

Programme Specification Template

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Blackburn, Burnley, Carlisle, Furness, Hugh Baird, Kendal *, Lakes College West Cumbria, Lancaster & Morecambe, Myerscough, Preston's College Runshaw, St Helens, Southport, Wigan & Leigh, Wirral Metropolitan <i>* Withdrawn at Kendal College from Sept 2020</i>
3. University School/Centre	School of Humanities, Language and Global Studies
4. External Accreditation	Meets ETF 2016 guidance on the teaching qualifications for the further education and skills sector. (L5 Diploma in Education and Training equivalent) Ofsted inspection Meets qualification outcomes for Learning and Skills Teacher Level 5 Apprenticeship.
5. Title of Final Award	Certificate in Education (Education and Training)
6. 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
9. Other external influences	ETF 2016 guidance on the teaching qualifications for the further education and skills sector Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)
10. Date of production/revision of this form	September 2018
11. Aims of the Programme	
1. To 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+)	
2. To model professional practice, including a wide range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching.	

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3. To develop trainees as reflective practitioners and evaluate the teaching, learning and assessment strategies they experience and those they provide for their own learners.
4. 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.
5. To encourage the development of an active collegial network of teaching practitioners to improve the quality of teaching and learning in Education and Training.
12. Learning Outcomes, Teaching, Learning and Assessment Methods
At the end of the Certificate in Education participants will be able to:
A. Knowledge and Understanding
<p>A1. Review current legislation, policy and practice and their impact on provision within Education and Training</p> <p>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</p> <p>A3. Apply their knowledge of their own specialist subject to their teaching practice, and develop their subject knowledge appropriately to support teaching and learning</p> <p>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.</p> <p>A5. Undertake action research activity to support professional development</p>
Teaching and Learning Methods
<p>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.</p> <p>Learning will be facilitated through a series of small and large group discussions activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees' own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme.</p>
Assessment methods
<p>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.</p> <p>Overall assessment activity includes:</p> <p>Written assessments: case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals</p> <p>Presentations: multimedia presentation and academic posters</p> <p>Teaching activity: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment</p> <p>Portfolio: for teaching practice modules (TS1107 and TS3301), which focuses on professional development, achievement of professional standards and progress with teaching activity</p> <p>Observations of others: subject specialist teachers, peers and other advanced practitioners</p>
B. Subject-specific skills
<p>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</p> <p>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.</p>

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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

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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

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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

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

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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 development, 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	Wider perspectives in Education and Training	20	Certificate: Teaching, Learning and Assessment <i>Intermediate</i> (60 credits)
	TS2301	Action Research	20	
	TS2304	Curriculum Design and Assessment	20	
Level 4	TS1107	Teaching, Learning and Assessment	20	Certificate: Education and Training, <i>Introductory</i> (40 credits)
	TS1106	Preparation for Education and Training	20	Certificate: Education and Training, <i>Preparatory</i> (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: <ul style="list-style-type: none"> identify areas of development where they need to focus attention and be pro-active about planning their academic study, professional development and career 				

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- 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 Fact sheet
- Partnership sources:- Partner college websites, Fact sheets, College prospectuses

External sources:-

Ofsted [Initial Teacher Education inspection handbook](#)
 ETF Guidance on [Qualifications in Education and Training](#)
 Institute for Apprenticeships – [L5 standard](#)

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding					Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
Level 6	TS3301	Developing teaching, learning and assessment	Comp	x	x	x	x		x	x	x	x	x	x			x	x			
	TS2301	Action Research	Comp		x	x	x	x	x	x	x	x	x	x							
LEVEL 5	TS2306	Wider Perspectives in Education and Training	Comp	x							x	x	x	x				x			
	TS2304	Curriculum Design and Assessment	Comp	x	x		x			x		x	x								
LEVEL 4	TS1107	Teaching, Learning and Assessment	Comp		x	x	x		x	x	x	x	x	x			x	x			
	TS1106	Preparation for Education and Training	Comp	x	x	x	x		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, 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