

## 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, Runshaw, St Helens, Southport, West Lancashire, Wigan & Leigh, Wirral Metropolitan, UCLan Preston campus.
<b>3. University School/Centre</b>	Centre for Excellence of Learning and Teaching
<b>4. External Accreditation</b>	Incorporates LSIS 2013 requirements for the Level 3 Award in Education and Training
<b>5. Title of Final Award</b>	<b>Certificate: Education and Training, Preparatory</b>
<b>6. Modes of Attendance offered</b>	Part time
<b>7. UCAS Code</b>	n/a
<b>8. Relevant Subject Benchmarking Group(s)</b>	n/a
<b>9. Other external influences</b>	Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013) LSIS  The Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 20067
<b>10. Date of production/revision of this form</b>	September 2014
<b>11. Aims of the Programme</b>	
	1. To support the student's professional development towards becoming a responsive and reflective teacher
	2. To introduce the student to the teaching, learning and assessment cycle and begin the development of personal and practical skills that enable teaching and learning
	3. To develop the student's skills as a teacher and as an observer of teaching and learning
	4. To introduce the student to the value of reflection on practice

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<p><b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b> At the end of the <b>Preparatory Certificate in Education and Training</b> participants will be able to:</p>
<p><b>A. Knowledge and Understanding</b></p>
<p>A1 Identify the roles and responsibilities of a teacher within an appropriate context</p> <p>A2 Identify the potential needs of learners and the implications for planning teaching and learning</p> <p>A3 Explain the importance of a positive learning environment</p>
<p><b>Teaching and Learning Methods</b></p>
<p>Learning will be facilitated through a series of small and large group discussions and activities and tutor-led sessions, using focused reading material, hand-outs and micro- and mini-teaching. Trainee teachers will experience both didactic and inductive teaching approaches, experiential and enquiry based learning and reflective practice strategies. They will be taught by teacher educators, guest specialists and their peers over the course of the programme.</p>
<p><b>Assessment methods</b></p>
<p>Assessment is varied and aligns to the expected outcomes 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:  <b>Written assessments:</b> case studies, assignments, justifications and rationales for practice, developmental reflections  <b>Teaching activity:</b> micro and mini teach activities are ipsative, with the focus on the trainee's individual development in teaching  <b>Observations of others:</b> subject specialist teachers, peers and other advanced practitioners</p>
<p><b>B. Subject-specific skills</b></p>
<p>B1 Plan, prepare, deliver and evaluate relevant teaching, learning and assessment activities within the peer group setting</p> <p>B2 Evaluate a range of learning, teaching and assessment strategies that can be used to manage diverse learners within appropriate contexts</p>
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<p><b>C. Thinking Skills</b></p>
<p>C1 Develop reflective practice</p>
<p><b>Teaching and Learning Methods</b></p>
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<b>D. Other skills relevant to employability and personal development</b>
D1. Write session plans and rationales for teaching sessions, and evaluate them  D2. Undertake practical mini- and micro-teaching sessions (1 hour of teaching in total)  D3. Complete observations of other teachers teaching both within and outside their subject area
<b>Teaching and Learning Methods</b>
Teaching for the above outcomes takes place through the observation of practice by the teacher education team and taking part in feedback. Trainee teachers also take part in peer assessment and practise giving feedback to each other as part of this process.
<b>Assessment methods</b>
<b>Written assessment:</b> justifications and rationales for practice, developmental reflections and professional diaries <b>Teaching activity:</b> micro and mini teach activities are ipsative, with the focus on the trainee's individual development in teaching <b>Observations of others:</b> subject specialist teachers, peers and other advanced practitioners

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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 4	TS1106	Preparation for education and training	20	<b>Certificate: Education and Training, Preparatory (20 credits)</b>
<b>15. Personal Development Planning</b>				
<p>The Dearing Report defines personal development planning for each learner as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and achievement, and to plan for their personal, educational and career development.' (QAA 2004)</p> <p>The professional development planning and the use of a reflective journal underpin the whole process from the Preparatory Certificate to the larger teaching awards and the Certificate in Education or PGCE, and planning for future CPD activity. Paperwork included within the Professional Development section of the portfolio covers the following areas:</p> <ul style="list-style-type: none"> <li>• Entry requirements and diagnostic testing; action planning for further development</li> <li>• Personal skills assessments against the minimum core in numeracy, literacy and ICT</li> <li>• Identification of individual needs and how they will be met (the ILP)</li> <li>• Tutorial records and action plans</li> </ul> <p>Skills in reflection, self-evaluation, action planning for continuous development, and planning for future CPD activity are all evident in this qualification, being embedded within the theory base and also applied into assessment activities. The support given to trainees during this process comes initially from programme tutors in both taught sessions and tutorials and then expands into support from the students' peers.</p> <p>At the end of the programme each trainee will reflect on their learning from the module and make suggestions for further development.</p>				
<b>16. Admissions criteria</b>				
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
<p>Admission to the Preparatory Certificate within the nationally endorsed LSIS schemes will be open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education and the wider Further Education Sector, who, at the time of starting the scheme meet the following entry requirements:</p> <ol style="list-style-type: none"> <li>1. A Level 3 (QCF) qualification in their teaching subject specialism. Under exceptional circumstances some entrants may hold a relevant vocational qualification of at least the level above that of their learners.</li> <li>2. Five GCSEs at Grade C and above, or equivalent, to include English. Applicants who do not have English as a GCSE will be required to successfully achieve the University's diagnostic test prior to entry to the programme.</li> <li>3. The ability to communicate fluently, accurately and effectively in professional spoken English.</li> </ol>				
<b>17. Key sources of information about the programme</b>				
<ul style="list-style-type: none"> <li>• UCLan sources:- <a href="http://www.uclan.ac.uk/courses/index.php">http://www.uclan.ac.uk/courses/index.php</a> Fact sheet</li> <li>• Partnership sources:- Partner college websites, Fact sheets, College brochures</li> </ul>				

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- External sources:- LSIS <http://www.lsis.org.uk/sites/www.lsis.org.uk/files/Guidance-for-Employers-and-Practitioners-2013-April.pdf>

## 18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	TS1106	Preparation for Education and Training	Comp	X	X	X		X	X			X				X	X	X	

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