

## UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

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

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

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	UCLan Preston, Blackburn, Furness, Hugh Baird, Kendal, Lakes College West Cumbria, Myerscough, Preston College, St Helens, Wigan & Leigh, Myerscough (Croxeth) <sup>▲</sup>
<b>3. University School/Centre</b>	School of Psychology and Humanities
<b>4. External Accreditation</b>	<ul style="list-style-type: none"><li>Occupational Standard for the FE Learning and Skills Teacher (IfATE 2021)</li><li>ETF 2022 Guidance on the Teaching Qualifications for the Further Education and Skills Sector (L5 Diploma in Teaching)</li><li>DfE Expectations for the Delivery of Initial Teacher Education for FE</li></ul>
<b>5. Title of Final Award</b>	<b>Certificate in Education (Further Education and Skills Sector)</b>
<b>6. Modes of Attendance offered</b>	Part time and Full time <sup>▲</sup> Myerscough (Croxeth) is Part Time delivery only
<b>7a) UCAS Code</b>	n/a
<b>7b) JACS and HECCOS Code</b>	X141 100508
<b>8. Relevant Subject Benchmarking Group(s)</b>	n/a
<b>9. Other external influences</b>	<ul style="list-style-type: none"><li>Ofsted Initial Teacher Education Framework</li><li>Professional Standards for Teachers and Trainers in Education and Training (ETF 2022)</li><li>DfE: ITT Core Content Framework (2019)</li></ul>
<b>10. Date of production/revision of this form</b>	June 2023
<b>11. Aims of the Programme</b>	
1. To enable trainee teachers to evidence the knowledge, skills and behaviours required to achieve the Occupational Standard in order to teach successfully and be employable in a range of contexts in the Further Education and Skills Sector (14+).	

2. To enable trainees to secure awareness and understanding of the professional role, responsibilities and boundaries of teachers in the Further Education and Skills Sector.
3. To develop trainees as principled reflective practitioners, able to evaluate the relevance of theories, concepts, models and techniques to continually inform their subject pedagogy and practice and ensure the successful progress of their learners.
4. To develop a secure theoretical framework in education, subject pedagogy, and research, which enables trainees to confidently meet the continually changing demands of the Further Education and Skills Sector.
5. To make appropriate use of the evidence and research base to guide their professional practice.
6. To enable trainees to demonstrate expertise in their subject specialism and justify pedagogical decisions
7. To acquire the underpinning core skills to support their learners with English, math, digital skills and educational technology.
8. To develop a broad knowledge and awareness of the importance of equality, diversity, and inclusion (EDI), and sustainability, and apply this to the teaching of their specialist subject.
9. To encourage research activity and participation in an active collegial network of teaching practitioners to improve the quality of education in the Further Education and Skills Sector.

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

At the end of the **Certificate in Education** participants will be able to:

### **A. Knowledge and Understanding**

- A1. Evidence knowledge and skills across all aspects of the ITE taught curriculum, by routinely and skilfully applying this to their professional practice.
- A2. Evidence knowledge of the required professional role and conduct of teachers in the Further Education and Skills (FES) Sector.
- A3. Demonstrate knowledge and understanding of relevant and contemporary education theory and evidence-based approaches to practice.
- A4. Evaluate current legislation, policy and practice and the impact these have on provision within the FES Sector.
- A5. Demonstrate knowledge and expertise in their subject specialism and pedagogical approaches.
- A6. Demonstrate knowledge of the factors impacting on learners' development of subject and functional English, Maths and digital skills, and sustainability in their specialist subject.
- A7. Analyse the barriers to learning and how practice can be adapted to ensure inclusive provision for all learners, including those with SEND and/or who speak EAL.
- A8. Make informed curriculum decisions to ensure the wider responsibilities of the FES Sector are addressed in their subject specialist teaching.
- A9. Apply evidence-informed approaches and the outcomes from pedagogic research, scholarship and continuing professional development, including the trainee's own research activity, to review and enhance professional practice.

### **Teaching and Learning Methods**

The ITE curriculum is designed to support trainees to develop knowledge of contemporary learning theory. Theories are discussed and examined in centre-based training, so trainees are able to apply theory to their practice and reflection 'in- and on-' practice, and in academic assignments.

Learning is facilitated through a combination of centre-based training classes and individual tutorials, which are interleaved with teaching practice.

Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry-based learning, reflective practice strategies and conduct their own policy and education research.

Teaching and learning strategies are designed to enable trainees to acquire a deep subject specific knowledge and pedagogy, and transferable skills to enable trainees to achieve module specific outcomes as outlined in each of the module descriptions. Subject knowledge and

pedagogy are developed through centre-based and placement-based training, engagement with subject experts and leaders, and through subject specialist mentoring.

Trainees are supported to justify how learning theory informs their practice decisions, including how they adapt their teaching for learners at different levels of learning and they discuss this with tutors as part of the observation cycle.

A core element of ITE pedagogy is the use of 'modelling'. In centre-based training, tutors model a range of teaching and learning strategies, and then deconstruct their practice, so that trainees are able to analyse and evaluate the strategies and apply to their own specialist subject teaching.

They will be taught by teacher educators, guest specialists, and supported by their peers and subject specialist mentors over the course of the programme.

Examples of teaching and learning strategies include tutor-led sessions; small and large group discussions and activities; using focused reading material, technology enhanced learning; virtual learning environments; and materials from the trainees' own practice.

Significant learning takes place through the teaching placement. This includes the trainee's observation of experienced teachers and peers, the observation of the trainees' practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.

### **Assessment methods**

Assessment is varied and aligns to the expected outcomes for each module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment types include (initial at recruitment and selection stage), diagnostic, formative and summative.

Standardised module assignment briefs provide support for trainees to explore educational theory and research in the context of their subject teaching. Academic guidance is also provided, to support the increasing complexity of assessment over time to facilitate trainees' thinking about their pedagogic practices.

Trainees are provided with detailed written and verbal feedback. All assessment (diagnostic, formative and summative) has formative value as trainees are set (or co-create) academic and professional practice development actions as part of the feedback process.

Over the duration of the course trainees compile a Portfolio of Professional Achievement (PoPA) which curates all assessment of academic and professional practice, with the supplementary documentation that records their compliance with the mandatory requirements of the Diploma in Teaching (teaching logs, breadth of experience, subject audits, etc.)

Examples of assessment activity include:

**Written assessments:** case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals

**Presentations and academic poster conference**

**Observation of teaching practice:** micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment and articulating their curriculum decisions.

**Portfolio:** professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector; progress with subject knowledge and pedagogy, teaching activity and achievement of Occupational Standard.

**Summative assessment** to evidence the requirements of the Learning and Skills Teacher Occupational Standard by means of **observation of practice** and **professional discussion** underpinned by the Portfolio of Professional Achievement.

### **B. Subject-specific skills**

B1. Develop their knowledge of their own specialist subject and translate this to their teaching practice, through the identification of pedagogic content knowledge.

B2. Translate the generic principles of professional practice into secure subject pedagogy for the specialist subject in different phases of the FES Sector.

B3. Use the outcomes of assessment (initial, diagnostic and formative) to identify the current skills and needs of learners and to inform the planning of appropriate inclusive teaching and learning.

B4. Plan and create effective opportunities for learning and assessment for/of the specialist subject that promote good progress for learners.

B5. Develop own English, maths and digital skills and embed in subject specialist learning to improve the learners' knowledge and skills in these areas.

B6. Select, adapt, create and evaluate resources that meet the needs of learners and the challenges of the curriculum in order to address fundamental British values, employability and enterprise, inclusivity, sustainability and promote equality and value diversity.

B7. Reflect on teaching practice and apply knowledge, evidence and concepts in order to demonstrate independence in own professional development.

B8. Analyse and challenge the potential barriers to learning that exist for learners, including SEND, EAL and socio-economic factors, and implement appropriate strategies to support successful, inclusive learning.

B9. Analyse and reflect on the development own subject specialist knowledge and pedagogy to ensure the continuation of high-quality teaching.

### **Teaching and Learning Methods**

The curriculum is structured so that theory and practice are purposefully integrated allowing trainees to apply educational theory into their subject specialist practice.

Through the ITE classes and teaching practice, trainees develop the skills needed to plan, design and implement a logical, well-sequenced curriculum in practice. Trainees are supported to justify their curriculum decisions, through academic assignments and observation feedback.

The taught sessions examine theory and practice and then trainees apply this in their teaching. Tutors model and explain learning theory and techniques.

Teaching practice observations provide trainees with the opportunity to reflect on their practice through a focused discussion with their tutor or mentor and from feedback on their developing practice and support with identifying actions for further improvement.

The provision is sequenced to enable trainees to revisit key aspects which increase in complexity affording continuous improvement to their practice.

Stage One focuses on the fundamentals of practice with Stage Two shifting to the wider professional landscape of the sector and research and refining practice. This allows the application of classroom/centre-based learning with the yearlong teaching practice modules.

Trainees benefit from a curriculum that foregrounds pedagogic content knowledge (PCK) to develop their subject knowledge and subject pedagogy. For example, in ITE classes, with their mentor, through academic assignment and through the directed activities in the PoPA (e.g., subject audits, an 'evidence bundle' in stage one identifying elements of subject specificity).

Throughout their training, trainees are encouraged to try out new ideas and take calculated, well - considered risks in their practice - all with the support of their tutors and mentors and over time trainees develop insights and understanding of the sector, their practice and how to improve. This is explicitly planned within the modules that all trainees study.

Examples of teaching and learning strategies include:

- Direct instruction/lecture
- Seminar and workshops
- Modelling and deconstruction
- Problem solving

- Real world teaching practice
- Simulated practice
- Collaborative group work and discussion
- Retrieval practice
- Metaphor
- Scaffolding
- Flipped classroom
- Student-led and self-paced learning

Significant learning takes place through the teaching placement. This includes the trainee's observation of experienced teachers and peers, the observation of the trainees' practice by the teacher education team and subject specialist mentors, and the professional discussion following observations.

Mentors play a crucial role in the development of subject specialist pedagogy, and this is largely developed through the mentoring relationship and the teaching placement experience. Mentors are all in-practice, share the same subject specialism (or share a close alignment between their specialisation and that of the trainee's teaching area), and are usually from the course team that the trainee teacher is part of. This is supplemented further with trainees working with other department colleagues for information, advice and guidance regarding the wider role and responsibility of teachers in the sector. Also, trainees will work collaboratively as members of a wider departmental and subject communities at institutional and national level to develop their subject pedagogy through engagement with subject groups, associations and experts.

### **Assessment methods**

Teaching practice is year/stage long and has five formal observations of practice in each year/stage, plus other activity to allow trainees to fully evidence in their practice, how they have applied their own learning to successful teaching of their subject specialism.

Trainees use templates of increasing complexity to justify the decisions they have made in their planning for teaching practice. The ITE curriculum addresses the importance of planning that includes sequencing decisions, questioning, and checking knowledge and understanding, etc.

Trainees are encouraged to share their practice and learn from peers in class discussions and through assessments. In particular, the curriculum is designed so that trainees observe their class peers and experienced teachers.

Trainees are provided with detailed written and verbal feedback. All assessment (diagnostic, formative and summative) has formative value as trainees are set (or co-create) academic and professional practice development actions as part of the feedback process.

Over the duration of the course, trainees compile a Portfolio of Professional Achievement (PoPA) which curates all assessment of academic and professional practice, with the supplementary documentation that records their compliance with the mandatory requirements of the Diploma in Teaching (teaching logs, breadth of experience, subject audits, etc.)

Standardised portfolio documents provide support for trainees to evidence the development of their knowledge, skills and behaviours in the context of their subject teaching. Feedback on professional practice is provided to support trainees' thinking about their pedagogic practices. Examples of assessment activity include:

**Portfolio:** professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector; progress with subject knowledge and pedagogy, teaching activity and achievement of Occupational Standard.

**Observation of teaching practice:** micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment and articulating their curriculum decisions.

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

**Presentations and academic poster conference**

**Written assessments:** case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals

**Summative assessment** to evidence the requirements of the Learning and Skills Teacher Occupational Standard by means of **observation of practice** and **professional discussion** underpinned by the Portfolio of Professional Achievement.

### **C. Thinking Skills**

- C1. Demonstrate the academic and research skills required at Level 5.
- C2. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy.
- C3. Work collaboratively with colleagues and peers to challenge practice with the specific purpose of improving and developing their practice and professional development.
- C4. Engage in discussion around the prevailing debates in the FES Sector.
- C5. Design, conduct and analyse own practitioner research to promote the advancement of high-quality subject specialist practice.

### **Teaching and Learning Methods**

The philosophy of provision takes the position that ITE has an intellectual basis. As such, evidence-based knowledge and research-based practice features in all elements of the course.

The ITE provision uses a spiral curriculum and is designed to increase the trainees' level of independence as they develop as teachers.

Teaching and learning strategies are designed to enable trainees to acquire subject specific knowledge and capability. Across modules, emphasis is placed on the trainee's ability to utilise the analytical thinking skills required to demonstrate professional knowledge, skills and behaviours. Trainees are expected to apply theory in all aspects of their work, and over time to develop an approach to literature and the theorising of their practice and so have the ability to engage with the literature for their whole careers.

Trainees are encouraged to undertake their own literature search and to use this in all of their coursework. This is a strong feature for the Stage 2 modules, where trainees undertake their own action research and research policy and its implications for professional practice.

Trainees are supported to develop their thinking through in-class activity and through detailed guidance and reading lists on the standardised assignment briefs.

Examples of teaching and learning strategies include:

- Direct instruction/lecture
- Seminar and workshops
- Modelling and deconstruction
- Problem solving
- Simulated practice
- Collaborative group work and discussion
- Retrieval practice
- Metaphor
- Scaffolding
- Flipped classroom
- Student-led and self-paced learning

Significant learning takes place through the teaching placement. This includes the trainees' observations of experienced teachers and peers, the observation of the trainee's practice by the teacher education team and subject specialist mentors, and the professional discussion following

observations where trainees are expected to independently or co-create their own development actions.

### **Assessment methods**

Assessment methods are designed to support trainees to develop as independent and analytical thinkers across the spectrum of the professional role of teachers in the FES Sector, and those skills required to continue their studies to under- and postgraduate qualifications.

Over the duration of the course trainees compile a Portfolio of Professional Achievement (PoPA) which curates all assessment of academic and professional practice, with the supplementary documentation that records their compliance with the mandatory requirements of the Diploma in Teaching (teaching logs, breadth of experience, subject audits, etc.)

Standardised portfolio documents provide support for trainees to evidence the development of their knowledge, skills and behaviours in the context of their subject teaching. Feedback on professional practice is provided to support trainees' thinking about their pedagogic practices.

The assignments in the second stage of the course are designed to provide a safe space for trainees to learn and practise the skills that will allow them to contribute to the discourse around the teaching profession.

Examples of assessment activity include:

**Portfolio:** professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector, progress with subject knowledge and pedagogy, teaching activity and achievement of Occupational Standard.

**Observation of teaching practice:** micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment and articulating their curriculum decisions.

**Presentations and academic poster conference**

**Written assessments:** case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals

**Summative assessment** to evidence the requirements of the Learning and Skills Teacher Occupational Standard by means of **observation of practice** and **professional discussion** underpinned by the Portfolio of Professional Achievement.

### **D. Other skills relevant to employability and personal development**

By the end of the Certificate in Education (Further Education and Skills Sector) trainees will be able to:

D1. Evidence the knowledge, skills and behaviours required to achieve the Occupational Standard in order to teach successfully and be employable in a range of contexts in the Further Education and Skills Sector (14+).

D2. Confidently promote equality and challenge discrimination.

D3. Manage own workload and maintain own wellbeing.

D4. Analyse own professional practice, particularly in relation to working with others in order to assess efficacy and impact for learners.

D5. Demonstrate understanding of behaviour and classroom management strategies and how these can be applied in the development of effective and inclusive learning environments.

D6. Maintain current knowledge and skills to ensure the safety and security of learners, paying particular attention to safeguarding legislation and the Prevent Duty.

D7. Communicate successfully using written, verbal, non-verbal and digital means with learners, colleagues and other stakeholders.

D8. Analyse and reflect on own skills and knowledge in order to create an appropriate professional development plan for post qualification practice.

D9. Be aware of the ETF Professional Standards for Teachers (England) 2022 and in the informed position to apply for QTLS status.

### **Teaching and Learning Methods**

To effectively prepare our trainees for long and successful careers, our expectations for professional behaviour are high. To highlight the expected levels of professional behaviour, as part of their induction and ongoing self-assessment on progress, trainees engage with the UCLan Conduct and Professionalism Agreement and the Teachers' Standards Part Two.

All our trainees read and confirm they have understood KCSIE part two and have Prevent Duty training. Safeguarding and learner wellbeing are core elements of the ITE curriculum.

The curriculum is purposely integrated to prepare trainees to plan and teach a variety of learners including, those with disabilities, EAL learners, learners with caring responsibilities, learners of different ages and backgrounds (socio-economic, race, religion or belief).

Trainees are in placement every week of their course: skills and the knowledge that underpins them are taught simultaneously, allowing iterative practice over time, supported by tutors.

Trainees are supported to apply educational theory into their planning, to justify how their practice is inclusive

Trainees are encouraged to share their practice and learn from peers in class discussions and through assessments. In particular, the curriculum is designed so that trainees observe their class peers and experienced teachers.

Wellbeing and workload are key elements of the curriculum: Trainees are supported to manage their workload and adapt positively to change, by developing strategies to streamline working practices (e.g., marking practices, appropriate and ethical use of generative AI).

Regular tutorials and progress reviews are used to check-in on personal development, wellbeing, progression, employment and provide guidance and direction to support as required to enable trainees to realise their potential.

Certificate in Education and PGCE trainees are taught in combined classes. We find that this creates rich learning communities where trainees from a wide variety of subjects and curriculum areas can share valuable practice experience with each other. These supportive learning communities also strengthen the wellbeing of trainees as they create support networks that often last long after graduation.

### **Assessment methods**

The skills relevant to employability and personal and professional development are embedded through the range of course assessments.

The assignments in the second stage of the course are designed to provide a safe space for trainees to learn and practise the skills that will allow them to contribute to the discourse around the teaching profession.

Examples of assessment activity include:

**Portfolio:** professional development, breadth of experience, the wider role and responsibility of teachers in the FES Sector; progress with subject knowledge and pedagogy, teaching activity and achievement of Occupational Standard.

**Observation of teaching practice:** micro/minи teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment and articulating their curriculum decisions.

### **Presentations and academic poster conference**

**Written assessments:** case studies, assignments, rationales for professional practice, research proposals and reports, reflective essays, and professional reflective journals

**Summative assessment** to evidence the requirements of the Learning and Skills Teacher Occupational Standard by means of **observation of practice** and **professional discussion** underpinned by the Portfolio of Professional Achievement.

### **13. Programme Structures\***

### **14. Awards and Credits\***

Level	Module Code	Module Title	Credit rating	
Level 6	TS3000	Advancing Subject Specialist Practice	20	Award: Certificate in Education Requires 120 credits in total. Of these 20 credits must be at level 6 and 100 credits at level 5
Level 5	TS2005	Policy and Professionalism in the Further Education and Skills Sector	20	Certificate: Teaching, Learning and Assessment Intermediate (60 credits) Certificate: Education and Training, Introductory (40 credits) Certificate: Education and Training, Preparatory (20 credits)
	TS2004	Research Informed Practice	20	
	TS2002	Designing and Developing an Inclusive Curriculum	20	
	TS2001	Developing Subject Specialist Practice	20	
	TS2000	Teaching, Learning and Assessment in the Further Education and Skills Sector <sup>1</sup>		

#### **Required in order to pass the qualification**

Across two placement settings:

150 hours of recorded teaching practice (including 20 hours online synchronous teaching)

100 hours of recorded non-teaching practice/experience

10 successful teaching practice observations (Min 45 min each)

<sup>1</sup> Where this module is applied as APL, if trainees have previously undertaken the pre-service (simulated practice) assessment route, a bridging course is required.

#### **APL for legacy qualifications:**

Level 4	TS1106	Preparation for Education and Training	20	For APL a bridging course is required
	TS1107	Teaching, Learning and Assessment	20	For APL a bridging course is required
Level 5	TS2301	Action Research	20	
	TS2304	Curriculum Design and Assessment	20	
	TS2306	Wider Perspectives in Education and Training	20	
Level 6	TS3301	Developing Teaching, Learning and Assessment	20	

#### **15. Personal Development Planning**

The Certificate in Education is designed for practitioners within the FE phase. It offers a route to professional qualification, and provides structured opportunities to develop, apply and evaluate knowledge and understanding of the issues of the sector and the pedagogical approaches for subject specialist practice for the diverse body of learners in the sector.

Professional development planning and transferable professional skills underpin the whole qualification from pre-induction to course completion and planning for future CPD activity.

The course facilitates the development of practical intelligence and generic academic and professional skill building, reflection and evaluation.

Skills in reflection, self-evaluation, action planning for continuous development, and planning for future CPD activity are all evident in this qualification, being embedded within the theory and evidence base and also applied into academic- and practice-based assessment activities. Skills and employability enhancement are integrated into reflection on learning, teaching and assessment for development of core skills, process skills, transferable skills and professional characteristics.

The Portfolio of Professional Achievement (PoPA) is designed to support trainees' development through the use of reflective practice by means of activities that are built into each individual module and across the supporting activities in the PoPA. The supporting activities are designed to encourage trainees to develop the knowledge, skills and behaviours required for a long-term career in the FES Sector, by promoting continuous reflection and autonomy.

The professional development planning and other activities in the PoPA support trainees to:

- Identify areas of development where they need to focus attention and be pro-active about planning their academic study, professional practice and career development
- Make links and gain a holistic overview of their studies and development
- Evaluate and reflect on knowledge, skills and behaviours in order to become a more independent learner and practitioner
- Identify their learning from a variety of contexts and use this to shape their practice and progression.
- Acknowledge the wider context in which the FES Sector operates and recognise the importance for professional practice

The support given to trainees during this process comes initially from course tutors in both taught sessions and tutorials and then expands into support from other advanced practitioners and subject specialist and pastoral mentors and finally the trainee's peers.

At the end of the course each trainee will have completed their Summative Assessment to evidence the requirements of the Learning and Skills Teacher Occupational Standard by means of observation of practice and professional discussion underpinned by the Portfolio of Professional Achievement - part of which is a Professional Development Plan, which will be used to identify the CPD requirements of the newly trained teacher and, if they choose to apply for QTLS status with the Society for Education and Training.

## **16. Admissions criteria\***

(Including agreed tariffs for entry with advanced standing)

\*Correct as at date of approval. For latest information, please consult the University's website.

Admission to the Certificate in Education award is open to applicants who are new to teaching (pre-service) and in-service teachers in the FES Sector who, at the point of entry meet the following national entry requirements:

1. A minimum of a Level 3 qualification in all the specialist subjects<sup>1</sup> they will be teaching
2. GCSE English at grade C/4 or above (or OfQual approved equivalent<sup>2</sup>)
3. GCSE mathematics at grade C/4 or above (or OfQual approved equivalent<sup>2</sup>)
4. Where English is not the applicant's first language: The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS<sup>3</sup> 7.5 with no element lower than 7.0 (or equivalent)
5. A teaching contract or a voluntary placement across two institutions, which includes:  
A minimum of 150 hours of teaching practice (including 20 hours online synchronous teaching)<sup>2</sup>  
A minimum of 100 hours of non-teaching practice<sup>4</sup>
6. A named subject specialist mentor in the primary placement location
7. A named pastoral mentor in the primary placement location
8. Completion of a satisfactory course interview<sup>5</sup>
9. Completion of a satisfactory subject interview<sup>5</sup>
10. Provide confirmation of an Enhanced Disclosure and Barring Service (DBS) check.  
Pre-service applicants wishing to teach in a school, or sixth form attached to a school will also be checked against the prohibition list

Applicants wanting to teach English and applicants wanting to teach mathematics (without a mathematics 'A' Level/degree) are required to successfully complete an additional entry assessment to demonstrate their content knowledge and skills.

This may impact on the acquisition of a suitable teaching practice placement and therefore additional time must be factored for this.

<sup>1</sup> Specialist subject: Where the subject is regarded as SEND, the applicant must have a L3 SEND qualification.

<sup>2</sup> Equivalent qualifications must be named by the Society for Education and Training as suitable for entry to QTLS (see [Approved maths and English qualifications | Society for Education and Training \(et-foundation.co.uk\)](https://www.et-foundation.co.uk))

<sup>3</sup> IELTS certification date must be within two years of the point of application.

#### <sup>4</sup>Teaching Hours

The course is dependent upon trainee teachers being able to put into practice in their own classrooms the values, knowledge and professional skills they gain through their studies. To ensure purposeful integration and development of generic and subject pedagogical approaches, it is a requirement of the course that trainees should be employed or attend placement on a weekly basis throughout the duration of the course.

Whilst the 150 hours of teaching practice and 100 hours of non-teaching practice are the National requirement, in cases where the **quality, quantity or breadth** of the teaching is not sufficient to meet the requirements of the course, it may be necessary to arrange for trainees to carry out some additional teaching. Teaching practice must be carried out predominantly with groups of twelve or more learners, although some small group teaching may be undertaken.

Effective teaching practice experience should ideally include:

- different teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a diverse range of learners
- experience across a wide range of non-teaching activity

<sup>5</sup> Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher. Where applicants have non-standard qualifications, please contact the UCLan ITE to enquire about equivalences.

Applicants for placements in vocational subjects will need to demonstrate suitable industrial/employment experience. Applicants for placements in academic subjects are usually expected to have a degree in the subject.

## **17. Key sources of information about the programme**

UCLan sources:

- UCLan course information pages [www.uclan.ac.uk/teachertraining](https://www.uclan.ac.uk/teachertraining)
- UCLan Partnership ITE Curriculum

Partnership sources:

- Partner college websites
- College prospectuses

External sources:

- [Occupational Standard for the FE Learning and Skills Teacher \(IfATE 2021\)](https://www.ifsate.org.uk/occupational-standards/fe-learning-and-skills-teacher-ifate-2021)
- [ETF 2022 guidance on the teaching qualifications for the further education and skills sector \(L5 Diploma in Teaching\)](https://www.gov.uk/government/publications/etf-2022-guidance-on-the-teaching-qualifications-for-the-further-education-and-skills-sector-l5-diploma-in-teaching)
- [DfE Expectations for the delivery of Initial Teacher Education for FE](https://www.gov.uk/government/publications/dfe-expectations-for-the-delivery-of-initial-teacher-education-for-fe)
- [Ofsted Initial Teacher Education Framework](https://www.gov.uk/government/publications/ofsted-initial-teacher-education-framework)
- [Professional Standards for Teachers and Trainers in Education and Training \(ETF 2022\)](https://www.gov.uk/government/publications/professional-standards-for-teachers-and-trainers-in-education-and-training-ETF-2022)

- [DfE: ITT Core Content Framework \(2019\)](#)

**18. Curriculum Skills Map**

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding									Subject-specific Skills							
				A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8
Level 6	TS3000	Advancing Subject Specialist Practice	COMP	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Level 5	TS2000	Teaching, Learning and Assessment in the Further Education and Skills Sector	COMP	X	X	X		X		X			X	X	X	X	X	X	X	X
	TS2001	Developing Subject Specialist Practice	COMP	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	TS2002	Designing and Developing an Inclusive Curriculum	COMP	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
	TS2004	Research Informed Practice	COMP	X	X	X	X	X	X	X		X	X	X			X	X	X	X
	TS2005	Policy and Professionalism in the Further Education and Skills Sector	COMP	X	X	X	X		X	X		X	X	X			X	X	X	X

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes													
				Thinking Skills					Other skills relevant to employability and personal development								
				C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8	D9
Level 6	TS3000	Advancing Subject Specialist Practice	COMP		X	X	X		X	X	X	X	X	X	X	X	X
Level 5	TS2004	Teaching, Learning and Assessment in the Further Education and Skills Sector	COMP		X	X			X	X		X	X	X	X		
	TS2001	Developing Subject Specialist Practice	COMP		X	X			X	X	X	X	X	X	X		X
	TS2000	Designing and Developing an Inclusive Curriculum	COMP		X	X	X		X	X		X	X	X	X		
	TS2003	Research Informed Practice	COMP	X	X	X	X	X	X	X		X		X	X		
	TS2002	Policy and Professionalism	COMP	X	X	X	X		X	X		X		X	X		

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### **Learning outcomes for the award of: Certificate: Education and Training, Intermediate**

A1. Evidence knowledge and skills across all aspects of the ITE taught curriculum, by competently applying this to their professional practice.

A2. Evidence knowledge of the required professional role and conduct of teachers in FES Sector.

A3. Demonstrate knowledge and understanding of relevant and contemporary education theory and evidence-based approaches to practice.

A4. Demonstrate knowledge and proficiency in their subject specialism and pedagogical approaches.

A5. Demonstrate knowledge of the factors relating to learners' development of subject and functional English, Maths and digital skills, and sustainability in their specialist subject.

A6. Explore the barriers to learning and how practice can be adapted to ensure inclusive provision for all learners, including those with SEND and/or who speak EAL.

A7. Make informed practice decisions to ensure the wider responsibilities of the FES sector are addressed in their subject specialist teaching.

B1. Develop their knowledge of their own specialist subject and apply this to their teaching practice, through the identification of pedagogic content knowledge.

B2. Apply the generic principles of professional practice into subject pedagogy for the specialist subject for FES Sector.

B3. Use the outcomes of assessment (initial, diagnostic and formative) to identify the current skills and needs of learners and to inform the planning of appropriate inclusive teaching and learning.

B4. Plan and create effective opportunities for learning and assessment for/of the specialist subject that promote good progress for learners.

B5. Develop own English, Maths and digital skills and embed in subject specialist learning to improve the learners' knowledge and skills in these areas.

B6. Select, adapt, create and evaluate resources that meet the needs of learners and address fundamental British values, employability and enterprise, inclusivity, sustainability and promote equality and value diversity.

B7. Reflect on teaching practice and apply knowledge in order to demonstrate professional development.

B8. Analyse the potential barriers to learning that exist for learners, including SEND, EAL and socio-economic factors, and implement strategies to support successful, inclusive learning.

C1. Reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy.

C2. Work collaboratively with colleagues and peers to challenge practice with the specific purpose of improving and developing their practice and professional development.

C3. Engage in discussion around the prevailing debates in the FES Sector.

D1. Confidently promote equality and challenge discrimination.

D2. Analyse own professional practice, particularly in relation to working with others in order to assess efficacy and impact for learners.

D3. Demonstrate understanding of behaviour and classroom management strategies and how these can be applied in the development of effective and inclusive learning environments.

D4. Maintain current knowledge and skills to ensure the safety and security of learners, paying particular attention to safeguarding legislation and the Prevent Duty.

D5. Communicate successfully using written, verbal, non-verbal and digital means with learners, colleagues and other stakeholders.

D6. Be aware of the ETF Professional Standards for Teachers (England) 2022.

### **Learning outcomes for the award of: Certificate: Education and Training, Introductory**

A1. Evidence knowledge and skills across the ITE taught curriculum, by applying this to their professional practice.

A2. Evidence knowledge of the required professional role and conduct of teachers in FES Sector.

A3. Demonstrate knowledge and understanding of relevant and contemporary education theory in practice.

A4. Demonstrate knowledge and skills in the teaching of their subject specialism.

A5. Demonstrate knowledge of the factors relating to learners' development of subject and functional English, Maths and digital skills, and sustainability in their specialist subject.

A6. Explore the barriers to learning and how practice can be adapted to ensure inclusive provision for all learners, including those with SEND and/or who speak EAL.

B1. Develop their knowledge of their own specialist subject and apply this to their teaching practice.

B2. Apply the generic principles of professional practice for the specialist subject in FES Sector.

B3. Plan and create effective opportunities for learning and assessment for/of the specialist subject that promote progress for learners.

B4. Develop own English, Maths and digital skills and embed in subject specialist learning to improve the learners' knowledge and skills in these areas.

B5. Select, adapt, create and evaluate resources that meet the needs of learners and address fundamental British values, employability, inclusivity, sustainability and promote equality and value diversity.

B6. Analyse the potential barriers to learning that exist for learners, including SEND, EAL and socio-economic factors, and implement strategies to support successful, inclusive learning.

C1. Reflect on and evaluate current research in specialist subject, and evidence-based practice in order to develop an informed approach to teaching practice.

C2. Work collaboratively with colleagues and peers to improve and develop their practice and professional development.

D1. Promote equality and with support, challenge discrimination.

D2. Reflect on own professional practice, in order to evaluate the impact of their practice for learners.

D3. Demonstrate understanding of behaviour and classroom management strategies and how these can be applied in the development of effective and inclusive learning environments.

D4. Maintain current knowledge and skills to ensure the safety and security of learners, paying particular attention to safeguarding legislation and the Prevent Duty.

D5. Communicate successfully using written, verbal, non-verbal and digital means with learners and colleagues.

D6. Be aware of the ETF Professional Standards for Teachers (England) 2022.

**Learning outcomes for the award of: Certificate: Education and Training, Preparatory**

A1. Evidence knowledge of the required professional role and conduct of teachers in FES Sector.

A2. Evidence knowledge and skills of the teaching, learning and assessment cycle, by applying this to their practice.

A3. Demonstrate knowledge of the factors relating to learners' development of subject and functional English, Maths and digital skills, and sustainability.

A4. Explore the barriers to learning and how practice can be adapted to provide inclusive provision for learners.

B1. Apply the generic principles of professional practice for the specialist subject in FES Sector.

B2. Plan and create effective opportunities for learning and assessment that promote progress for learners.

B3. Develop own English, Maths and digital skills and embed in learning to help improve the learners' knowledge and skills in these areas.

B4. Consider the potential barriers to learning that exist for learners, and adopt a range of learning, teaching and assessment strategies to support successful, inclusive learning.

C1. Reflect on and evaluate evidence-based practice in order to develop an informed approach to teaching practice.

C2. Work collaboratively with colleagues and peers to improve and develop their practice and professional development.

D1. Reflect on own professional practice, in order to evaluate the impact of their practice for learners.

D2. Demonstrate understanding of a range of strategies and how these can be applied in the development of effective and inclusive learning environments.

D3. Communicate effectively using written, verbal, non-verbal and digital means with learners and colleagues.

D4. Be aware of the ETF Professional Standards for Teachers (England) 2022.