

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Certificate in Education (Post Compulsory Education)
Qualification	Certificate in Education
Intermediate Qualification(s)	n/a
Awarding Institution	University of Bedfordshire
Location of Delivery	On campus and at Confetti Nottingham (direct delivery) (PT) approved partnership colleges: FA Barnfield College (FT & PT) FB Bedford College (FT & PT) FD Central Bedfordshire College (PT) FG Grantham College (PT) FI Tresham College of Further and Higher Education (FT & PT)
Mode(s) of Study and Duration	Full time over 1 year Part-time over 2 years
Core Teaching Pattern	n/a
FHEQ Level	QAA 4 (year 1) and QAA 5 (year 2)
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
PSRB Renewal Date	
University of Bedfordshire Employability accreditation	
Route Code (SITS)	Barnfield College CEPCE-FA CEPCEFAF Bedford College CEPCE CEPCEFBF Central Bedfordshire College CEPCE-FD Grantham College CEPCE-FG Tresham College of Further and Higher Education CEPCE-FI CEPCEFIF

	University of Bedfordshire CEPCE- AB Confetti CEPCEAFP
Subject Community	Teacher Education
UCAS Course Code	Not applicable
Relevant External Benchmarking	

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PCE 001-1	4	15	Planning and preparing for teaching and learning	C
PCE 002-1	4	15	Teaching and learning process	C
PCE 003-1	4	15	Assessment and evaluation	C
PCE 004-1	4	15	Professional practice and skills	C
PCE 005-2	5	15	Theories and principles of inclusive Learning and teaching	C
PCE 006-2	5	15	Researching practice	C
PCE 007-2	5	15	Context - Curriculum design and innovation	C
PCE 008-2	5	15	Professional practice and development	C

Why study this course

You will develop the professional and practical skills required of a teacher working in post compulsory education. The post compulsory sector encompasses a wide range of organisations from general FE colleges to universities, prisons, businesses and the voluntary sector, providing a diverse choice of employment opportunities.

Course Summary – Educational Aims

- To provide a core professional training in teaching for staff working in the area of post-compulsory education.
- To provide opportunities for staff additionally to pursue relevant areas of professional educational interest in greater depth through Professional Practice Units.
- To equip staff to understand and work with professional, organisational and policy change in this area of education
- To provide an effective base for further personal and professional development by the encouragement of reflective practice

To enable participants to gain Qualified Teacher: Learning and Skills status (QTLS) and associated awards.

Entry requirements

The University specifies standard entry requirements which must be met by all students; these are set out on the university website at www.beds.ac.uk/howtoapply/. For this course you must also:

- Be engaged in teaching in post-compulsory (i.e. Further, Higher or Adult) education for at least 50 hours per year.
- Be qualified in the content of the material being taught, at QCF level 3 or above.
- Be able to communicate clearly in spoken and written standard English, and demonstrate appropriate skills in numeracy (QCF level 2). The simplest way of showing this is a pass at Grade C or above in GCSE English and Mathematics, but other accredited evidence from a recognised awarding body is equally acceptable, providing that you can demonstrate their equivalence at interview.
- You need to bring documentary evidence with you to your interview.
- If documentary evidence is not available, you will be asked to undertake a skills test.
- You might in any case find it useful to do such a test if you have been out of formal education (in a student role, of course) for some time. You may have to undertake a similar test for QTLS, and we would not want anyone to be too distracted by having to work too hard to meet the grade for that.
- You must not have been previously excluded from teaching or working with young people.
- If you are planning or applying to work with young people under 18 (under Eligibility Code 04) your employer will need to seek Criminal Records Bureau clearance, although under some circumstances you may be liable for the fee. See www.crb.gov.uk for details.

PSRB details

The course conforms to the IfL **Code of Professional Practice** , which includes professional values. (Available from <http://www.ifl.ac.uk/membership/professional-standards/code-of-professional-practice> The Teachers' Standards 2012 publication is available at <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011>

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Use teaching and communication skills and subject knowledge to motivate learners to achieve, thereby enabling progression to employment or other learning.
- Work collaboratively with colleagues and the wider professional community to develop and share knowledge and contribute to organisational development.
- Use innovative approaches to course design to provide challenging learning opportunities within the post compulsory education context.

Higher Education Achievement Report - Additional Information

Work based learning is an essential part of this programme and is monitored by course tutors and mentors. As trainees are employed in a diverse range of contexts, an individualised approach has been taken to assessment and development planning so that trainees may optimise the opportunity to extend the knowledge and skills which will benefit their professional practice. The course is run at the university and across a partnership of colleges and all trainees are encouraged to collaborate within that community through a series of collaborative network events and online forums.

Learning and Teaching

The teaching strategy follows from the values of the course (see Section 4; Professional Standards) and is based firmly on principles of adult education. You are adults, who come to the course with considerable experience in a variety of fields, even if you are new to teaching. You are all qualified in your own areas of expertise. Regular tutorial support is provided but you are capable of directing your own learning. In some areas you will want tutors to act as a resource responding to your needs, while in others you will require more direct instruction and constructive feedback on the development of your practice. This course is not only about post compulsory and adult education, it is an example of it.

Units 1-3 and 5-7 are conventionally taught Units, subject to the policy outlined below. Each one represents 150 hours of study, of which only 24-30 hours will be classroom-based , this will usually be delivered in blocks of 4 hours per week (but may vary slightly at different locations). This means you have to be prepared to do a fair amount of studying on your own, although since that study is related to your ongoing practice as a teacher, it will not all be purely academic.

The Professional Practice Units are mentored and tutored, supported by group sessions, but closely integrated with your own teaching practice. The Professional Practice Units are mentored and tutored, supported by group sessions, but closely integrated with your own teaching practice. This part of the course is managed through the use of a Personal Development Planner, an individualised document which you will complete (with your tutors and mentors) to focus on particular areas of professional practice which are important to you.

Taught Sessions and Personal Study

An important working principle in the delivery of the course is that taught sessions will be used for those activities for which they are most appropriate. This means that they will not generally be used to pass on information which you can get as well or better from personal reading, or BREQ etc. They will however provide you with guidance on that reading, and may be used for discussion and exchange of information about it (including such activities as book review circles). They will make full use of the fact that you are gathered together in a group, and promote learning from each other as much as possible. This is why attendance at the sessions is important not only for you as an individual, but also for everyone else, and why we insist on attendance for at least four out of every five sessions.

The taught sessions use a variety of teaching approaches, including seminar sessions, small-group work, practical and theoretical exercises, role-play and student presentations — and even the occasional formal

lecture. You are expected to undertake specific work between sessions in order to benefit from subsequent sessions. You are encouraged to draw on your own teaching experience and where relevant to present for discussion material you have prepared.

Within the clear frameworks set out in the documentation details each teaching sequence is negotiated with the group at the start, using a base-lining exercise to work out how the group's time together can most profitably be used. In general, as you progress through the course, more of the onus for learning passes to yourselves and we will make use of the opportunity to develop your skills and knowledge through peer teaching.

The face-to-face teaching tries to embody the best practice in this kind of adult education, and in addition to formal evaluation and review procedures at the conclusion of each Unit, tutors encourage you to discuss the teaching methods being employed and their effectiveness as we go along.

This approach is consistent with the principles the University as a whole seeks to embody through its CRE8 initiative.

Developing your employability

This course is 'in-service' which means that all participants will already be employed in a teaching role within the post compulsory sector. QTLS is now required of all new teachers in state-funded further education. It is available not only to new entrants to teaching, but also to established staff who do not hold a recognised teaching qualification, as a portal to promotion and advancement.

In 2011, the Secretary of State has implemented Recommendation 9 of the Wolf Report on vocational education, that QTLS should be accepted as equivalent to QTS as a qualification for teaching in the compulsory sector.

The Certificate in Education (PCE) is also accepted as the generic teaching qualification for non-graduate staff in other more specialised areas of post-compulsory education and training, including public services (including uniformed services and the military), business training, and adult education.

The course is framed by a commitment to help you to develop the characteristics of a University of Bedfordshire graduate teacher. You will be challenged to explore theories of teaching and learning and to examine the implications of such theories for your own development. In doing this you will refine, form and reform your own principles, perspectives and values in relation to professional teaching practice. On completion of the course you will have the appropriate attitude, knowledge, skills and understanding to meet the needs of the children's and schools' workforce agenda.

Department (s)

Teacher Education.

Assessment

The course adopts a submission based approach, making effective use of a submission proposal process, which enables you to contextualise the outcomes and ensures their relevance to your own professional practice. There are regular teaching observations and individual target setting will be used to ensure that you are you are making progress towards achieving the required professional standards.

The assessment strategy is outcomes-based.

There are no tutor-set assignments. Instead, you decide what evidence you will submit to address the specified Unit outcomes in consultation with your tutor and mentor. You have the opportunity to use a "submission proposal" or learning contract to confirm at the planning stage that if you deliver what you promise, it will meet the requirements. This will be looked at during a tutorial.

Marking is on a pass/fail basis only.

This approach has been adopted for the following reasons;

- It ensures the relevance of submitted work to your learning needs, and encourages links between theory and practice.
- Given the diversity of settings and subjects you teach, it would be very difficult to devise "assignments" of any other than the vaguest specification which could be addressed by all of you.

- The specification of academic level is achieved by explicit reference within the additional course-specific outcomes.
- The approach is student-centred and puts the student “in the driving seat”. Again, it ensures the relevance of the course to your own teaching.

The pass-fail marking is adopted as more suited to the negotiated, outcomes-based assessment regime. Marks or grades do not convey much information when the submitted items of work are not comparable other than with reference to the outcomes. You will receive detailed feedback on your submissions both on the text itself and on the marksheet. The latter is in two parts; a feedback commentary on the work submitted, and a feedforward guide to how to make it even better for the next submission.

In some cases, particularly the Professional Practice Units, there are specific documentation requirements, such as the inclusion of teaching observation reports and excerpts from a professional reflective journal: these are set out in detail in the Handbook.

Assessment Level

In year 1 the course is assessed at level 4, in year 2 at level 5.

Assessment Points

There are submission deadlines for specific units in November, January, February, April and May, and a re-submission deadline in mid-August.

Work is then marked and moderated and samples sent to the external examiners, prior to the Exam Boards in June, and a re-sit Board in September.

Use will be made of formative assessment strategies throughout the course and is a principle which we would expect you to adopt in your own teaching. You will be supported to become familiar with self- and peer-assessment approaches and to make effective use of feedback on both academic and practice-based aspects of the course. You will be encouraged to identify targets for your ongoing development using the Personal Development Planner to plan and monitor these with your tutor and mentor.

After Graduation

Teachers of adult basic skills (literacy, numeracy and ESOL) are required to possess additional accredited qualifications beyond the Cert Ed/QTLS; the university has a programme of dedicated Diplomas in these areas (and in mentoring, tutoring and ICT) which are offered in the college centres as required.

Student Support during the course

We recognise that undertaking a course such as this on a part-time basis is onerous, and we make explicit efforts to support you.

- The course documentation is detailed and will support you to work independently.
- There is an extensive induction process, both within your own centre and at the University on the first Collaborative Network Event. This includes introductions to the VLE, library resources, academic writing and referencing and the assessment scheme.
- The course is supported not only by BREO (the Virtual Learning Environment at the University), but also by its own website and blog.
- Tutors aim to be accessible and supportive, building in guidance sessions in each Unit, especially the synoptic Professional Practice units. The system of submission proposals and formative feedback opportunities is also designed to provide a framework for the discussion of unit assessments. Your submission proposal for each unit will be discussed at a tutorial to allow you to shape your thoughts before starting on the written work.
- As well as unit-based tutorials you will have a personal tutor from within the university or college teaching team, whose job it is not only to supervise your Professional Practice work, but also to provide guidance throughout the course and (in many cases), to observe your professional practice.
- In common with the rest of the University and national requirements, the course uses “Personal Development Planning”; this provides the framework which can be used to keep you, your tutor and your mentor informed about where you are up to. It will also be used in order to set targets throughout the course.

- The course tutors may well not be specialists in your subject or area of practice, so you also need to choose someone to act as your mentor, who can provide that kind of specialist support. This person will also observe your practice, and is offered training, support and a small fee. In the event of difficulty, your Centre Leader will assist with finding an appropriate person.
- The course does not have options, so the consistency of class groupings across the course helps each group to develop a strong sense of mutual support and to realise the ideal of creating a true learning community.
- More widely, the PCE Collaborative Network Events bring an entire year group at a time together, at the University, to share ideas according to subject, discipline or area of practice, and help to foster an awareness of the size and scope of the course, as well as giving access to the thinking and practice of some of the best and most influential figures in the field.
- Further support is provided via the partnership of colleges on the BREO platform. This takes the form of learning resources to support each of the units as well as discussion groups set up so that groups with shared subject specialisms/interests may collaborate.

Student Information Desk (SID)

Pastoral and academic support is available in relation to a broad range of aspects of student experience. See <http://www.beds.ac.uk/studentlife/student-support/sid>

Information about all of these services will be given during your induction at the start of the course.

This includes confidential advice to all registered students who are experiencing difficulties with their studies, such as:

- If you need an extension to an assignment hand-in date due to extenuating circumstances – only the Mitigation Team, through SID can do this
- If you require general academic advice
- If you are having problems attending lectures
- If your course is more difficult than you expected
- If you are thinking of leaving the University
- If you are thinking of suspending your studies

PAD

The Professional Academic Development team offers support for your academic development. Support from PAD includes advice on how to manage your time and workloads and development of specific study skills.

Information about PAD is available from <http://lrweb.beds.ac.uk/help/pad>

Student Voice

Each group, both at the University and at Partner colleges, will elect at least one student representative to present the views of the group to team meetings. Initially this information will be gathered at the Staff Student Consultative Committee meetings. There are further opportunities to share your views via the Portfolio Executive Committees and Network team meetings. The elected course representatives will be provided with guidance in relation to the expectations and responsibilities of the role.

Learning Resources

Learning Resources is the name given to the package of services and support provided by the university library. Learning Resources is accessed at <http://lrweb.beds.ac.uk> and will be introduced during your induction to the course.

The Faculty Academic Liaison Librarians are:

Hilary Johnson hilary.johnson@beds.ac.uk (01234) 793006

Adele Robinson adele.robinson@beds.ac.uk (01234) 793354

The online subject guides <http://lrweb.beds.ac.uk/guides> will help you to identify some of the best resources available. You can also access on-line help through the 'Invisible library' available at <http://lrweb.beds.ac.uk/invisiblelibrary> . This covers a range of issues including:

- The University Library

- Finding and locating information
- Understanding your subject
- Understanding information
- Sources of information
- Planning a search strategy
- Evaluating the effectiveness of your search
- Referencing your sources
- Managing your time

Students with disabilities

All centres have policies on addressing all forms of special educational needs, and the explicit consideration of procedures and practices as part of the approval process ensures that they are consistent with corresponding University policies.

The course has in the past demonstrated its ability to support students with, for example, dyslexia, as well as sensory and physical disabilities, and to accommodate their needs within its assessment regime. The course seeks to model good practice in this area.

“Inclusivity” is a key principle in the field of post-compulsory education, and the course seeks not only to examine and teach about it, but also to embody it. This includes a critical evaluation of how it is implemented and reflected in practice.

Assessment Map

Unit Code	C / O	Weeks (numbers based on core teaching pattern 1)																						
		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
PCE 001-1	C	1					2																	
PCE 002-1	C															1								2
PCE 003-1	C																							1&2
PCE 004-1	C																							1
Year Two Units																								
PCE 005-2	C						1																	
PCE 006-2	C						1				2													
PCE 007-2	C																			1&2				
PCE 008-2	C																							1

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

1. Analyse theory and practice in relation to the professional expectations of a teacher working in post compulsory education
2. Exercise significant judgment in the application of theory to your own practice as a teacher in the post compulsory sector
3. Formulate solutions and plan responses to challenges which arise in your professional practice
4. Analyse and evaluate the impact of your practice on learning and/or teaching
5. Accept responsibility for determining and achieving personal and/or group outcomes

On completion of the course, you should—in the context of your professional discipline:

Be able to demonstrate your understanding of the core elements of the professional teaching task, in respect of:

- Curriculum planning
- Diagnosing and providing for the needs of students at a variety of levels in your discipline
- Design of taught sessions using a variety of methods and media
- Assessment and evaluation of teaching

Have demonstrated your competence in:

- Planning, delivery and evaluation of taught sessions
- Communicating effectively with students
- Using a variety of resources and media to support teaching
- Facilitating students' active learning
- Assessing student learning and performance
- Evaluating and further developing your teaching

Have understood and shown your ability to apply professional values appropriate to teaching in post-compulsory education, including those of:

- Respect for students and their potential and needs
- Equal opportunities and inclusivity
- Professional obligations for the delivery of high-quality services
- Commitment to development of your proficiency in your original discipline.
- Effective working as a member of an organisation and of a team
- Reviewing and revising practice in the light of increased understanding and of external change

Course-specific regulations

None

Teaching, Learning and Assessment

You will develop skills in

- Communication
- Information literacy
- Research and evaluation

- Creativity and critical thinking; as embodied in the course's generic assessment criteria.

A detailed breakdown is as follows:

Communication

To help with the development of this you will;

- Be engaged in group and whole class-based discussions and exercises
- Prepare and deliver material for presentations
- Negotiate assessments
- Teach your subject specialism

Information Literacy

To help with the development of this you will:-

- Use ICT for the preparation of assessments and teaching material
- Research assessments using the library and the internet where appropriate.
- Confer with peers studying at partner colleges on the PCE Collaborative Network events
- Use ICT to support your empirical research into your teaching practice
- Developing teaching resources using e-learning

Research and Evaluation

To help with the development of this you will:-

- Use and critically assess the value of published research in developing practice
- Evaluate your own teaching practice from the very start of the course
- Provide formative feedback as a critical friend to colleagues on the course
- Undertake an action-research project as part of the "Researching Practice" Unit in Year 2

Creativity and Critical Thinking

To help with the development of this you will:-

- Satisfy the assessment requirement across all Units (according to the level of study)
- At Level 4 (all Year 1 Units 1-4), you need to review your own practice and performance and evaluate it with reference to standard criteria and work out ways of maintaining and improving its quality.
- At Level 5 (all Year 2 Units 5-8), you will have a clearer view of your performance and practice, in relation to its context. You will be moving beyond the standard criteria to develop your own additional and focused approaches to reflection and evaluation.

Develop creativity through the creation of curricula, schemes of work, lesson plans, exercises, and presentation material, and spontaneity and ingenuity in teaching it all. The course will provide a forum for testing out new ideas and gaining feedback from your peers to encourage continued enhancement to your practice.

Additional Academic Information
<p><i>Peer-assisted learning (PAL)</i></p> <p>The use of peer teaching and learning is embedded throughout the course. The underpinning knowledge relating to its purpose will be covered in units 1 and 2 (PCE 001-1 and PCE 002-1). Specific use is made of peer feedback in micro teaches in units 4 and 8 (PCE 004-1 and PCE 008-2) and through peer observations which are a requirement of the professional practice units (PCE 004-1 and PCE 008-2).</p>
<p><i>Initial Assessment</i></p> <p>The assessment for unit one (PCE 001-1) has been divided into two parts to provide an opportunity to provide developmental feedback within the first six weeks of the course.</p>
<p><i>Improving students' learning</i></p> <p>Students are encouraged to reflect on their professional practice and their own learning through the use of a reflective log. This forms part of the portfolios developed for the professional practice units (PCE 004-1 and PCE 008-2).</p>
<p><i>Academic Integrity</i></p> <p>During induction students will be provided with information relating to academic integrity and plagiarism. Referencing skills are taught within the first three weeks of the course and are clearly outlined in the course handbook. Skills relating to referencing and academic writing have been embedded into units and a 'drip-feed' approach is adopted in relation to this to ensure that there are several opportunities to reinforce this learning.</p>
<p><i>HEAR implementation</i></p>
<p><i>Internationalisation</i></p>
<p><i>Sustainability</i></p>

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Education and Sport
Portfolio	Postgraduate TE
Department/School/Division	Teacher Education
Course Coordinator	Carol Thompson
Version Number	3/15
Approved by (cf Quality Handbook ch.2)	Periodic Review
Date of approval (dd/mm/yyyy)	12/06/2014
Implementation start-date of this version (plus any identified end-date)	October 2015

Form completed by:

Name: Carol Thompson

Date: 17 April 2014

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:



Date: 12/10/15

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
16/9/14	Addition of delivery centre, Confetti, Nottingham	
12/10/15	Clarification of FT & PT routes	CA
12/10/15	Removal of Leicester and MK Colleges	CA