching. | | |
| 1. To develop trainees as discriminating and principled reflective practitioners, able to reflect upon and critically evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners. | | |
| 1. To establish a strong and systematic theoretical framework in education, research and pedagogy, upon which trainees build with confidence in order to meet the continually changing demands of Education and Training. | | |
| 1. To encourage the development of an active collegial network of teaching practitioners to improve the quality of teaching and learning in Education and Training. | | |
| 1. **Learning Outcomes, Teaching, Learning and Assessment Methods**   At the end of the **Post Graduate Certificate in Education** participants will be able to: | |
| **A. Knowledge and Understanding** | |
| A1. Critically evaluate current legislation, policy and practice and their impact on provision within Education and Training    A2. Apply a wide range of teaching, learning and assessment theory and concepts to the deconstruction of practice, both generically and within their specialist subject area  A3. Apply their knowledge of their own specialist subject to their teaching practice, and critically evaluate and develop this appropriately to support teaching and learning  A4. Demonstrate a critical understanding of motivation and classroom management strategies and how these can be applied in the development of effective learning environments when planning and teaching lessons  A5. Use evidence-informed approaches and the outcomes from pedagogic research, scholarship and continuing professional development, including the trainee’s own action research activity, to critically review and enhance professional practice | |
| **Teaching and Learning Methods** | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  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 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, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focus on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | |
| **B. Subject-specific skills** | |
| B1. Use initial and diagnostic assessment together with specialist subject knowledge to identify the current skills and needs of learners to inform the planning of appropriate inclusive teaching and learning  B2. Plan, prepare, deliver and critically evaluate relevant evidence-based teaching, learning, assessment and feedback activities in their own s curriculum for the benefit of all learners. Develop own English, Maths and TEL skills and embed in subject specialist learning to improve the learners’ skills in these areas.  B3. Select, adapt, create and evaluate resources that meet the needs of learners and the challenges of the curriculum in order to address fundamental British values, employability and enterprise, inclusivity and promote equality and value diversity,  B4. Critically analyse and challenge the potential barriers to learning that exist for learners, including SEND and socio-economic factors and implement appropriate strategies to support successful learning | |
| **Teaching and Learning Methods** | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  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 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. Assessment of teaching is also ipsative.  Overall assessment activity includes:  **Written assessments:**  case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | |
| **C. Thinking Skills** | |
| C1. C2. Work collaboratively with colleagues and peers to deconstruct and challenge practice with the specific purpose of improving and developing their practice and professional development  C2. Critically reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy. | |
| **Teaching and Learning Methods** | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  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 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, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity  **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 **Post Graduate Certificate in Education** participants will be able to:  D1. Meet the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)  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 taking part in feedback. 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 to deconstruct classroom activity and begin to justify the teaching and learning strategies used by others in the classroom | |
| **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, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity  **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 7 | TS4301  TS4304 | Action Research (PGCE)  Wider perspectives in Education and Training | 20  20 | **Award:** Post Graduate Certificate in Education  Requires 120 credits in total. Of these 20 credits must be at level 6 and 40 credits at level 7 |
| Level 6 | TS3301 | Developing Teaching Learning and Assessment | 20 |  |
| Level 5 | TS2304 | Curriculum Design and Assessment | 20 | Certificate: Teaching, Learning and Assessment *Intermediate* (60 credits) |
| Level 4 | TS1107  TS1106 | Teaching, Learning and Assessment  Preparation for Education and Training | 20  20 | Certificate: Education and Training, *Introductory* (40 credits)  Certificate: Education and Training, *Preparatory* (20 credits) |
| 150 hours of recorded teaching practice  8 successful teaching practice observations totalling 8 hours | | | | **Required in order to pass the qualification** |
| **15. Personal Development Planning** | | | | |
| 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\***  (including agreed tariffs for entry with advanced standing)  *\*Correct as at date of approval. For latest information, please consult the University’s website.* | | | | |
| Admission to the PGCE 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 education sector, who, at the time of starting the scheme meet the following entry requirements:   1. An honours degree or equivalent 2. A minimum of a Level 3 qualification in their teaching subject specialism, if different from degree subject. 3. Five GCSEs at Grade C/4 and above, or equivalent, **to include English.** 4. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent). 5. A teaching or training contract or a voluntary placement 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.   **Teaching Hours**  The programme 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 five or more 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 diverse range of learners * experience of non-teaching roles   In order to qualify for Fellowship of the HE Academy, the trainee teacher must be in-service and teaching in Higher Education throughout the course. | | | | |
| **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 | | | | |
| 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) * HE Academy – [Fellowship](https://www.heacademy.ac.uk/individuals/fellowship#section-3) * Institute for Apprenticeships – [L5 standard](https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher/) | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 7** | TS4301 | Action Research (PGCE) | Comp |  | X | X | X | X | X | X | X | X | X | X |  |  | X | X |  |  |
| TS4304 | Wider perspectives in Education and Training | Comp | X | X |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  |
| **Level 6** | TS3301 | Developing teaching, learning and assessment | Comp | X | X | X | X |  | X | X | X | X | X | X |  |  | X | X |  |  |
| **Level 5** | 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 within Student Course Handbooks*

|  |
| --- |
| **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 | | |
| 1. **Teaching Institution and Location of Delivery** | | | Blackburn, Carlisle, Furness, Hugh Baird, , Lakes College West Cumbria, Myerscough, Preston, St Helens, Southport, Wigan & Leigh, Wirral Metropolitan | | |
| 1. **University School/Centre** | | | Centre for Excellence in Learning and Teaching | | |
| 1. **External Accreditation** | | | Meets ETF 2016 guidance on the teaching qualifications for the further education and skills sector. (L5 Diploma in Education and Training equivalent)  Ofsted inspection  Meets qualification outcomes for Learning and Skills Teacher Level 5 Apprenticeship. | | |
| 1. **Title of Final Award** | | | **Certificate in Education (Education and Training)** | | |
| 1. **Modes of Attendance offered** | | | Part time and Full time | | |
| **7a) UCAS Code** | | | n/a | | |
| **7b) JACS and HECOS Code** | | | X141  100508 | | |
| **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 prepare trainee teachers to achieve the professional standards in order to teach successfully and be employable in a range of contexts in Education and Training (14+) | | | | | |
| 1. To model professional practice, including a wide range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching. | | | | | |
| 1. To develop trainees as reflective practitioners and evaluate the teaching, learning and assessment strategies they experience and those they provide for their own learners. | | | | | |
| 1. To develop a firm theoretical framework in education, research and pedagogy, upon which trainees build with confidence in order to meet the continually changing demands of Education and Training. | | | | | |
| 1. To encourage the development of an active collegial network of teaching practitioners to improve the quality of teaching and learning in Education and Training. | | | | | |
| 1. **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 legislation, policy and practice and their impact on provision within Education and Training    A2. Apply a wide range of teaching, learning and assessment theory and concepts to the deconstruction of their own practice, both generically and within their specialist subject area  A3. Apply their knowledge of their own specialist subject to their teaching practice, and develop their subject knowledge appropriately to support teaching and learning  A4. Demonstrate understanding of motivation and classroom management strategies and how these can be applied in the development of effective learning environments when planning and teaching lessons.  A5. Undertake action research activity to support professional development | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  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 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, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic posters  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focuses on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | | |
| **B. Subject-specific skills** | | | | | |
| B1. Use initial and diagnostic assessment together with subject knowledge to identify the current skills and needs of learners to inform the planning of appropriate inclusive teaching and learning  B2. Plan, prepare, deliver and evaluate relevant evidence –based teaching, learning and assessment activities in their own curriculum for the benefit of all learners. Develop own English, Maths and TEL skills and embed in subject specialist learning to improve the learners’ skills in these areas.  B3. Select, adapt, create and evaluate resources that meet the needs of learners and the challenges of the curriculum in order to address fundamental British values, employability and enterprise, inclusivity and promote equality and value diversity  B4. Identify and challenge the potential barriers to learning that exist for learners, including SEND and socio-economic factors and implement appropriate strategies to support successful learning | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Significant learning takes place through the teaching placement. This includes the trainees’ observation of experienced teachers and peers, the observation of the trainees’ practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.  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 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, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic posters  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focuses on professional development, achievement of professional standards and progress with teaching activity  **Observations of others:** subject specialist teachers, peers and other advanced practitioners | | | | | |
| **C. Thinking Skills** | | | | | |
| C1. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy. | | | | | |
| **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 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, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic posters  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focuses on professional development, achievement of professional standards and progress with teaching activity  **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 **Certificate in Education** participants will be able to:  D1. Meet the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)  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** | | | | | |
| 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, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals  **Presentations:**  multimedia presentation and academic poster  **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  **Portfolio:** for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity  **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 6 | TS3301 | Developing Teaching Learning and Assessment | | 20 | **Award:** Certificate in Education  Requires 120 credits at level 4 or above with a minimum of 80 credits at level 5 |
| Level 5 | TS2306  TS2301  TS2304 | Wider perspectives in Education and Training  Action Research  Curriculum Design and Assessment | | 20  20  20 | Certificate: Teaching, Learning and Assessment *Intermediate* (60 credits) |
| Level 4 | TS1107  TS1106 | Teaching, Learning and Assessment  Preparation for Education and Training | | 20  20 | Certificate: Education and Training, *Introductory* (40 credits)  Certificate: Education and Training, *Preparatory* (20 credits) |
| 150 hours of recorded teaching practice  8 successful teaching practice observations totalling 8 hours | | | | | **Required in order to pass the qualification** |
| **15. Personal Development Planning** | | | | | |
| 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.  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.   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. | | | | | |
| **16. Admissions criteria\***  (including agreed tariffs for entry with advanced standing)  *\*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 education sector, who, at the time of starting the programme 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). 4. A teaching or training contract or a voluntary placement 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.   **Teaching Hours**  The programme 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 five or more 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 diverse range of learners * experience of non-teaching roles | | | | | |
| **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 | | | | | |
| 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)  Institute for Apprenticeships – [L5 standard](https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher/) | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |
| **LEVEL 5** | TS2301 | Action Research | Comp |  | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |
| 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 |  | 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: Certificate: Education and Training, Intermediate**

A1. Apply a range of teaching, learning and assessment theory and concepts to the deconstruction of their own practice

A2. Apply their knowledge of their own specialist subject to their teaching practice, and develop their specialist subject knowledge appropriately to support further teaching and learning

A3. Demonstrate understanding of motivation and classroom management strategies and how these can be applied in the development of effective learning environments when planning and teaching lessons

B1. Use initial and diagnostic assessment together with specialist subject knowledge to identify the current skills and needs of learners to inform the planning of appropriate inclusive teaching and learning

B2. Plan, prepare, deliver and evaluate evidence based teaching, learning and assessment activities in their own curriculum for the benefit of all learners, Develop own English, Maths and TEL skills and embed in subject specialist learning to improve the learners’ skills in these areas

B3. Select, adapt, create and evaluate resources that meet the needs of learners and the challenges of the curriculum in order to address fundamental British values, employability and enterprise, inclusivity and promote equality and value diversity

B4. Identify and challenge the potential barriers to learning that exist for learners, including SEND and socio-economic factors and implement appropriate strategies to support successful learning

C1. Work collaboratively with colleagues and peers to deconstruct and challenge practice with the specific purpose of improving and developing their practice and professional development

C2. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy.

D1. Align their teaching practice to the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)

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

**Learning outcomes for the award of: Certificate: Education and Training, Introductory**

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 an understanding of motivation and classroom management strategies and how these can be applied in the development of effective learning environments when planning and teaching lessons

B1. Plan, prepare, deliver and evaluate relevant evidence based teaching, learning and assessment activities for the benefit of all learners

B2. Create resources that meet the needs of learners and the challenges of the curriculum

B3. Plan, prepare, deliver and evaluate evidence based teaching, learning and assessment activities in their own curriculum for the benefit of all learners, Develop own English, Maths and TEL skills and embed in subject specialist learning to improve the learners’ skills in these areas

B4. Identify and challenge the potential barriers to learning that exist for learners, including SEND and socio-economic factors and implement appropriate strategies to support successful learning

C1. Work collaboratively with colleagues and peers to deconstruct and challenge practice with the specific purpose of improving and developing their practice and professional development

C2. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy.

D1. Align their teaching practice to the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)

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

**Learning outcomes for the award of: Certificate: Education and Training, Preparatory**

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

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

C1 Develop reflective practice

D1. Write session plans and rationales for teaching sessions, and evaluate them

D2. Undertake practical mini- and micro-teaching sessions

D3. Complete observations of other teachers teaching both within and outside their subject area