

PROGRAMME SPECIFICATION

FdA Post-14 Education and Training

Programme valid from September 2015

JACS code: X141

Programme code: UX1AO

College of Arts, Humanities and Education

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SECTION ONE: GENERAL INFORMATION

Programme Title

FdA in Post-14 Education and Training

Award title and interim awards

Foundation Degree in Post-14 Education and Training

Interim Awards

An Introduction to Teaching, Learning and Assessment – 20 credits at Level 4

Initial Award in Teaching and Learning – 60 credits (40 at Level 4 and 20 at Level 5)

Certificate of Education – 120 credits (40 at Level 4 and 80 at Level 5)

Mode of Study

The Foundation Degree in Post-14 Education and Training can be delivered either part time or full time; however, it is envisaged that part time delivery will be the preferred mode. The programme will be delivered at collaborative partner colleges only.

Programme start date and period of validation

September 2015

Continuous

Awarding Institution

University of Derby.

College Managing the Programme

College of Arts, Humanities and Education

Relevant external subject benchmark statement(s)

QAA Foundation Degree Qualification Benchmark (2010)

QAA Benchmark Statement Youth and Community Work (2009)

QAA Benchmark Statement for Education Studies

The practitioner element of the programme has been designed in relation to the LSIS qualification framework (2013) available at:

<http://webarchive.nationalarchives.gov.uk/20130802100617/http://lsis.org.uk/sites/www.lsis.org.uk/files/Guidance-for-Employers-and-Practitioners-2013-April.pdf>

and the new revised professional standards (Education and Training Foundation, 2014) available at:

<http://www.et-foundation.co.uk/our-priorities/professional-standards/>

The programme also considers the Ofsted Common Inspection Framework (2014) available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379353/Common_20Inspection_20Framework_20for_20further_20education_20and_20skills_20from_20September_202012.pdf

External Accreditation/Recognition

Ofsted - Inspect ITE provision in HEIs

ETF (Education and Training Foundation) – upon completion of the Certificate in Education and, therefore, also the Foundation Degree, graduates may apply for the award of QTLS

JACS Code(s)

Programme specification last updated

February 2018

SECTION TWO: OVERVIEW AND PROGRAMME AIMS

Overview

The Foundation Degree in Post-14 Education and Training is a programme suitable for anyone wishing to pursue a career in teaching in the Post-14 sector. These may be new, in-service teachers, they may be aspiring teachers accessing voluntary teaching hours or they may be in-service teachers who have already completed a Certificate in Education or equivalent and wish to progress to a full Foundation Degree. They may be working, or placed, across the wider sector, including academies and schools (post-14), adult and community education, work based learning, training providers, prisons and public services.

The course is designed to develop teaching skills by helping trainees to reflect on their practice and development as a teacher. It encourages trainees to recognise and adopt the role of a 'dual professional'; ie, an expert who is qualified and experienced in a subject area, who acquires the skills and knowledge to lead the learning of a variety of adults and young people in this area. Practical experience in the classroom is combined with academic application throughout, as this programme has been designed in line with recognised sector teaching standards and criteria giving a qualification which has national standing.

Throughout the programme trainees will be challenged to achieve to the highest level, with the academic and professional dimensions of this qualification regarded as equally as important. Trainees will be supported in addressing complex issues in their academic study and in the development of the necessary critical thinking skills needed for academic study at this level of award. The programme will also prepare trainees to progress to level 6 study if desired.

The aim is that this programme will go beyond providing the skills and teaching strategies needed for teaching in the sector and provide trainees with transferable skills that will aid future academic and professional development.

The FdA Post-14 Education and Training is designed to run part time, over either 2 - 4 years. It comprises core modules at Level 4, which introduce trainees to the six elements associated with all teacher roles in the sector: initial assessment, preparation and planning, delivery, assessment, evaluation and revision based on evaluation. Trainees are introduced to these elements in a variety of contexts across the sector. Problem-based learning techniques are used throughout this part of the programme so that these concepts are understood by trainees who can then apply them to their own teaching contexts.

The Level 5 modules build on the previous skills, knowledge and expertise, in order to develop not only higher levels of performance and understanding, but also to allow trainees the opportunity to engage in the study of areas which best meets their personal, professional, and employment needs and preferences. This is achieved via the offer of a choice of six optional modules.

Inherent within the FdA Post-14 Education and Training is a flexibility which creates three intermediary 'stop-off' points should they be required due to trainees changing employment circumstances and needs. These comprise: firstly, An Introduction to Teaching Learning and

Assessment, which is the first core module in phase 1 of the programme and offers a 20 credit stand-alone award at Level 4 and, secondly, the 60 credit Award in Teaching and Learning, at Level 4 and 5. Finally, the Certificate of Education (120 credits at Level 4 and 5) also represents a stopping off point.

The FdA will be available to study part-time and full-time, depending on the needs of individual providers. It is not intended to be delivered on campus but at providers across the collaborative partnership.

In March 2012 the Initial Teacher Education programmes at the University of Derby underwent a review by Ofsted through their inspection regime. This resulted in an overall judgement of Good (Grade2) with some aspects of the programme being regarded as outstanding. The programme team are especially proud of the grade1 rating received for Training and Assessment of trainees. Some key comments from the feedback by Ofsted have been included in this commentary, and it is possible for you to review the full report by using the following link:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70018>

Programme Aims

In keeping with a constructivist approach, the programme will seek to encourage trainees to be fully engaged in a transformational learning process, where knowledge and skills are transferred primarily through modelled good practice by tutors and shared experiences through peer-led discourse, leading ultimately to developing graduate teaching professionals. The programme aims are:

- To foster an independent, enquiry based approach to the problematic nature of professional learning and the development of pedagogical awareness and teaching skills for the sector.
- To accept accountability for own progress and development as a teacher
- To integrate university and organisation-based training as a means to promote the intellectual, emotional and social development of trainees through engaging with professional issues and dilemmas that occur in teaching within the sector, particularly in relation to diversity, policy and change
- To facilitate work-based learning and application of sound practice in the classroom
- To provide opportunities for students (who also have a dual identity as teachers in the sector) to build on and expand their existing knowledge of the Post-14 sector
- To provide opportunities for personal and professional development
- To provide opportunities for continued reflective practice

- To provide opportunities to engage with research which can inform their practice
- To provide widening HE access to a range of students
- To provide flexible learning opportunities in a blended learning programme
- To develop critical, analytical and reflective teachers who are confident to explore and influence the complexities and boundaries of effective teaching and learning
- To provide academic and vocational progression opportunities for lifelong learning and career development
- Specifically, to allow for progression to Bachelor's degree

SECTION THREE: PROGRAMME LEARNING OUTCOMES

The programme learning outcomes are designed to meet the QAA Foundation Degree Qualification Benchmarks (2010) and to achieve the appropriate levels 4 and 5 within the Framework for Higher Education Qualifications (FHEQ).

On graduating with a Certificate of Education, students should be able to demonstrate the following:

Knowledge and understanding

1. A secure knowledge and a critical understanding of the principles associated with teaching and training in an inclusive manner within the FE and Skills sector; an ability to evaluate and interpret these, and understand the appropriateness of different approaches to solving problems within practice
2. A clear understanding of the roles and responsibilities of a dual-professional; an ability to use their subject knowledge to find different ways of explaining or leading learning through evaluating
3. An ability to explain with authority from an informed position, why they use particular teaching and learning approaches and critically evaluate why these work through comparison with other varying contexts to overcome barriers to learning
4. The ability to compare and contrast diverse teaching contexts and profiles of learner within the Post-14 Sector
5. An awareness of changing trends and dynamics within the sector

Intellectual skills

6. The ability to use a range of established techniques to initiate and undertake critical analysis of information, to propose solutions to problems arising from that analysis and apply underlying concepts in a practical context
7. The ability to present, critically evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in accordance with basic theories and concepts relating to the FE and Skills sector
8. Engagement, through an individually-negotiated independent study, with academic and research skills which promote critical analysis of key aspects of teaching and learning.

Subject specific skills

9. Sound subject knowledge and mastery of skills in order to teach in a manner which engages learners' interest; apply and promote codes and principles of practice enough to ensure that all learners are sufficiently challenged and achieve the intended learning objectives
10. Effective working relationships with other professionals utilising high levels of communication skills to plan, teach, monitor and review learners' progress

11. Through reflective practice, know how to learn from both success and 'failure', and when/who to ask for support both in developing and trying out new approaches; show flexibility/adaptability that takes account of the progress made by learners and match their teaching to it
12. The application of the professional standards to own practice

Transferable skills

13. Personal qualities, professional characteristics and resilience needed for employment within a dynamic education and training sector; an ability to systematically reflect on, and adapt to emerging trends, techniques and technologies
14. The ability to communicate information, ideas, arguments, problems and solutions to both specialist and non-specialist audiences and deploy key techniques of the discipline effectively

(See the curriculum map: Appendix A)

SECTION FOUR: PROGRAMME STRUCTURE

Structure and Curriculum

The programme has been designed to be completed over 2 – 4 years part time (as indicated in the diagrams below). 2 year delivery would represent a fast-track approach. The detail of the structure will be determined by individual providers and the structures illustrated here are suggested outlines. It is envisaged that the above will be the most popular delivery modes/terms; however, it may also be possible for trainees who already possess the Certificate in Education to gain APEL for six modules.

The programme consists of six Level 4 modules and six Level 5 modules, each with a value of 20 credits. Each 20 credit module requires 200 hours of student effort, normally over a period of 12 weeks, although the timescale is flexible and will be determined by individual providers, within the parameters set by the University of Derby. This is seen as key to widening access to the programme. Detailed information regarding the recommended study requirements is located within the individual module specifications.

Learning outcomes for all modules will contribute directly to the aspirations and requirements of the programme outcomes, as identified in the programme handbook. Each module is supported by a module handbook containing the details of the scheme of work, assessment requirements and guidance and other information relevant to study.

The modules Reflective Vocational Practice (level 4) and The Teaching Professional (level 5) are designed to be ‘through’ modules, ie, running concurrently with other level 4 or other level 5 modules.

For in service trainees, there is a requirement for 150 teaching hours to be completed over the programme, with 8 observed sessions forming part of these. These hours and observations should be spread as evenly as possible over the programme; this will largely be dictated by the modules studied.

Pre-service trainees will be placed in an appropriate organisation within the sector, in alignment with their subject specialism and, if possible, in alignment with any specific wishes of the trainee (subject to availability of placement). Again, there is a requirement for 150 teaching hours to be completed over the course of the programme.

See over page for suggested programme structure.

Delivery over 2 Years Part Time

| Year of Study | Module and Level | |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Year 1 Semester 1 Sept to Jan | An Introduction to Teaching, Learning and Assessment (L4) Using Evidence Based Practice to Improve Teaching (L4) | Reflective Vocational Practice (L4) |
| Year 1 Semester 2 Jan to April | Contrasting Contexts in Post 14 Teaching (L4) Introduction to SEND (L4) | |
| Year 1 Semester 3 April to August | Marketization of Education (L4) | |
| Year 2 Semester 1 Sept to Jan | Educational Theory in Practice (L5) Curriculum for Inclusive Education (L5) | Developing Professional Practice (L5) |
| Year 2 Semester 2 Jan to April | Research Methods and Practice (L5) Professional Research Project (L5) | |
| Year 2 Semester 3 April to Aug | Optional Module: to be selected from: Teaching in Compulsory Educational Settings (L5) From FE to HE (L5) Supporting Children & Young People with SEND (L5) Technology Enhanced Learning (L5) Effective Classroom Management (L5) | |

All modules are 20 credits.

Delivery over 3 years Part Time

| Year of Study | Module and Level | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Year 1 | An Introduction to Teaching, Learning and Assessment (L4) Using Evidence Based Practice to Improve Teaching (L4) Contrasting Contexts in Post 14 Teaching (L4) | Reflective Vocational Practice (L4) Developing Professional Practice (L5) |
| Year 2 | Introduction to SEND (L4) Marketization of Education L4) Educational Theory in Practice (L5) Curriculum for Inclusive Education (L5) | |
| Year 3 | Research Methods and Practice (L5) Professional Research Project (L5) Optional Module: to be selected from: Teaching in Compulsory Educational Settings (L5) From FE to HE (L5) Supporting Children & Young People with SEND (L5) Technology Enhanced Learning (L5) Effective Classroom Management L5 | |

All modules are 20 credits

Delivery over 4 years Part Time

| Year of Study | Module and Level | |
|------------------------------------|-----------------------------------------------------------|---------------------------------------|
| Year 1 | An Introduction to Teaching, Learning and Assessment (L4) | Reflective Vocational Practice (L4) |
| | Using Evidence Based Practice to Improve Teaching (L4) | |
| Year 2 | Contrasting Contexts in Post 14 Teaching (L4) | |
| | Introduction to SEND (L4) | |
| | Marketization of Education L4) | |
| Year 3 | Educational Theory in Practice (L5) | Developing Professional Practice (L5) |
| | Curriculum for Inclusive Education (L5) | |
| Year 4 | Research Methods and Practice (L5) | |
| | Professional Research Project (L5) | |
| | Optional Module: to be selected from: | |
| | Teaching in Compulsory Educational Settings (L5) | |
| | From FE to HE (L5) | |
| | Supporting Children & Young People with SEND (L5) | |
| Technology Enhanced Learning (L5) | | |
| Effective Classroom Management L5) | | |

All modules are 20 credits

Placements – In-service trainees

Technically, trainees on in service programmes do not have placements as they are usually employed as teachers within the sector. All trainees on in-service programmes must be employed or have access to 150 hours of teaching over the period of the course. They must be able to evidence this requirement on commencement of the course.

Placements – Pre Service Trainees, FdA

Pre-service trainees are required to complete a teaching practice placement to fulfil the required 150 hours of teaching practice. Access to the programme and to the placement is based on meeting suitability requirements throughout. These requirements are

explained in the placement policy produced by The Teacher Education (Post-14) team, which outlines the processes and procedures of trainee placements. Placements are an integral and central part of the programme. They complement and enhance the university-based training that trainees will receive and are designed to help progress trainees' teaching by putting theory into practice. Written confirmation of a placement must be presented before commencing the course, in line with our voluntary placement guidelines.

The overall aims of the placement are to:

- Facilitate trainee development in terms of professional attributes, skills, knowledge and understanding
- Provide specific experiences that enable trainees to build on professional strengths and address any development needs
- Develop understanding of how learners progress and attain and develop at various levels and often in different disciplines/subject areas within a Post-14 context.
- Provide opportunities to enable trainees to become critical and reflective of their practice.

Ideally, trainees stay in one placement throughout the programme, but there may be occasions where a split placement is required. This will be fully discussed with the trainees. Further information can be found in the placement policy. All trainees will have a Subject Specialist Mentor (SSM) assigned by placement and an Initial Teacher Education (ITE) Mentor assigned from the teacher education team at the university.

Personal Development Planning (PDP)

This is a professional programme and, as such, has professional development planning threaded throughout the programme. All trainees are required to reflect on their own personal and professional development and practice through work-based learning and assessment and, formatively, through a reflective online journal.

PDP is included both formally, as a mandatory requirement, as part of the delivery and assessment, and informally through associated activities.

Within the programme, PDP opportunities are incorporated in the following ways:

- The use of critical, work-based reflection forms a part of all modules.
- All modules contained within this programme have been mapped against indicative LSIS standards and the new Education and Training Foundation Professional Standards. In all modules you will be required to make explicit links to how learning has helped develop professional practice.
- Observations are graded in accordance with Ofsted criteria and the Teaching Standards (May 2014) to help support development and progression of practice.

- Trainees complete an ongoing, reflective, online journal as part of their formative assessment.
- Trainees complete a teaching file tracking their professional learning journey throughout the programme as part of their summative assessment.
- Trainees are expected to experiment with the application of a range of learning materials to their current practice within the field of Post-14 Education and Training and reflect on the success or areas for improvement thereof

As part of the assessment process, trainees' progress through the programme and during teaching practice will be gauged by applying professional standards and measures through the completion of progressive 'milestone' reviews, conducted through personalised tutorials. Sequentially, these will correspond to demonstrating 'requires improvement', 'good' and 'outstanding characteristics when applied to the knowledge, skills and performance of trainee teachers, as determined by Ofsted. Throughout, trainees will be encouraged to think about themselves as, and recognise and develop the attributes of, a 'dual professional'.

The PDP process in this programme provides opportunities for trainees to review their career choices and to construct their own skill/experience profile, thereby enabling the development of a strategy for attaining personal and professional goals.

SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

The Teaching, Learning and Assessment Strategy of the University promotes the delivery of flexible programmes to provide widening participation and access to HE for all learners. Underpinning the rationale for the teaching and learning methods selected for the delivery of this programme are the following five themes:

- Widening participation
- Partnership
- Flexibility
- Work based learning
- Reflective practice / personal and professional development
-

The intention is to offer flexible delivery modes, in order to support non-traditional students, such as practitioners already employed in the sector. Possible delivery modes include:

- Evening provision
- Weekend study days
- E-learning modules

- Summer delivery

A variety of teaching and learning strategies will be employed throughout the course.

The above aligns with the university's corporate plan which states its aim of 'delivering flexible and dynamic models of teaching' and 'providing innovative work-based solutions.'

It is important to realise that the development of both subject-based and transferable skills will be a continuous process throughout the programme of study and will build in complexity.

The taught sessions are complemented by directed and private study done in the trainees' own time. This is supported by materials placed on the provider's VLE. Work-based practical experience underpins the framework at every stage.

In accordance with the philosophy of our programme, the delivery offers variety and assures the learning and assessment activities are relevant and of value to trainees' future professional practice. The programme uses experiential learning and reflective practice models, recognising the importance of integrating practical experience and formal theory which are fundamental to studying in a vocational training context.

In addition to traditional methods of pedagogy (lecture, seminar etc) students will engage in work-based learning and will be provided with opportunities to apply concepts to real-life situations, thus engaging in 'situated learning' within 'communities of practice' (Wenger and Lave 2007). Experiential, individualised and self-directed learning and teaching strategies will be used to enable students to develop personal, professional and transferable skills. Independent and peer-supported strategies, which draw heavily on professional experiences, will be evident in the projects and studies undertaken. Growth and consolidation of skills and knowledge will be enhanced by the introduction of more blended approaches to support the more traditional strategies.

In the future, professionals in the FE and Skills sector may be expected to work collaboratively across professional and subject boundaries. Trainees will be encouraged to recognise the transferable nature of skills and knowledge and develop a proactive approach to inter-professional learning through thinking flexibly and innovatively.

Learning and Teaching Styles

Lectures

Presentations or talks on a particular topic.

Seminars

Small groups of students will meet at key points in the course with a supervising tutor to present and discuss key ideas relating to their negotiated area of study or a current area of focus.

Tutorials

- Tutorials with a supervising tutor will be scheduled at key points in the programme. Their function will be to offer students formative assessment and to enable them to progress work on their assignments effectively.
- These will be obligatory and effective preparation will be essential.
- Tutorials and seminars will form a key element of the strategy and should enable students to exploit the fertile links between university and placement.

E-learning

The FdA in Post-14 Education and Training, as are similar programmes within the ITE Post-14 suite, is fully committed to the ideals of *technology enhanced learning*. All modules seek to utilise the genuine potential of technology to enhance learning and typical strategies would include the use of:

- Blackboard: University of Derby's Virtual Learning Environment
- Discussion boards
- Feedback on reflective online journals
- Film and DVD materials related to practice
- Skype to enable discussion during classroom based observation
- Blended delivery

At all times, the experienced programme teams of qualified teachers seek to explore the boundaries of **appropriate** use of technology in both university and school-based learning.

Reflection

Students will be expected to complete a reflective journal online as they proceed through the course; this could include, for example:

- Consideration of their professional and academic development needs both prior to and after teaching sessions
- Consideration of how placement experiences have supported their progress towards the professional standards
- Consideration of critical incidents experienced on placement
- Reaction to current developments in the sector
- Formative assessment tasks

Independent Learning

Students will be expected to engage with directed tasks between sessions. These will involve reading of set texts, internet searches, working towards individual targets and preparatory work for future sessions.

Ethics and Research Guidelines

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies.

Information on these principles can be found on the University web site at

www.derby.ac.uk/research/ethics

Professional Conduct and Suitability

In conjunction with the College PCPS policy, trainees are required to sign a declaration of professional suitability and conduct at the start of the programme which confirms their commitment to the conduct required at all times. Failure to comply with suitable behaviours may lead to removal from the programme. A copy of the PCPS policy can be obtained from your programme leader.

Part of professional conduct is the expectation of full attendance. Procedures must be carefully followed if trainees are ill or cannot attend university or placement. Please note that even though trainees will be able to access notes/slides from Blackboard, or from the provider's own VLE, and may undertake a 'catch-up' task, they are not a substitute for attendance as you will be missing out on explanations, discussion and activities designed to support your learning.

Assessment

Assessment throughout the programme is through 100% coursework.

The emphasis of assessment methods for this programme is for trainees to produce work that will be topical, innovative and current, to reflect working practices. Thus assessments are designed to be broad, wide ranging, flexible and innovative, facilitating context based learning and allowing for the production of work relevant to trainees' own subject and institutional operations within the sector. Great attention has been paid to ensuring diversity in assessment types to ensure that a variety of learning styles are catered for.

Practical teaching observations will be graded in line with Ofsted grading criteria. Written submissions will be graded Pass, Merit or Distinction in order to inform the process of articulation to full honours degree.

Progression in assessment from Level 4 to 5

This is reflected in the requirements of the assessment activities used to test the learning outcomes of the modules. These are designed to give consistency and coherence in the development of academic and vocational knowledge, skills and understanding, for example:

In Level 4 modules, students are asked to:

- Demonstrate an understanding
- Reflect

- Communicate

In Level 5 modules, students are asked to:

- Undertake critical analysis of information
- Use a critical reflective approach to the work context to discuss and examine knowledge, skills and understanding
- Effectively communicate information, argument and analysis

The method of assessment for each module is designed to test the learning outcomes. Each module descriptor outlines the assessment you will undertake and includes a piece of formative assessment. Our approach to assessment assures:

- Each assessment has value and relevance to professional practice
- Academic rigour to test and achieve the module/programme learning outcomes
- The programme operates within the University's Regulatory Framework and conforms to its regulations on assessment.

Assessment methods include:

| Approaches to assessment | Details and examples |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Self-assessment | Milestone reviews; Initial Assessment Task; SWOT analysis |
| Peer assessment | Various module activities, for example, audit of planning documentation in the An Introduction to Teaching, Learning and Assessment module |
| Portfolio | Teaching file |
| Presentations | For example, within the Educational Theory in Practice module |
| Posters | For example, within the Curriculum for Inclusive Practice module |
| Essay | All modules |
| Seminar | Group activities with tutor and peer feedback; for example, on the Research Methods and Practice module |
| Observation | SSM (Subject Specific mentor) and ITE (Initial teacher education mentor) feedback on placement |
| Reflective journal | Online journal reflecting on theory and practice |

Assessment will be the responsibility of the marking tutors, internal and cross moderators, the External Examiner and the Assessment Board, the function of which will be to consider the performance of FdA students and to determine awards to be ratified by Academic Board. The

Board will normally meet twice a year (usually March and July) in order to consider the academic performance of students.

Assessment will conform to University regulations relating to e-submission.

All programmes operate within, and conform to, the University of Derby Regulatory Framework for Undergraduate Taught Programmes.

This programme operates within the University's Regulatory Framework and conforms to its regulations on assessment.

SECTION SIX: ADMISSIONS

Entry requirements

Information on applying for the courses can be followed via the following link:

<http://www.derby.ac.uk/study/undergraduate/apply/entry/>

For in service trainees: you will need to possess a minimum Level 2 in Maths and English and a level 3 qualification in the subject you are teaching or a related area. You will also need to show that you have the required number of teaching hours (150 hours) over the course of the programme. This must be presented as a letter from an employer.

For pre service trainees: you will need to possess a minimum Level 2 in Maths and English and a level 3 qualification in the subject you intend to teach or a related area. You will also need to show that you have the required number of voluntary teaching hours (150 hours) over the course of the programme. Written confirmation must be presented from the proposed placement.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

Our approach to student support is proactive. Successful academic achievement requires the provision of robust guidance so that trainees can focus on their learning needs. Following an initial diagnostic test on induction where trainees are asked to identify their own areas of strength and further development, tutorial support is provided by individual module tutors, personal placement supervisors and work-based mentors. Tutorials may be undertaken via electronic methods (mainly email) or through organised appointments with lecturers, either as part of the programme or through an open door policy with the team. The programme delivery teams in all centres are very experienced practitioners who have worked in the sector, and delivered HE ITE programmes for a number of years, and are adept at providing personal and professional support to trainees in a variety of contexts.

The programme has a clearly defined support structure which includes advice and guidance being given by:

Module leader and tutors – support trainees with module related aspects including academic issues. They also sometimes do this through small group tutorials to help with making the connection between theory and practice, but also are happy to see individual trainees for specific support purposes.

Personal ITE tutors – have the role of giving personal support to trainees throughout the programme with a particular emphasis being on teaching practice placement aspects including practical and contextual application of skills and information. This person is usually the first point of contact for trainees. Personal tutors will observe teaching practice and give feedback on progress and development.

Programme leader at the University of Derby- can address specific matters relating to the progression of individuals through the programme.

Work-based Mentor/Subject Specific Mentor

As the programme requires trainees to undergo ‘teaching practice’ and ‘placement experience’, a vital element is the support received from a trained, qualified and experienced professional in the field. The programme team work closely with colleagues and institutions within the sector to ensure that the advice and guidance trainees receive is both current and relevant to their emerging professional development needs. These mentors will assist with:

- Acquiring contextual information
- Accessing organisational policies and professional codes of practice
- Understanding the roles and responsibilities expected of a ‘dual professional’

There is a requirement for them to contribute to gauging your progress and development through:

- Observing trainees teach
- Providing formative feedback
- Monitoring engagement with, and contributing to a whole organisational ethos

They are invaluable because they will introduce trainees to other professional colleagues who will:

- be able to support trainees’ development and understanding of wider organisational approaches to teaching, learning and assessment
- advise on strategies and techniques to be employed within varying specific contexts
- enable broader professional development and understanding of the work of the FE and Skills sector

Ofsted (2012) commented on this aspect of the programmes provision with the following statement:

“Mentors provide very good support for trainees in all settings, and their feedback following observations is sometimes exceptional in its subject specific focus. Mentors and

tutors know the trainees very well, have a clear understanding of their strengths and development needs, and are equally clear about the ways they should work best to ensure trainees succeed.”

Each College of the University has a Student Liaison Officer who can provide information about how the University works and help trainees to find the most appropriate source of specialist advice.

In addition to the above systems, the University has a wide range of advisory services offering support to trainees. This Student Support and Information Service can be accessed through the following link: <https://www.derby.ac.uk/campus/support>. These services can be accessed by both in service and pre service trainees.

Student Voice

Whilst we develop academically robust programmes, we constantly update and assess the appropriateness of the curriculum via a series of methods. Trainees play an integral part in these processes through:

- student representation on the programme committee where the students' voice provides an opportunity for the trainees to comment on delivery and learning within the programme and inform the quality and professional standards of their studies
- personal evaluation of modules
- personal evaluation of the programme

The representatives of trainees meet regularly with the programme leader to feedback on strengths and areas for consideration as an on-going process. Programme committee meetings take place three times each academic year and feedback is given formally via this medium. Module evaluation takes place at the end of each module delivery and the results are again fed back at programme committee meetings.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

Post-Programme Opportunities

The Foundation Degree in Post-14 Education and Training incorporates the Certificate of Education, which remains a highly respected qualification and is a recognised passport into teaching in the sector.

Upon completion of the Foundation Degree in Post-14 Education and Training, it is possible to progress with a direct entry to a level 6 Honours Programme, such as the BA Honours in Education Studies. If the FdA Post-14 Education and Training is successfully validated and implemented, the intention would be to design and validate a top up to full Honours Degree by the time the first cohort completes the FdA.

SECTION NINE: EMPLOYER LINKS

Employer Links

The programme team prides itself on the collegiate and collaborative methods it uses to ensure the programme design, content and delivery are appropriate, relevant and contemporary to the needs of the Post-14 Education and Training sector. We have developed a number of strong working relationships with FE Colleges in the region both locally and increasingly over a wider radius, where we place pre service students for teaching practice, and in some cases where we train their own teaching staff. In addition we have a similar network of independent training organisations, public service providers, local authority adult, youth and community education centres, with whom we regularly meet and discuss the nature of emerging trends and changes within the sector. This was commented on by Ofsted (2012) as such:

“Partnership working is good with some outstanding features. Staff across the partnership value the inclusive nature of frequent debates about structures and programme direction, and these have been well focussed on improving trainees’ outcomes.”

and

“The training team and partnership managers have responded well to developments in local and national arenas. Trainers have undertaken very thorough and extensive research to ensure that future programmes will meet a wide range of trainees’ needs and, particularly, enhance trainees’ employability and mobility in the sector.”

In addition, since the government’s response to the Wolf Review’s recommendation (2011) regarding parity between QTS and QTLS, which confirmed that holders of QTLS are qualified to teach post-14 in schools, there has been an increase in partnerships with schools. A significant number of trainees on the Certificate of Education are now employed or placed in schools; similarly, the pre-service PGCE which is closely linked to the Cert Ed, has seen a rise in the number of trainees placed, and subsequently employed, in schools. It is envisaged that these growing partnerships will enhance the wider appeal and function of the programme in the years ahead.

As a consequence of all of the above, employers, commissioning agents and collaborative partner needs and opinions have been taken into consideration, and they have contributed significantly to the shape and ethos of this programme, and the views of new stakeholders are continually sought as the dynamic nature of the sector demands change and realignment of objectives and outcomes. This process ensures that trainees who graduate from this programme are appropriately prepared and equipped to occupy a position as an effective professional practitioner in the sector,

Appendix A - Curriculum Map

On graduating with a Certificate of Education, students should be able to demonstrate the following:

Knowledge and understanding

1. A secure knowledge and a critical understanding of the principles associated with teaching and training in an inclusive manner within the FE and Skills sector; an ability to evaluate and interpret these, and understand the appropriateness of different approaches to solving problems within practice
2. A clear understanding of the roles and responsibilities of a dual-professional; an ability to use their subject knowledge to find different ways of explaining or leading learning through evaluating
3. An ability to explain with authority from an informed position, why they use particular teaching and learning approaches and critically evaluate why these work through comparison with other varying contexts to overcome barriers to learning
4. The ability to compare and contrast diverse teaching contexts and profiles of learner within the Post-14 Sector
5. An awareness of changing trends and dynamics within the sector

Intellectual skills

6. The ability to use a range of established techniques to initiate and undertake critical analysis of information, to propose solutions to problems arising from that analysis and apply underlying concepts in a practical context
7. The ability to present, critically evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in accordance with basic theories and concepts relating to the FE and Skills sector
8. Engagement, through an individually-negotiated independent study, with academic and research skills which promote critical analysis of key aspects of teaching and learning.

Subject specific skills

9. Sound subject knowledge and mastery of skills in order to teach in a manner which engages learners' interest; apply and promote codes and principles of practice enough to ensure that all learners are sufficiently challenged and achieve the intended learning objectives
10. Effective working relationships with other professionals utilising high levels of communication skills to plan, teach, monitor and review learners' progress
11. Through reflective practice, know how to learn from both success and 'failure', and when/who to ask for support both in developing and trying out new approaches; show flexibility/adaptability that takes account of the progress made by learners and match their teaching to it

12. The application of the professional standards to own practice

Transferable skills

13. Personal qualities, professional characteristics and resilience needed for employment within a dynamic education and training sector; an ability to systematically reflect on, and adapt to emerging trends, techniques and technologies

14. The ability to communicate information, ideas, arguments, problems and solutions to both specialist and non-specialist audiences and deploy key techniques of the discipline effectively

Level 4

| Programme Learning Outcomes | Reflective Vocational Practice | An Introduction to Teaching, Learning and Assessment | Using Evidence Based Practice to Improve Teaching | Contrasting Contexts in Post 14 Teaching | Marketisation of Education | Introduction to SEND |
|-----------------------------|--------------------------------|------------------------------------------------------|---------------------------------------------------|------------------------------------------|----------------------------|----------------------|
| 1 | X | X | X | X | | X |
| 2 | X | X | X | X | | X |
| 3 | X | X | X | X | | X |
| 4 | X | X | X | X | X | X |
| 5 | X | X | | X | X | X |
| 6 | X | X | X | X | X | X |
| 7 | X | X | X | X | X | X |
| 8 | | | X | | | |
| 9 | X | X | X | X | | X |
| 10 | X | X | X | X | X | X |
| 11 | X | X | X | X | | X |
| 12 | X | X | X | X | X | X |
| 13 | X | X | X | X | X | X |
| 14 | X | X | X | X | X | X |

Level 5 – Core

| Programme Learning Outcomes | Developing Professional Practice | Educational Theory in Practice | Curriculum for Inclusive Education | Research Methods and Practice | Professional Research Project |
|-----------------------------|----------------------------------|--------------------------------|------------------------------------|-------------------------------|-------------------------------|
| 1 | X | X | X | X | X |
| 2 | X | X | X | | |
| 3 | X | X | X | | |
| 4 | X | X | X | | |
| 5 | X | | X | | |
| 6 | X | X | X | X | X |
| 7 | X | X | X | X | X |
| 8 | | | | X | X |
| 9 | X | X | X | | |
| 10 | X | X | X | | |
| 11 | X | X | X | | |
| 12 | X | X | X | X | X |
| 13 | X | X | X | X | X |
| 14 | X | X | X | X | X |

Level 5 – Optional

| Programme Learning Outcomes | Teaching in Compulsory Educational Settings | HE in FE | Effective Classroom Management | Supporting Young People with SEND | TEL |
|-----------------------------|---------------------------------------------|----------|--------------------------------|-----------------------------------|-----|
| 1 | X | X | X | X | X |
| 2 | | X | | | |
| 3 | X | X | X | X | X |
| 4 | X | X | X | X | |
| 5 | X | X | X | X | X |
| 6 | X | X | X | X | X |
| 7 | X | X | X | X | X |
| 8 | | | | | |
| 9 | X | X | X | X | X |
| 10 | X | X | X | X | X |
| 11 | X | X | X | X | X |
| 12 | X | X | X | X | X |
| 13 | X | X | X | X | X |
| 14 | X | X | X | X | X |

