



Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	Certificate in Education (Post Compulsory Education)
Final Award	Certificate in Education (Post Compulsory Education)
Route Code	CEPCE-FI
Intermediate Qualification(s)	
FHEQ Level	5
Location of Delivery	Tresham College of Further and Higher Education
Mode(s) and length of study	2 years part-time
Standard intake points (months)	September
External Reference Points as applicable including Subject Benchmark	FHEQ Level 5 Descriptors (2016) www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf Education and Training Foundation Professional Standards. Available at http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
HECoS code(s)	100508
UCAS Course Code	

Course Aims	<ul style="list-style-type: none"> To provide a core professional training in teaching for those intending to work in the area of post-compulsory education. To provide opportunities to pursue relevant areas of professional educational interest in greater depth through the Teaching Development unit. To equip participants with an understanding of and ability to 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 apply for Qualified Teacher: Learning and Skills status (QTLS) and associated awards. 		
Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
		Outcome	Award
	1	Analyse theory and practice in relation to the professional expectations of a teacher working in post compulsory education.	Certificate in Education (Post Compulsory Education)
	2	Use reflection to formulate solutions and plan responses to challenges which arise in your teaching.	Certificate in Education (Post Compulsory Education)
	3	Analyse and evaluate the impact of your practice on learning and/or teaching and be able to work effectively with colleagues to review and revise practice.	Certificate in Education (Post Compulsory Education)
	4	Assume responsibility for determining and achieving personal outcomes to further develop your teaching.	Certificate in Education (Post Compulsory Education)
	5	Demonstrate the core elements of the professional teaching role in respect of curriculum planning, diagnosing and providing for the needs of students at a variety of levels and design and record assessments.	Certificate in Education (Post Compulsory Education)
	6	Design and teach lessons using a variety of methods and media.	Certificate in Education (Post Compulsory Education)
7	Carry out action research to improve your teaching development.	Certificate in Education (Post Compulsory Education)	

Teaching, learning and assessment strategies*Learning and Teaching*

The teaching strategy follows from the values of the course and is based firmly on principles of adult education. The Teaching Development and Professionalism unit is 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 an individualised planning document which you will complete (with your tutors and mentors) to focus on particular areas of professional practice which are important to you. 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.

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 making progress towards achieving the required professional standards. The assessment strategy is outcomes-based. Marking is pass/fail only.

<p>Learning support</p>	<p>We recognise that undertaking a course such as this alongside developing your skills as a teacher is onerous, and we make explicit efforts to support you.</p> <p>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 by BREO (the Virtual Learning Environment at the University). Tutors aim to be accessible and supportive, building in guidance sessions in each unit. 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 academic tutor from within the university or college teaching team, whose job it is not only to supervise your teaching development work, but also to provide guidance throughout the course and (in many cases), to observe your professional practice. The course uses professional 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 we will also provide 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 from all centres in the network, 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.</p>
<p>Admissions Criteria</p>	<p>https://www.beds.ac.uk/entryrequirements</p> <p>Approved Variations and Additions to Standard Admission</p> <p>N/A</p>
	<p>https://www.beds.ac.uk/about-us/our-university/academic-information</p>

**Assessment
Regulations**

Note: Be aware that our regulations change every year

Approved Variations and Additions to Standard Assessment Regulations'

N/A

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

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Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10
PCE011-2	Evaluation and Action Research	5	30	Core			TD A1				TD A1 2			
PCE012-2	Planning and Assessing Learning	5	30	Core	TD A1	TD A1			TD A2	TD A2				
PCE013-2	Teaching Development and Professionalism	5	30	Core	TD A1	TD A1	TD A1	TD A2	TD A2	TD A2				
PCE014-2	Theories and Principles of Inclusive Practice	5	15	Core					TD A12					
PCE015-2	Understanding Teaching and Learning	5	15	Core			TD A1			TD A2				

Section C: Assessment Plan

The course is assessed as follows :

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Unit Code	Level	Period	Core or Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk
PCE012-2	5	SEM1	Core	PJ-ART	49	CW-ESS	5		
PCE011-2	5	TY	Core	CW-LR	4	WR-POST	14		
PCE013-2	5	TY	Core	CW-PORT	21				
PCE014-2	5	TY	Core	WR-I	18				
PCE015-2	5	TY	Core	PJ-ORAL	12				

Glossary of Terms for Assessment Type Codes

CW-ESS	Coursework - Essay
CW-LR	Coursework - Literature Review
PJ-ART	Coursework - Artefact
WR-I	Coursework - Individual Report

Administrative Information

Faculty	Faculty of Education and Sport
School	School of Teacher Education
Head of School/Department	Juliet Fern
Course Coordinator	Carol Thompson