

## 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

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	Blackburn, Burnley, Carlisle, Furness, Hugh Baird, Kendal*, Lakes College West Cumbria, Lancaster & Morecambe, Myerscough, Preston's College, <del>Runshaw*</del> , St Helens, Southport, Wigan & Leigh, Wirral Metropolitan  * <i>Withdrawn</i>
<b>3. University School/Centre</b>	School of Humanities, Language and Global Studies
<b>4. External Accreditation</b>	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.
<b>5. Title of Final Award</b>	<b>Post Graduate Certificate in Education (Education and Training)</b>
<b>6. Modes of Attendance offered</b>	Part time and Full time
<b>7a) UCAS Code</b>	n/a
<b>7b) JACS and HECOS Code</b>	X141 100508
<b>8. Relevant Subject Benchmarking Group(s)</b>	n/a
<b>9. Other external influences</b>	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)
<b>10. Date of production/revision of this form</b>	September 2018
<b>11. Aims of the Programme</b>	
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+)	

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2. 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.
3. 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.
4. 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.
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.
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b> At the end of the <b>Post Graduate Certificate in Education</b> participants will be able to:
<b>A. Knowledge and Understanding</b>
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
<b>Teaching and Learning Methods</b>
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.
<b>Assessment methods</b>
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: <b>Written assessments:</b> case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals <b>Presentations:</b> multimedia presentation and academic poster <b>Teaching activity:</b> 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 <b>Portfolio:</b> for teaching practice modules (TS1107 and TS3301), which focus on professional development, achievement of professional standards and progress with teaching activity <b>Observations of others:</b> subject specialist teachers, peers and other advanced practitioners
<b>B. Subject-specific skills</b>

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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.

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<p>Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees' own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme.</p>
<p><b>Assessment methods</b></p> <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><b>Written assessments:</b> case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals</p> <p><b>Presentations:</b> multimedia presentation and academic poster</p> <p><b>Teaching activity:</b> 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><b>Portfolio:</b> for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity</p> <p><b>Observations of others:</b> subject specialist teachers, peers and other advanced practitioners</p>
<p><b>D. Other skills relevant to employability and personal development</b></p> <p>By the end of the <b>Post Graduate Certificate in Education</b> participants will be able to:</p> <p>D1. Meet the Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)</p> <p>D2. Apply their acquired skills and knowledge to enable further professional development.</p>
<p><b>Teaching and Learning Methods</b></p> <p>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</p>
<p><b>Assessment methods</b></p> <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><b>Written assessments:</b> case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals</p> <p><b>Presentations:</b> multimedia presentation and academic poster</p> <p><b>Teaching activity:</b> 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><b>Portfolio:</b> for teaching practice modules (TS1107 and TS3301), which focus on professional develop, achievement of professional standards and progress with teaching activity</p> <p><b>Observations of others:</b> subject specialist teachers, peers and other advanced practitioners</p>

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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	TS4301	Action Research (PGCE)	20	<b>Award:</b> 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
	TS4304	Wider perspectives in Education and Training	20	
Level 6	TS3301	Developing Teaching Learning and Assessment	20	
Level 5	TS2304	Curriculum Design and Assessment	20	Certificate: Teaching, Learning and Assessment <i>Intermediate</i> (60 credits)
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				<b>Required in order to pass the qualification</b>
<b>15. Personal Development Planning</b>				
<p>The teaching practice portfolio incorporates action planning for the development of teaching skills and also a Professional Development Individual learning Plan (ILP) that is completed by all trainee teachers on the PGCE award and is an integral part of the programme.</p> <p>The professional development ILP and other action plans they complete should help them to:</p> <ul style="list-style-type: none"> <li>• identify areas of development where they need to focus attention and be pro-active about planning their academic study, professional development and career</li> <li>• make links and gain a holistic overview of their studies</li> <li>• reflect critically and become a more independent learner</li> <li>• identify their learning from a variety of contexts and make the most of it.</li> <li>• acknowledge the wider context in which further and/or higher education operates and recognise the importance for professional practice</li> </ul> <p>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.)</p> <p>Skills in reflection, self-evaluation, action planning for continuous development, and planning for future CPD activity are all evident in this qualification, being embedded within the theory and evidence base and also applied into assessment activities. The support given to trainees during this process comes initially from programme tutors in both taught sessions and tutorials and then expands into support from other advanced practitioners and curriculum mentors and finally the students' peers.</p> <p>At the end of the programme each trainee will have completed their Teaching Practice Portfolio and Professional Development Plan, which will be used to identify 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).</p>				
<b>16. Admissions criteria*</b>				
(including agreed tariffs for entry with advanced standing)				
*Correct as at date of approval. For latest information, please consult the University's website.				

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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](#)
- ETF Guidance on [Qualifications in Education and Training](#)
- HE Academy – [Fellowship](#)
- 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 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

**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