Programme Specification

Certificate in Education Post 14 (Education and Training)

Valid from: September 2017

Programme Code: UX3AJ

SECTION ONE: General Information

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| **Programme Title** | Certificate in Education Post 14 (Education and Training) | |
| **Approval of Specification** | June 2017 | |
| ***Award Title & Interim Awards*** | *Certificate in Education Post 14 (Education and Training) (120 credits - 40 credits @ level 4; 80 credits @ level 5)*  *Certificate in Education Post 14 (Education and Training) with Specialism (English) (120 credits - 40 credits @ level 4; 80 credits @ level 5)*  *Certificate in Education Post 14 (Education and Training) with Specialism (Teaching Learners with Disabilities) (120 credits - 40 credits @ level 4; 80 credits @ level 5)*  *Certificate in Education Post 14 (Education and Training) with Specialism (Maths) (120 credits - 40 credits @ level 4; 80 credits @ level 5)*  *Certificate in Education Post 14 (Education and Training) with Specialism (Engineering) (120 credits - 40 credits @ level 4; 80 credits @ level 5)*  *Certificate in Education Post 14 (Education and Training) with Specialism (Sport) (120 credits - 40 credits @ level 4; 80 credits @ level 5)*  *Interim Awards*  *An Introduction to Teaching, Learning and Assessment*  *(20 credits @ Level 4)*  *(University Certificate of Credit)*  *Certificate in Post 14 Education and Training*  *(40 credits @ Level 4)*  *(University Certificate of Continuing Professional Development)* | |
| ***Mode of Study*** | *Full-time:  Part-time:  E-learning:*  *Distance: Sandwich:* | |
| ***Programme Start***  ***Date & Period of***  ***Validation*** | *Start Date:*  *September 17* | *Date of Last Update:17/09/2019* |
| *5 Years:  Indefinite: Other (Please state):* | |
| ***Awarding Institution*** | *University of Derby:*  *Other (Please State):* | |
| **College Managing**  **the Programme** | College of Arts, Humanities and Education | |
| **Institutions Delivering**  **the Programme** | Barnet and Southgate College  Chesterfield College  Derby College  Preston’s College  Vision West Nottinghamshire College | |
| **Relevant External**  **Reference Points** | The Quality Assurance Agency (QAA) issues descriptors for the content of undergraduate qualifications. Application of these descriptors in the design of our programme will ensure that you will meet the appropriate standards and expectations. These expectations permeate the aims and learning outcomes of the programme. The FHEQ has also been considered in the structure and design of this programme.  The programme is currently designed in relation to the LSIS standards (2013), the ETF professional standards (2014) and ETF guidance (2016). The programme also considers the Ofsted guidance for Initial Teacher Education (2015). | |
| **External Accreditation/**  **Recognition** | Ofsted - Inspect ITE provision in HEI’s  SET (Society for Education and Training) – Awards QTLS status through process of professional formation post qualification. | |
| **JACS Code(s)** | X141 | |

SECTION TWO: Overview

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| **Background/Context:** |
| The overall purpose of the Certificate in Education Post 14 (Education and Training) programme is to develop outstanding teachers for the UK Further Education and Skills sector, as well as for Post-14 education in other settings. These teachers will make significant contributions to the education and lives of their learners, through the use of evidence-based teaching and learning.  The University of Derby is a well-established provider of teacher education for all phases of education and is recognised both locally and nationally as an outstanding provider. The Institute for Education (part of the wider College of Art, Humanities and Education) has a very clear vision and ethos which form the foundations upon which all programmes are developed as follows:  **Our Vision statement**  We will develop first class professionals who will inspire and develop vocational education in the 21st century.    **Our Core commitments**  1. A commitment to inspire, challenge and empower learners.  2. A commitment to excellence in professional and vocational practice through teaching and training.  3. A commitment to foster responsive and engaged lifelong learners.  4. A commitment to inter professional partnerships and the wider community.  5. A commitment to social justice, inclusive practice and education for all.  The Certificate in Education Post 14 (Education and Training) programme offers trainees a range of professional and academic opportunities to develop as outstanding teachers. A key aim of the programme is the development of effective, autonomous, reflective practitioners, who achieve the best possible outcomes for the learners with which they work.  The programme is a professional teacher education course that allows trainees to apply for and achieve QTLS (Qualified Teacher, Learning and Skills) status via a period of Professional Formation overseen by the Society for Education and Training (SET). Once QTLS has been achieved trainees are ‘fully qualified’ as teachers. The course prepares trainees for the practical demands of teaching in the Post-14 sector, as well as for 14-19 education in other settings, in a level 5, 120-credit programme. |
| **Overview of the Programme:** |
| The Certificate in Education (Cert Ed) is a programme suitable for vocationally qualified professionals seeking to become fully qualified teachers of learners aged 14 and above in the Post-14 sector, and other educational settings. It is designed for in-service trainees already working in the sector. The course develops trainees’ teaching skills through reflective practice, based on the acquisition of a portfolio of teaching techniques and an engagement with theory that informs educational practice. Trainees develop as dual professionals, qualified and experienced in both their subject area and in the application of vocational pedagogies. Teaching experience coupled with theoretical knowledge is aligned with National Standards, resulting in a qualification with recognised standing. Trainees will be challenged to achieve at the highest level in their professional practice, to become outstanding teachers and to see themselves as innovators in vocational education.  The Certificate in Education is composed of two distinct elements. Two modules introduce trainees to core elements associated with all teacher roles in the sector: initial assessment; preparation and planning; teaching and learning; assessment; reflection, evaluation and review; and adaptation based on this review.  Additionally, the programme develops higher levels of practice through the study of two further modules exploring key educational theories and the curricula that are taught and experienced in Post-14 settings. Finally, an optional module allows trainees to engage in the study of an area which best meets their personal, professional, and employment ambitions.  Inherent within the Certificate in Education is a flexibility which creates an intermediary ‘stop-off’ point should they be required due to trainees changing employment circumstances and needs. This comprises, firstly, the Introduction to Teaching and Learning in Post 14 Education, which is in practice, the first core module in part 1 of the programme, and, secondly, the Certificate in Post 14 Education and Training which, which comprises the first two modules of the programme.  In 2015 the Initial Teacher Education programmes underwent an Ofsted inspection and were judged to be Outstanding. The programme team are especially proud of the quality of training across the partnership. Ofsted feedback has informed this commentary. The full report can be found at :  <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70018>  Complementing the generic programme, several specialist pathways have been developed, allowing trainees to focus on specific subject disciplines, reflecting national demand for skilled and qualified teachers in those areas. Currently available are Teaching English, Teaching Maths, Teaching Learners with Disabilities, Teaching Engineering and Teaching Sport. |
| **Key Characteristics:** |
| * Training that is evidence-based * Professional support from tutors and subject-specialist mentors * Focus on contemporary issues in vocational education. * Emphasis on development of professional skills * Dynamic and committed tutors and lecturers * Flexible delivery styles to meet a variety of needs * Lively and thought provoking teaching to stretch and challenge * Strong linkage to Professional Standards * Working in partnership with stakeholder organisations |
| **Programme Aims:** |
| For the award of Certificate in Education Post 14 (Education and Training), the programme ensures trainees fully engage with a learning process whereby knowledge and skills are developed through modelled good practice and shared experiences through peer-led discourse. The programme aims are to:   1. equip trainees with the specialist knowledge and expertise required for them to work as a vocational teacher, trainer or tutor at all levels in the Post-14 sector. 2. promote in trainees an awareness of their own responsibilities for progression and development as a teacher during and post qualification. 3. develop the resilience that trainees will need in their work setting to manage professional issues and dilemmas including those of diversity, policy and change. 4. promote reflection and independent thought as a basis for trainees' professional practice post qualification. 5. develop trainees' capacity to communicate effectively in a range of professional contexts and in a variety of media. 6. develop trainees' ability to evaluate contemporary issues at a variety of scales. 7. develop in trainees an awareness of the relationships between moral, political, economic, social, technical and environmental issues and their impact on teaching and learning in the post compulsory sector. 8. work with local and regional stakeholders to ensure the currency of the programme in meeting regional priorities. |

SECTION THREE: Programme Learning Outcomes

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| The Programme Learning Outcomes are designed to meet the QAA Education Studies Benchmarks (2015) and to achieve the appropriate level within the Framework for Higher Education Qualifications (FHEQ). Learning Outcomes have also been mapped against the Standards developed by the Education and Training Foundation (ETF) in 2014.  For the award of Certificate in Education, Post 14 (Education and Training) at level 5, you will have demonstrated the ability to:  **Knowledge and Application**   1. Apply theories of learning and teaching relevant to practice in own specialist area in the Post-14 sector. 2. Identify the importance of contemporary theories of reflection and evaluation when applied to practice in own specialist area of the Post-14 sector. 3. Demonstrate self-direction in the selection and application of strategies for professional development and maintenance of occupational currency. 4. Assume the roles, responsibilities and values of a dual-professional in modelling subject specific professional behaviours. 5. Demonstrate awareness of relevant research to own practice.   **Academic skills**   1. Analyse and evaluate contemporary issues in vocational teaching and learning and suggest workable solutions in own vocational area. 2. Present data to support opinions and judgements based on ideas relating to the Post-14 sector 3. Analyse theories of teaching, learning and assessment in the context of individual vocational experience and practice.   **Professional and Subject Specific Skills**   1. Use a variety of generic and subject specific pedagogical techniques and resources to engage and challenge learners in meeting intended learning objectives. 2. Identify the specific development needs of individual learners and examine how these could be met through liaison with fellow professionals, evaluating the outcomes. 3. Develop new and innovative approaches to teaching and learning based on contemporary perspectives and in cooperation with colleagues. 4. Adopt a flexible approach to the design of inclusive teaching and learning.   **Transferable skills**   1. Demonstrate the personal qualities, professional characteristics and resilience required for employment within a dynamic occupational arena maintaining currency as a dual professional. 2. Communicate information, ideas, arguments, problems and suggest solutions to both specialist and non-specialist audiences 3. Apply professional standards to own practice 4. Manage time effectively and creatively 5. Use feedback from a range of relevant sources to enhance practice. 6. Collaborate with others to improve the performance of oneself, the learners and the team   Learning outcomes for all modules will contribute directly to the aspirations and requirements of the programme learning outcomes. Each module is supported by a module handbook containing the details of the scheme of work, assessment requirements and guidance and other relevant information to your study.  For the award of **Certificate in Education, Post 14 (Education and Training): Teaching Learners with Disabilities,** trainees will have additionally demonstrated the ability to:   1. Analyse the key areas of impairment relating to learners with disabilities 2. Evaluate ways to adapt aspects of curriculum (to include teaching and learning) to suit a learner with disabilities 3. Propose ways to work with other professionals in an SEN setting   For the award of **Certificate in Education, Post 14 (Education and Training): Teaching Maths** trainees will have additionally demonstrated the ability to:   1. Identify and analyse key factors which impact on teaching learning, and assessing mathematics and how these can be transferred to other subjects 2. Revisit own mathematical knowledge and develop this in order to:    * Identify common errors in mathematics    * Support learners to interpret and represent data    * Support learners to use measure to solve problems    * Suggest written, mental and diagrammatical strategies for calculations    * Appraise language and concepts used in mathematics    * Propose ways to overcome learners’ problems with the above 3. Suggest and present appropriate resources that support learners in their development of maths   For the award of **Certificate in Education, Post 14 (Education and Training): Teaching English** trainees will have additionally demonstrated the ability to:   1. Identify key principles and theories relating to literacy and language learning and development 2. Explain ways in which language can change over time and the impact of this for learners 3. Examine the personal, social and cultural factors which influence learners’ language acquisition and use 4. Investigate and evaluate different approaches to initial and diagnostic assessment to identify literacy and language needs of learners 5. Analyse the extent to which literacy and language skills impact on other subject areas 6. Revisit own literacy and language skills and develop these in order to:    * Explain and use key discoursal, grammatical, lexical and phonological terms    * Describe and analyse the differences and mutual dependence of written and spoken language   For the award of **Certificate in Education, Post 14 (Education and Training): Teaching Engineering** trainees will have additionally demonstrated the ability to:   1. Identify and analyse key factors which impact on teaching learning, and assessing engineering disciplines in different Post-14 contexts with due regard to the requirements of internal and external stakeholders and the integration of functional skills. 2. Plan, teach and assess in their specialist area of engineering including functional skills; choosing and justifying appropriate pedagogies to meet the needs of learners.   For the award of **Certificate in Education, Post 14 (Education and Training): Teaching Sport** trainees will have additionally demonstrated the ability to:   1. Identify and analyse key factors which impact on teaching, learning and assessing sport in different Post-14 contexts with due regard to the requirements of internal and external stakeholders and the integration of functional skills. 2. Plan, teach, coach and assess in a sport-related environment including functional skills, choosing and justifying appropriate pedagogies to meet the needs of all learners. |

SECTION FOUR: Programme Structure & Curriculum

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| The Certificate in Education will be delivered over 2 academic years with 3 modules delivered in Year 1 and the final 2 delivered in Year 2. One module is designed to run throughout the programme. Each module carries 20 credits, forming an overall 120 credit award. Whilst there is a clear relationship between the modules in terms of content, each have separate assignment criteria and a specific focus. The modules build in relation to the level of academic effort expected, moving from two level 4 to four level 5 modules.  The curriculum reflects the requirements of the sector, starting with an introductory module (An Introduction to Teaching, Learning and Assessment) to ensure that you have a fundamental knowledge and some experience of how to plan and deliver a teaching session for the start of your teaching career. The following 2 modules build on this and provide a wider context in which to develop your teaching skills as well as providing a theoretical framework to underpin your practice. Delivery and assessment of the Developing Professional Practice module takes place across the 2 years. This module houses 5 out of the 8 required teaching practice observations.  Two interims award are included within the Certificate in Education. These are best described as possible ‘stop off’ points for those who are not able to complete the full award, maybe due to a change in personal circumstances for instance.   * Introduction to Teaching and Learning in Post-14 Education and Training (20 credits at level 4): this comprises the first module of the programme and is in line with ‘Award in Education and Training’ (LSIS, 2013). This can also be delivered as a stand-alone programme. * Certificate in Post 14 Education and Training (40 credits at level 4).   For the in-service part time programme, a placement is not required as you will already be employed or have secured the required teaching hours in a voluntary setting. There is a minimum requirement of 100 teaching hours for the part time programme which need to be completed over the 2 years.  You must meet this requirement on commencement of the course. Trainees can be employed or be volunteers in any area of the sector and they must have access to teaching varying group sizes and levels. All in-service trainees also need access to a subject specialist mentor to support the development of their subject specialist knowledge and pedagogy.  The diagrams below show the structure for the Certificate in Education and it’s pathways:  **Certificate in Education, generic programme**   |  |  | | --- | --- | | **Year 1**  Introduction to Teaching, Learning and Assessment  Level 4  20 credits  Or  Teaching for the Apprenticeship Standards  Level 4  20 credits | **Year 1 & 2**  Developing Professional Practice  Level 5  20 credits | | Using Evidence-based Practice to Improve Teaching  Level 4  20 credits | | Educational Theory in Practice  Level 5  20 credits | | **Year 2**  Curriculum for Inclusive Education  Level 5  20 credits | | Optional Modules Level 5  20 credits   * Teaching in Compulsory Education Settings * Effective Classroom Management * Professional Research Project |   **Certificate in Education Programme with Pathways**   |  |  | | --- | --- | | **Year 1**  Introduction to Teaching, Learning and Assessment  Level 4  20 credits | **Year 1 & 2**  Developing Professional Practice  Level 5  20 credits | | Using Evidence-based Practice to Improve Teaching  Level 4  20 credits | | Educational Theory in Practice  Level 5  20 credits | | **Year 2**  Curriculum for Inclusive Education  Level 5  20 credits | | Subject Specific Module Level 5  20 credits   * Teaching English up to Level 2 in the Post-14 Sector * Training to teach Maths up to Level 2 in the Post-14 Sector * Teaching and Learning for Learners with Disabilities * Teaching STEM Engineering * Teaching Sport in the Post-14 Sector |   **Personal Development Planning (PDP)**  This is a professional programme and as such has personal development planning threaded throughout the programme. You will be required to reflect on your own personal professional development and practice through work-based learning and assessment, creating your own online e-portfolio. This e-portfolio is not only used as a vehicle for reflection and self-evaluation but it encourages you to develop digital skills and a digital profile.  Within the programme PDP opportunities are incorporated in the following ways:   * The application of learning materials to current practice within the field of the Post-14 sector * The use of work-based reflection and analysis within all modules * All modules contained within this programme have been mapped again the 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 from ITE mentors are graded in accordance with Ofsted criteria and the Teaching Standards (2015) to help support development and progression of practice * The formative assessment of a reflective online journal   Your progress through the programme and during teaching practice will be gauged 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, you will be encouraged to think about yourself as, and recognise and develop the attributes of a ‘dual-professional’.  We encourage our trainees to return as guest speakers, discussing their employment and general experiences with current trainees giving an invaluable personalised perspective on career management. We also encourage trainees to take part in extra activities such as the FE & Skills showcase event. <http://www.derby.ac.uk/newsevents/events/calendar/fe--skills-showcase-2016.php>    The PDP process in this programme is strongly linked to the process of Professional Formation via the Society for Education and Training, leading to the conferring of QTLS. This status is recognised as being equal and equivalent to QTS in the schools sector, and represents full qualification as a teacher in the sector. It also provides opportunities for you to review your career choices, construct your own skill/experience profile and enable development of a strategy for attaining your personal and professional goals. |

SECTION FIVE: Learning & Teaching

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| Learning on the programme comes via a mix of face to face, blended and tutor-led delivery, allowing you to combine theory and practice in a situated learning environment. Tutors have a wide variety of experience within the sector and can tailor sessions to reflect issues, agendas and priorities, enabling a flexible and responsive curriculum. You are supported during the programme via face to face, one to one contact from personal tutors and subject specific mentors. As a trainee, you are expected to reflect on your performance in your teaching environment, applying, analysing and evaluating your use of the theories and principles of teaching and learning studied in sessions. Ofsted found this to be a real strength of the programme, reporting in December 2015 that “Trainees apply theory to practice very well and use their evaluations and detailed rationales for teaching, to reflect deeply on their teaching and learning, and the on the impact on the progress that their learners make”.  The move from level 4 to level 5 modules will encourage you to become an independent, self-determined learner, developing the innovative approaches you will need in the professional role of a teacher.    All these aspects meet the requirements of the University's Learning and Teaching Strategy 2016-2020, specifically the employability strand. The programme is built and delivered with employability at the heart of it. Indeed, over the past few years the employability rates for trainees has remained above 80%, with all those trainees finding employment as teachers within the sector. The modules you will study, your placement and its related activities are relevant and of value to your future professional practice.  The taught sessions are complemented by directed and private study done in your own time. This is supported by materials your college’s Virtual Learning Environment (VLE). Work based practical experience underpins the framework at every stage. Experiential, individualised, and self-directed learning and teaching strategies will be used to enable you 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. There are elements of curriculum based research embedded within the programme, allowing you to research current practice in teaching and learning. This research is often shared across the partnership and our annual FE and Skills Showcase event promotes that notion of research informed practice. Again, this supports the College’s commitment to the Teaching and Learning Strategy.  In the future, professionals in the Post-14 sector will be expected to work collaboratively across professional and subject boundaries. Therefore, you 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.  Ofsted (2015) commented on this aspect of the programme by making the following statement:  *“Training and assessment are outstanding across the partnership. Trainers routinely model best practice in their teaching and are adept at drawing trainees’ attention to techniques and methods successfully employed during sessions. Trainers use a wide range of successful strategies to bring together theory and practice, and trainees have plentiful opportunities to experiment and develop confidence in exploring what they have learned. During classroom activities and in assignments, trainers make excellent use of trainees’ wide range of employment backgrounds and vocational experiences. Trainees respond extremely well to the quality of training and make rapid progress from a wide variety of starting points, on in- and pre-service programmes.”*  **Teaching and Learning methods employed on the programme include:**  **Lead lectures**  Here the student body can receive a corpus of underpinning theory in preparation for dissemination and discussion. This will provide the main pedagogical content for each of the modules.  **Seminars**  You will meet in small groups at key points in the module with a supervising tutor to review, present and discuss key ideas relating to your area of study or a current area of focus.  **Tutorials**  Tutorials with a named personal tutor will be available throughout the programme. Their function will be to offer you formative assessment to enable you to progress your assignment work, discuss your teaching practice or review your general progress on the programme. At certain points these will be obligatory and effective preparation will be essential.  **Technology Enhanced Learning**  In line with the University's Technology Enhanced Learning Strategy (2016-20), the PGCE programme is fully committed using technology to enhance the learning experience. The use of technology is embedded into taught sessions and two modules on the programme are specifically dedicated to the digital upskilling of trainees. You are encouraged to evaluate the use of technology in teaching as well as engaging in the e-portfolio requirements previously mentioned for PDP.  **Reflection on critical incidents**  You are required to reflect on your study, professional practice and own philosophy to teaching and learning and will be expected to complete a reflective journal online, this could also include:   * undertaking any reading/ preparatory activities as indicated; * consider your professional and academic needs/ development both prior to and after any session; * identify how it has supported your progress towards the *professional standards* * justify and explain what further (independent) academic and professional reading has been required.   **Independent Learning**  You will be expected to engage with directed tasksbetween sessions. These will involve reading of set texts, internet searches, work towards individual targets and preparatory work for future sessions.  **Ethics and Research Guidelines**  All trainees 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: <http://www.derby.ac.uk/research/uod/researchethicsandintegrity/researchethics/> |

SECTION SIX: Assessment

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| Assessment is via a collection of activities including both formative and summative methods. Trainees are expected to demonstrate a sound level of academic skill in their written essays, underpinning module assignments with both established and contemporary theories of education. Each module has both a written and practical element to it, consolidating that important link between theory and practice. The practical assessment activities consist of individual and group presentations, producing academic posters as well as completing the 8 teaching practice observations. Each practical activity requires you to reflect on your performance in some way, identifying areas of good practice as well as areas for development.  For one of the modules, an e-portfolio will be used to facilitate reflective pieces of work as well as accommodate additional documents such as the Professional Development Plan. Through this medium, you will build up a body of evidence of your progress which you can use to apply for professional status (QTLS) via the Society for Education and Training (SET). In addition, this encourages the use and development of important digital skills, vital for the role of being an effective teacher in the sector.  Each observation is accompanied by a requirement to provide paperwork justifying and evaluating your own performance. This gives the observations a robustness and strong academic foundation.  Assessment throughout the programme is through 100% coursework.  The emphasis of assessment methods for this programme is for you 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 you to produce work relevant to your own subject and institutional operations within the Post-14 sector. We have endeavoured to provide diversity in the assessment types to ensure that a variety of learning styles are catered for.  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.   **Observations**  An important part of a trainee teacher’s assessment and professional development is the observation of practical teaching. The requirements of the Post Graduate Certificate in Education on all pathways ask that you completes eight successful teaching observations during your programme of study. Four of the eight observations are completed by a member of the teaching team at the trainee’s centre of study and four are completed by a subject specialist mentor in the workplace or on placement. These observations form part of the overall assessment for two modules: Effective Teaching, Learning and Assessment and the Reflective Professional.  As the observations form part of module assessments, there is a standard that needs to be met in order to ‘pass’ the observation. Four of the ETF Professional Standards (2014) (11, 13, 14 and 18) have been identified as essential skills that should be addressed in every teaching session. Trainees must demonstrate the minimum threshold towards each standard to ‘pass’ observations. Trainees who do not demonstrate the minimum threshold towards each standard will be re-observed.  To support any trainee teacher who has not met the minimum threshold to pass the observation, a coaching and development plan is drawn up to support improvements in their professional practice. You will be issued with the observation grading criteria at the beginning of the programme.  **Assessment will conform to University regulations relating to e-submission**.  It 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 Certificate in Education trainees and to determine awards to be ratified by Academic Board.  **Progression in assessment**  Working at Levels 4 and 5 will mean developing your skills of analysis and evaluation. This involves practising your study skills so as to present your assignments in an appropriate academic written style. You will be working with quite complex and sophisticated concepts and will need to use a wide range of sources to support your ideas. You will also have to make sure your time management is effective to get everything done to meet the expected deadlines.    The requirements of the assessment activities are designed to give consistency and coherence in the development of academic and vocational knowledge, skills and understanding. For example, as you progress through the programme you will move from a position where you report others views, through to commenting on these views, and then finally to a position where you will analyse what others say. As such, the assessments reflect this change in level by moving from smaller, patchwork assessments which are collated in to a portfolio, through to fewer but larger assignment based assessments in the latter stages of the programme.  Consistent throughout assessment activities in the programme, is the need to reflect on every aspect of your own performance, progression and development. While the volume of this method of assessment does not change, in reality you will be expected to move from a position where you make superficial comments to being more evaluative.  **This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment for undergraduate and postgraduate programmes.** |
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SECTION SEVEN: Admissions

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| You will need to possess a minimum of Level 2 in English and maths which is recognised by the Society for Education and Training’s (SET) list of approved qualifications for QTLS. In addition to this, you will need a minimum of a level 3 qualification in the subject you teach (or a related area). Furthermore, you will also need to evidence that you have the required number of teaching hours (a minimum of 100 over the course of the 2 year programme.) This evidence must be presented as a letter from an employer or, in the case of voluntary trainees, a letter of confirmation from the proposed placement.  If you are fulfilling your teaching hours on a voluntary placement, you will need to find your own suitable placement, which will be checked by your college. In exceptional cases, colleges may be able to assist with finding placements, but this cannot be guaranteed.  Applications for the part-time route are made direct to the individual college. However, all part-time applications are submitted to the university for approval before the offer of a place is formalised.  As with any programme of initial teacher education, you are also required to demonstrate suitability to teach through an interview which assesses your personal and academic qualities, use of standard English, and health and physical capacity to teach. Ofsted (2015) commented positively on the ‘rigorous and challenging interviews’ for the programme.  For applicants for whom English is not a first language, the minimum English language qualification acceptable is IELTS Level 7. However, you will need to demonstrate ability to communicate clearly and accurately in standard English and fulfil the aforementioned criteria.  An Enhanced Disclosure and Barring Service Check (DBS) is required at the point of accepting a place at the University. The [Disclosure and Barring Service](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/) was established when the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) merged in 2012 and will now provide the criminal records checking service for this course.  If you are on the full-time, pre-service programme or on a voluntary placement via the part-time, in-service programme, we recommend that within 19 days of receiving your DBS certificate you register to the free DBS Update Service (https://www.gov.uk/dbs-update-service).  If you have lived outside of the UK in the past five years (excluding holidays), you will need to provide a current satisfactory Certificate of Good Conduct from the country you were resident in. You will need to submit this at your course induction. Further information can be found on the [gov.uk website](https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants). |

SECTION EIGHT: Student Support & Guidance

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| Our approach to student support is proactive. You will be allocated a personal tutor, whom you are encouraged to use as a first point of referral. Tutorial support directly linked to individual modules is provided by module tutors.  Both of the above types of tutorial 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 Post-14 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 is summarised below:  NB The detail of the roles may vary to meet the needs and staffing structures at the individual institutions.  **Programme Leader** (PL)- can provide an overview of the programme and address specific matters relating to the progression of individuals through the programme. This is also the person to turn to when seeking clarification on procedural matters such as enrolment, fees and referral to financial support. The PL is the first point of contact for any support issues.  **Module Leader and tutors** – support trainees with module-related aspects including academic issues. They will 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 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 trainees’ teaching practice and feedback on progress and development.  **Centre Programme Coordinator** - In partner colleges the Programme Leader role is fulfilled by the Centre Programme Coordinator, with whom trainees studying there will have more direct contact. There is also a **Collaborative Partnership Manager** on the university team, who will induct partnership trainees at the university and is a possible point of contact in particular circumstances.  Ofsted (2015) commented on the support offered to trainees:  ‘Trainees value the support they get from dynamic and dedicated tutors and lecturers.  They benefit greatly from very strong pastoral support that helps them to stick with the programme, and develop their academic skills and interests.’  **Work-based Mentor/Subject-Specific Mentor**  As the programme requires you to undergo ‘teaching practice’, 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 you 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 you teach * Providing you with formative feedback * Monitoring your engagement with, and contributing to a whole organisational ethos   They are invaluable because they will introduce you to and signpost other professional colleagues who will:   * be able to support your development and understanding of wider organisational approaches to teaching, learning and assessment * advise you on strategies and techniques to be employed within varying specific contexts * enable your broader professional development and understanding of the work of the Post-14 sector   Ofsted (2015) commented on this aspect of the programme's provision with the following statement:  *“Robust mentor selection and professional development from the university ensures that trainees get high-quality mentoring and training that meets their needs as they develop as outstanding practitioners*”  **Student Support** - Institution specific arrangements are made by each individual provider. However, both university and partnership trainees are welcome to access the wide range of advisory services offering support. This Student Support and Information Service can be accessed through the following link: <http://www.derby.ac.uk/ssis>.  **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, meetings held three times a year, where the students’ voice item on the agenda 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 * individual trainee evaluation of modules at the end of each module delivery * individual evaluation of the programme |

SECTION NINE: Employability

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| The programme prepares its trainees well for the employment market in a number of ways.  Crucially, 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 sector.  Ofsted (2015) commented:  'The partnership is extremely strong; stakeholders at all levels work well together to the benefit of trainees and newly qualified teachers. Particularly strong and dynamic leadership from the university ensures that partners are fully engaged in the development of the programme.'    The above means that the programme is highly responsive to the changing needs of the sector and allows its graduates to secure employment in a range of educational settings.  Additional opportunities to enhance employability are built in wherever possible. Examples of these include: sessions on job application and interview skills by guest speakers who occupy leadership roles in local schools and colleges, Q&A sessions with former trainees who are now in teaching roles, and workshops run by the university’s Careers and Employability team.  All of the above have contributed to the programme’s very high graduate employment rate, which is significantly above the sector average, as confirmed by Ofsted (2015). |

SECTION TEN: Post Programme Opportunities

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| A Certificate in Education qualification remains a highly respected qualification and is a recognised passport into teaching in the sector. The majority of trainees completing our programme are successfully appointed to teaching posts across the sector. Many trainees move on quickly to become course leaders/managers of their subject area.  Upon completion of the Certificate in Education graduates will be eligible to apply for Qualified Teacher Learning and Skills status via the Society for Education and Training. Further information on this route can be accessed at:    <https://set.et-foundation.co.uk/professionalism/gaining-qtls/guidance-for-headteachers/> |

SECTION ELEVEN: External Links

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| As noted under section nine (Employability) a key feature of the programme is the strong links with the collaborative partnership colleges, and both lecturers and managers from these colleges input strongly into the ongoing development of the programme.  Employer needs and opinions have been taken into consideration in the design, content and delivery of the programme. The programme team work very closely with key stakeholders in the Post-14 and wider education sectors to ensure programme content is fit for purpose. Throughout the programme there is input from subject specialist mentors, curriculum managers and senior managers working in the sector, head teachers and other specialists (for example, ILT champions, safeguarding officers) as guest speakers, to bring a real world view to the key issues experienced in education.  Such employers contribute formally to the programme in a number of ways, including through representation at formal Programme Committee Meetings (held three times per year) and by attending twice yearly development and moderation events at the University.  The programme team has close links with both the Education and Training Foundation (ETF) and the Society for Education and Training (SET). The programme manager sits on the practitioner advisory board of the ETF and one of the core team is both a board member and trustee to the ETF and chair of the SET management board.    The programme team has a nominated research lead, who works across the sector to follow up on appropriate research opportunities that will further enhance both the sector and the programme.    In summary, the needs and opinions of employers, commissioning agents and collaborative partners have been taken into consideration, and they have contributed significantly to the shape and ethos of this programme. 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. |

**Glossary of Key Terms**

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| Dual professional | A professional practitioner who undertakes the dual role of teacher and vocational/subject specialist |
| ETF | Education and Training Foundation (professional body for teachers in the FE & Skills sector) |
| FE | Further Education (the term used to encompass all non-school provision; this commonly refers to colleges, private training providers, offender learning, work-based learning) |
| FHEQ | Framework for Higher Education Qualifications |
| Full Time Programme | Programme Completed in one year |
| In-service programme | A programme where trainees are already employed as teachers |
| ITE | Initial Teacher Education (a term used to describe a programme of study leading to a recognised teaching qualification |
| ITT | Initial Teacher Training (alternative term to the one above: ITE largely favoured now |
| LSIS | Learning and Skills Improvement Service |
| Milestone Review | Formal review point on programme, occurring 3 times across the programme |
| NCLT | National College for Teaching and Leadership (agency that works with the DfE to improve standards in the education workforce |
| OFSTED | Office for Standards in Education, Children’s Services and Skills (by which ITE programmes are subject to inspection) |
| Part Time Programme | Programme completed over 2 year |
| Pre-service | A programme where trainees are not employed as teachers but instead complete an unpaid placement |
| QTLS | Qualified Teacher, Learning and Skills – formal recognition of qualification to teach in any UK education provider, developed to give legal parity for qualified teachers whose training cannot aware QTS |
| QTS | Qualified Teacher Status –standard, formal recognition of qualification to teach in the UK awarded by the provider of initial teacher education |
| UCET | Universities’ Council for the Education of Teachers (organisation that acts as a forum at national level, for discussion of issues relating to the education of teachers) |

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