



PROGRAMME SPECIFICATION

Programme Title:	Initial Teacher Training Awards Post Compulsory Education and Training (PCET)(FT, in-service) and; Certificate in Education (PCET) (FT, in-service)
Awarding Body:	Staffordshire University
Teaching Institutions:	Ashton Sixth Form College
Final Awards:	Certificate in Education (Cert Ed, PCET) (FT, in-service) L5 Post Graduate Certificate in Education- Post Compulsory Education and Training (PGCE-PCET)(FT in-service) Level 7
Intermediate Awards:	Certificate in Education and Training (CET)
Mode of Study:	Full time in-service
UCAS Codes:	N/A
QAA Subject Benchmarks:	N/A
JACS Code:	
Statutory Body:	Further Education and Skills Teaching and Learning Foundation
Date of Production:	Sept 2014

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EDUCATIONAL AIMS OF THE PROGRAMME

The Educational aims of Initial Teacher Training awards (ITT) in Post Compulsory Education and Training (PCET) awards are aligned with Staffordshire University's 8 learning outcomes. The term 'post compulsory education and training' (PCET) is used in order to distinguish these awards from similarly titled awards delivered for those wanting a school, compulsory based award. The Certificate in Education (Cert Ed, PCET) (FT in service) and Post Graduate Certificate in Education (PCET) (FT in-service) awards aims to develop your ability to become outstanding teachers who demonstrate:

1. an ability to challenge, engage and transform the way in which you see the world;
2. excellence in all aspects of classroom practice;
3. the ability to work in an inter-professional and interdisciplinary way to meet the needs of all your learners;
4. the highest levels of self-evaluation and reflection on teaching and learning;
5. the highest professional standards and commitment to continuing your own learning as a teacher;
6. an understanding of the education sector and a commitment and ability to contribute to its future development.

These aims can be achieved within a learner-centred success culture which will:

- provide a stimulating and innovative learning environment that maximises and enhances your experiences and develops your potential to become an outstanding teacher;
- develop your ability to demonstrate a systematic understanding of knowledge which is at the forefront of an academic discipline or area of professional practice and that of the wider education community;
- foster an academic community supported by research that provides you with a comprehensive understanding and critical evaluation of policy and literature that informs your pedagogical and subject related practice;
- provide you with opportunities to apply new critically enhanced knowledge and skills within the context of teaching, learning and assessment relating to own subject specialism, environment and wider professional practice;
- provide learning experiences that reflect the importance of, and celebrates, diverse communities and enables inclusivity and accurate (oral and written) communication of all those wishing to engage in learning and development;

- provide a programme of timely assessment and feedback which enables you to become self-aware, reflective and independent teacher with the skills necessary to make sound judgements and decisions in complex unpredictable situations within practice and/or the wider education arena;
- provide a programme that inspires you and provides you with opportunities to develop as an independent teacher with the skills required advancing knowledge in relation to own specialist subject area, pedagogy and professional practice;
- provide a programme of study that encourages you to demonstrate a critical awareness and evaluation of current research, advanced scholarship, contemporary problems and/or new insights, much of which are at, or informed by, the forefront of the discipline relating to education.

Particularly distinctive features of the existing award/s include:

- A viable and creditable in service training award/s mapped to professional standards for both graduate and non-graduate teachers (PCET).
- As a trainee you are encouraged to review own practice in the light of learning and practice through formative and summative assessment.
- Progression routes from ITT award/s to L6 Undergraduate study and L7 Masters level study.
- Modules promote research informed approaches to developing work based practice for a diverse range of trainees working in a broad range of teaching and learning environments.
- Assessment strategies that incorporate a range of approaches requiring you to demonstrate reflection and development of practice.

The programme will have at its core the notion of teaching and learning being about transformation of individuals and communities. The focus and development of your employability skills is a cornerstone of the award. This means that you, along with other trainees, will be able to contextualise theoretical frameworks with practice based learning in order for you to develop interpersonal, analytical and problem solving skills as well as becoming an autonomous learner and reflective practitioner.

As you progress through their academic and personal development journey you will develop:

Awareness – understanding and appreciation of the community in which teaching and learning is conducted and your role in reflecting and shaping the future agenda of teaching and learning environments.

Altruism – become purposeful and focused on achievement and empathetic of the impact of your decisions, agendas and action on the experiences of others.

Articulation – confidence in your ability to communicate your ideas and requirements using a range of media and tools of analysis.

Adaptability – ability to be flexible and willing to address and embrace change in the pursuit of better solutions and environments.

Authenticity – a genuine, respectful and sincere approach to your dealings with others and able to lead and engage with others to share with and learn from diverse communities of practice.

These attributes will be embedded in the learning outcomes of the total learning experience requiring an innovative and evolving approach to learning and development of knowledge and skills, which encourages partnership in design and delivery and engagement in assessment and progression. They support development of the Staffordshire Graduate qualities as indicated below:

The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

- Across all levels the Initial Teacher Training in service awards aim is to provide **discipline expertise**. You, along with other trainees, will be supported to develop a critical knowledge of subject specific pedagogy that is underpinned by their experiences, research and scholarship of the academic and practice based learning environments in which you work and learn.
- The aim is to support professional teachers who are equipped with the skills and knowledge that enhance their employability and career prospects. Practical, work-based activities and research projects are central to the curriculum in order to develop and refine the transferable skills (and the confidence and proficiencies that such skills endow) that create opportunities for you, along with other trainees, to develop more fully the abilities that employers seek. You, along with other trainees, will be required to be enterprising, and innovative in how they think and conduct their work, and creative in seeking solutions based on the knowledge and skills that the curriculum imparts.
- In order to capitalise on the knowledge and understanding that the Initial Teacher Training in service (PCET) awards aim to develop, effective communication and an ability to work in teams and with diverse stakeholders, are seen as essential attributes of you along with other trainees. The development of **pedagogical knowledge, communication, presentation** and **team working** skills lie at the heart of the award and are nurtured in many of the modules as well as

through observations, work placement and professional enquiry.

- The Initial Teacher Training in service awards (PCET) enable you, along with other trainees, to take ownership of their learning and encourages **independence of thought** and **problem-solving** across a spectrum of activities: in the conduct of a research project or a work-place project; in critical reading and/or in tutorial discussions and presentations.
- These are essential attributes of the **critical, reflective** and **life-long learners** that Staffordshire graduates are expected to become. You are encouraged to develop understanding through critical reflection; to question different views and perspectives and to use both generic and specialist skills (including technology supported learning) to recognise and resolve problems.
- You, along with other trainees, will be encouraged to view teaching and learning within a global context; particularly in the Improving Practice and Action Research modules in which global and political issues in relation to teaching and learning are explored.

Award Modules – all routes	Level	Contact Hours	Independent Learning hours
Teaching, learning and assessment in PCET	4	30	270
Theories, principles and models in PCET	5	30	270
Developing teaching, learning and assessment in PCET	7	30	270
Action Research and wider professional practice in PCET	7	30	270

What will this programme teach me to do? At the end of your studies you should be able to:

OUTCOME HEADINGS	LEVEL 4	LEVEL 5	LEVEL 7
Knowledge and Understanding	Demonstrate an understanding and knowledge of a range of generic and subject specific pedagogical approaches that draws upon current research, advanced scholarship, contemporary problems and/or new insights which is informed by the forefront of the discipline.	Demonstrate a systematic understanding and knowledge of a range of generic and subject specific pedagogical approaches that draws upon current research, advanced scholarship, contemporary problems and/or new insights which is informed by the forefront of the discipline.	Demonstrate a systematic understanding and knowledge of a range of generic and subject specific pedagogical approaches that draws upon critical analysis of current research, advanced scholarship, contemporary problems and/or new insights which is informed by the forefront of the discipline.
Learning	Develop lines of argument and make sound judgements in accordance with basic theories and concepts.	Understand the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.	Demonstrate the independent learning ability required to advance their knowledge and understanding, and to develop new skills to a high level for continuing professional development.
Enquiry	Present, evaluate and interpret qualitative and quantitative data showing an awareness of the key principles of Information Literacy.	Demonstrate knowledge of the main methods of enquiry in (<i>the field of study</i>) and demonstrate application of the key principles of Information Literacy.	Demonstrate a comprehensive understanding and critical evaluation of methodologies and techniques, including Information Literacy, applicable to own research or advanced scholarship and, where appropriate, propose new hypotheses.
Communication	Communicate to specialist and non-specialist audiences the results of study/work accurately, reliably, and with structured and coherent arguments.	Communicate to specialist and non-specialist audiences the results of study/work accurately, reliably, and with clearly critiqued structured and coherent arguments.	Communicate to specialist and non-specialist audiences the results of study/work accurately, reliably, and with clearly critiqued structured and coherent arguments that draw together informed conclusions and recommendations.
Application	Undertake further training and develop new skills within a structured and managed environment.	Apply underlying concepts and principles outside the context in which they were first studied.	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
Reflection	Demonstrate qualities and transferable skills necessary for employment and/or further study requiring the exercise of some personal responsibility.	Demonstrate qualities and transferable skills necessary for employment or further training including the development of existing skills, and acquisition of new competencies that will require the exercise of personal responsibility and decision-making and will enable you to assume significant responsibility within organisations.	Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
Problem Solving	Evaluate the appropriateness of different approaches to solving problems.	Evaluate critically the appropriateness of different approaches to solving problems and propose solutions to problems arising from analysis.	Evaluate complex issues both systematically and creatively, make sound judgements in the absence of complete data, and employ appropriate decision-making in complex unpredictable situations.
Analysis	Evaluate and interpret concepts and principles.	Use a range of established techniques to initiate and undertake critical analysis of information.	Demonstrate a critical awareness and evaluation of current research, advanced scholarship, contemporary problems and/or new insights, much of which are at, or informed by, the forefront of the discipline.

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning:

In addition to the Educational Aims (as noted on page 2 of this document) the specific learning outcomes for each module are set out in accordance with the LSIS (2013) guidance documentation. These are detailed in the module descriptors and can be found within the Award Handbook.

Learning and Teaching Strategy

The learning, teaching and assessment strategy has been carefully developed for these awards. The awards recognise you bring with you a wealth of practical experience and detailed knowledge of specific contexts to share with others. The awards therefore provide practical contexts for the analysis of contemporary issues and problems of a practical nature. This will inform your on-going practice, enabling critical reflection and enhancement of a full range of transferable professional skills.

The following strategy will be adopted to ensure that you have a supportive learning and teaching environment. In general, all modules will include traditional learning material, such as hand-outs and reading material. Alongside this, electronic presentations and learning materials will be made available. In addition to this, at appropriate points in the year, you will be briefed on assignments, which include clearly defined and varied assessment criteria.

Knowledge and Understanding is acquired through online interaction, tutor presentations; individual tutorials, discursive seminars and workshops in order to facilitate informed critical reflection. In addition to this, you will engage with mentors and peers; as well as developing independent study skills to enable you to develop your career prospects.

Key transferable skills such as analysis, evaluation and professionalism are developed through practical workshops. Work-based activities establish connections between the workplace, professional collaboration, development of interpersonal skills such as the capacity to plan, share goals, and work as a member of a team.

Assessment

You will be assessed in every module for which they enrol. You may be required to undertake more than one element of assessment for a module, and will be given information on what is expected of you at the start of the module. The assessment will be linked to the teaching and learning methods of the module and will be designed to test achievement of the module's learning outcomes.

Transferable and generic skills (including problem solving and communication) are assessed through a variety of methods, including written assignments, professional practice, discussions and consideration of case-studies. These will require skills including the ability to;

- **Communicate** and present oral and written arguments; use Information and Communication Technology, including engaging with a Virtual Learning Environment, presentation software, word processing, data bases, internet communication, information retrieval and on-line searches
- **Interpret** and present relevant numerical information

- **Work** with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work within a team
- **Improve** own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning.
- **Assessment of Professional Practice in the workplace** is a requirement from LSIS and includes a minimum of 100 hours teaching and should cover a breadth of teaching environments. There is a requirement, as noted in the LSIS (2013) guidance documentation, for a minimum of 8 observations of your teaching, totalling a minimum of 8 hours. Each observation must be a minimum of half an hour.
It is the associated informed critical reflection assessments that carry the assessment weightings but all observations of your teaching must be deemed as satisfactory in order to successfully complete each module.
- **Portfolios of evidence** form essential components in the assessment of practical teaching abilities and you are required to submit a portfolio of evidence to demonstrate that teaching standards as defined by LLUK (2007) standards (or an updated version that in force) have been achieved.
- **Design and evaluation tasks**, such as the development and evaluation of session plans, teaching materials and assessment schemes.
- **Research tasks**, such as organisation-based studies emanating from the work on educational and professional issues.
- **Critical Evaluation** of teaching materials, course plans and organisation-wide issues on the basis of evidence collected during their professional experience.
- **An Individual Learning Plan (ILP)** which will underpin your personal engagement with the awards as well as demonstrating their self evaluation and development in Language, Numeracy and ICT.
- **Presentations** provide opportunities for sharing information and evaluating a range of learning and teaching strategies.
- **Written assignments**; it is essential that participant's evidence links between theory and practice and awards will include written assignments using Harvard referencing.

Further information regarding assessment can be found in the student handbook and the module descriptors.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score) Score. 6.0

Evidence of satisfactory English language skills is required where English is not a first language, such as IELTS 6.0 or above (with a minimum of 5.5 in each category).

What qualifications would I need to join this programme?

The recommended entry requirements for the full time awards are:

Post Graduate Certificate in Education (PCET) Level 7

- Normally a 2:1 classification degree.
- A minimum of a Level 3 qualification or equivalent in the specialist subject relevant to your teaching area, e.g. GCE A Level, NVQ3, BTEC Higher, L3 Certificate in an appropriate Key Skills, HND. Equivalence will be utilised in specialisms where no Level 3 qualification exists.
- A minimum of GCSE in English, at Grade C or Level 2 equivalent already held or gained as part of initial needs analysis and induction.
- A minimum of 100 hours teaching to be secured and evidenced by employer institution prior to enrolment.

You will be invited for interview prior to acceptance and enrolment onto the Award.

Suitability for Teaching

You must satisfy the selection team that you possess the personal and intellectual qualities suitable for undertaking a professional initial teacher training award. You will be evaluated according to the following criteria:

- relevant subject knowledge
- relevant experience outside formal education
- experience of, and commitment to, teaching/working with people
- communication capabilities
- capacity for critical reflection.

You will need to have DBS clearance before any engagement in teaching. This is the responsibility of your employer.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that you have an equal opportunity to fulfil their educational potential.

Details about how to apply to have your needs assessed can be found at:

http://www.staffs.ac.uk/courses_and_study/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

Cert Ed (PCET and PGCE (PCET) – all routes assessment regulations

Grading

Written assignments will be graded in line with the university regulations appropriate to level 4, 5, and 7 assessments. Teaching observations will be assessed in accordance with the requirements of each module and guided by the requirements.

Compensation

There is **no compensation** allowed for the Cert Ed (PCET) and PGCE (PCET) awards. You must pass all elements of all modules.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

References

Learning Skills Improvement Services (2013), Teaching and Training Qualifications for the Further Education and Skills Sector in England, Guidance for Employees and Practitioners, Coventry, LSIS.

Learning Skills Improvement Services, (2013), Qualifications Guidance for Higher Education Institutions; Level Five Certificate in Education and Training (QCF), Coventry, LSIS.

LLUK (2007), New Overarching Professional Standards for teachers, Tutors and Trainers in the Lifelong Learning Sector.

AWARD TITLE:	<u>Staffordshire Graduate – links to modules</u> Certificate in Education (PCET) - all routes 30 level 4 credits, 30 level 5 credits Post Graduate Certificate in Teaching (PCET) – all routes 30 level 4 credits, 30 level 5 credits, 60 level 7 credits	
Characteristic	Award Module(s) including level and number of credits	Method of Assessment
1. Work-ready and employable	Teaching, learning and assessment in PCET	Observation of teaching, initial needs analysis, action plan, individual learning plan, written assignments.
2. Understanding of enterprise and entrepreneurship	Action Research and wider professional practice in PCET	Innovation of practice and critical reflection of quality procedures and practices. Assignment relating to wider professional practice, legislation and regulation.
3. Understanding of global issues and their place in the global economy	Action Research and wider professional practice in PCET	Innovation of practice and critical reflection of quality procedures and practices.
4. Communication skills	All modules	Observation of teaching for each module followed by professional discussion of practice. Presentations including peer assessed mock interview and 'viva. Minimum core (language and literacy) development recorded throughout the course.'
5. Presentation skills	All modules	Observation of teaching for each module followed by professional discussion of practice. Recorded professional discussions. Presentations including peer assessed mock interview and 'viva.
6. The ability to interact confidently with colleagues	All modules	Taught sessions focus on pair/small group work. Focus on critical feedback from peers, for example peer assessment of micro-teach/observed session, critical feedback on research methodology and data interpretation in Action Research option module. You will develop professional relationship with

		workplace mentors and will need to adhere to LLUK (2007) standards (or an updated version in force).
7. Independence of thought	All modules	Each written element is based around informed critical reflection, evaluation and development of own practice. Self-assessment following each observation.
8. Skills of team working	All modules	Peer-assessment throughout taught programme. . You will develop professional relationship with workplace mentors and will need to adhere to LLUK (2007) standards (or an updated version in force).
9. Ability to carry out inquiry-based learning and critical analysis	Action Research and wider professional practice in PCET	Practitioner led Action Research module. All other modules focus on critically informed reflection and evaluation of own practice.
10. Skills of problem solving and creation of opportunities	Developing teaching, learning and assessment in PCET Action Research and wider professional practice in PCET	Practitioner led Action Research module. Development of Curriculum design/re-design Application of evaluation of learner feedback to improve own practice.
11. Technologically, digitally and information literate	All modules	Developing ICT skills is in-line with the LLUK (2007) standards (or an updated version in force) regarding the development of Minimum Core Skills. Skills developed include interactive whiteboard and presentation software, social media, mobile technology as well as audio and visual technology.
12. Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning	All modules	Lifelong learning and continuing professional development is at the focus of the course. Your practice will be in diverse contexts to facilitate the differentiated needs of your learners.