

Further Education

This programme is no longer recruiting. Please refer to the updated programme specification of the same name.

Final award	Certificate in Education
Intermediate awards available	N/A
UCAS code	N/A
Details of professional body accreditation	Standards Verification UK (SVUK) formerly Further Education National Training Organisation (FENTO))
Relevant QAA Benchmark statements	Education Studies
Date specification last up-dated	June 2007

Profile

The summary - UCAS programme profile

BANNER BOX:

This will be a SVUK endorsed Certificate in Education (FE) designed for teachers already working in Colleges. The programme is organised in 6 modules and covers two years of part time study. Applicants may gain admission to the second year of the programme through appropriate AP(E)L. (SVUK endorsed Introductory and Intermediate certification e.g. City and Guilds 7407 Stages 1 and 2.)

ENTRY REQUIREMENTS

Essential admissions criteria for all trainees are:

Employment at Barking College, Newham College of Further Education or in another institution recognised by LLUK (Lifelong Learning UK – formerly known as FENTO***) for the purpose of practical teaching and evidence of access to a minimum of 60 hours teaching for Year 1 and 60 hours teaching for Year 2 of the programme

- Qualification in relevant subject or vocational area at level 3 (NQF) or above
- Qualification in English at NQF level 2 (or equivalent)
- Competence in ICT skills or willingness to develop
- Letter of support from an appropriate manager in the applicant's institution
- Satisfactory performance at interview in oral and written tasks
- Following interview successful applications will be notified of the outcome by letter within ten working days.

*** Further Education (as defined in the FHE Act 1992), Further Education in Higher Education settings, Adult and Community education

ABOUT THE PROGRAMME

What is Certificate in Education (FE) ?

The Certificate in Education (FE) is a professional qualification of initial teacher training, endorsed by SVUK, for teachers working in post 16 institutions. The qualification meets the requirements of the DfES for teachers working in the sector. It is intended for part time and full time teachers who have employment in Colleges and want to meet the requirement for a recognised teaching qualification.

The programme has been developed in conjunction with Barking College

Certificate in Education (FE) at UEL

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Programme structure

A two year part-time programme, with attendance of 4 hours per week. There are three compulsory modules in Year 1 and three compulsory modules in Year 2. Applicants who have already achieved a SVUK endorsed award at introduction and intermediate stages (e.g. City and Guilds 7407 or equivalent) will gain direct entry to Year 2. All trainees on the programme must have a minimum of 60 hours teaching each year in an appropriate post 16 institution. Their practical teaching will be assessed in the workplace

Learning environment

Taught sessions will be held at Barking College which offers a well equipped, pleasant and attractive learning environment. The teacher education base room is a large, modern, carpeted room, equipped with a SMART board, white board, power point projector, OHP, flipchart and notice board. A variety of active teaching and learning methods will be modelled by tutors.

Assessment

Each 20 credit module is assessed through one or more tasks which are presented for summative assessment at the end of the programme. Assessment of Modules 2 and 5 includes assessment of practical teaching in the workplace. A minimum of three practical teaching assessments are made for each of these modules. All practical and written assignment tasks relate to the learning outcomes for the modules which themselves reflect the FENTO standards.

Work experience/placement opportunities

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Work experience/placement opportunities

Trainees on the programme will already be in paid employment in a LLUK recognised post 16 institution. Placements are not provided by either UEL or Barking College

Project work

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Added value

This programme meets the requirements of SVUK (pending) as an endorsed programme of initial teacher training. The Cert Ed. (FE) is recognised as a core qualification for teacher education post 16.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

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If you enjoy...

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If you want...

To obtain a recognised SVUK endorsed qualification for teaching in post 16 education and training.

Your future career

A recognised teaching qualification is now essential for all teachers working in post compulsory education and training. Obtaining this qualification can be a stepping stone to further study in HE (for non graduates) and for career development and progression in the sector.

How we support you

You will have a professional tutor on the programme who will monitor all aspects of your progress and give you feedback and advice on your coursework and practical teaching. Your professional tutor will also act as a personal tutor while you study on the programme. Fees for the programme are normally paid by your LEA if you satisfy EU residency requirements.

Bonus factors

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Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Experience a high quality programme of initial teacher training for staff teaching in FE.
- Develop as a teacher who will be responsive to the diverse needs of post 16 learners, and who are innovative, flexible, and challenging in their practice.
- Develop as a teacher who is critical and reflective towards your own teaching and continuing professional development, committed to professional values and practice and to ensuring equal opportunities for your learners.

What will you learn?

Knowledge

- Demonstrate a knowledge and understanding of relevant educational theory and research in relation to the FE teaching role and context
- Set realistic and challenging learning objectives for students which take account of diverse individual learners' needs and the demands of relevant curricula.
- Select and use a range of teaching methods effectively so that all learners can progress successfully.

Thinking skills

- Design, plan and implement schemes of work in your subject or vocational specialism
- Identify areas which may act as barriers to learning and devise strategies to address these in order to promote equal opportunities and an inclusive learning environment.
- Differentiate your teaching to meet the needs of all learners, including high achievers, those with a history of educational failure, those with learning difficulties and disabilities and those for who English is an additional language.

Subject-Based Practical skills

- Meet the professional standards required by SVUK.
- Teach effectively in an approved FE context and demonstrate secure subject and/or vocational knowledge in your teaching.
- Prepare and use high quality teaching and learning resources, using ICT as appropriate in the curriculum area.
- Use a range of assessment strategies to monitor and evaluate students' learning and progress against planned learning outcomes.
- Provide individual learners with appropriate support and with the skills to work autonomously.

Skills for life and work (general skills)

- Organise and manage the learning environment safely and effectively, including responding to challenging behaviour.
- Work autonomously and in collaborative team contexts in FE.
- Work within a professional value base and take responsibility for your own continuing professional development.
- Evaluate your own professional practice as a teacher in FE

- Demonstrate meeting the FENTO minimum core personal skill requirements in language, literacy and numeracy.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 120 credits at level 1.

Typical duration

Two years part-time, or one year part time with direct entry to Year 2.

How the teaching year is divided

The teaching year begins in September and lasts for three terms. A typical part-time trainee will study 60 credits over the year, and attend for 4 hours each week.

What you will study when

The programme consists of six compulsory 20 credit modules. Modules 1-3 are studied concurrently in Year 1, and Modules 4-6 are studied concurrently in Year 2. Applicants who have certification to meet SVUK Introductory and intermediate standards (e.g. City and Guilds 7407) will be granted AP(E)L entry to the second year of the programme.

All modules are at HE level 1 (NQF level 4.)

Certificate in Education (FE) Programme Structure

Year 1

- AP(E)L
- City and Guilds 7407 (or equivalent)

Year 2

- Direct entry to Year 2

Module 1

Preparing for Learning

Module 3

Managing and supporting learners

Module 2

Teaching for Learning A

Module 4

Key issues in PCET

Module 6

Professional Development

Module 5

Teaching for Learning B

The following are the core and optional requirements for the single and major pathways for this programme

Requirements for gaining an award

In order to gain a Certificate in Education (FE) trainees must pass all modules. Each module is assessed Pass or Fail.

Pass \hat{A} \hat{A} a pass grade is achieved by meeting all the requirements defined in the assessment criteria for each module.

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

The arithmetic mean of the best 100 credits at level 3 $\times 2/3$ + The arithmetic mean of the next best 100 credits at levels 2 and/or 3 $\times 1/3$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Seminars
- lectures
- workshops
- subject related guided reading
- peer and professional discussion

Thinking skills are developed through

- debate and discussion
- individual tutorials
- small group work
- development of Portfolio
- seminars

Practical skills are developed through

- Teaching in the workplace
- Observation of peers and mentors
- Feedback on teaching

Skills for life and work (general skills) are developed through

- Peer group support
- Individual study
- Individual action planning

Assessment

Knowledge is assessed by

- Evidence in schemes of work and lesson plans
- Written reports and essays
- Lesson evaluations
- Case studies

Thinking skills are assessed by

- Reflective reports
- Professional development project

Practical skills are assessed by

- Observation and assessment of practical teaching
- Portfolio of evidence
- Numeracy tasks

Skills for life and work (general skills) are assessed by

- Practical teaching
- Written tasks
- Numeracy tasks

Quality

How we assure the quality of this programme

Before this programme started

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of Programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, Programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes trainee participation. The process is monitored by the University's Quality Committee

Once every six years the University undertakes an in-depth review of the whole subject area. This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at trainee work, speaks to current and former trainees and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a subject area committee comprising all relevant teaching staff, trainee representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee is responsible for the quality of the programme. It oversees the operation of the Review and Enhancement Process (REP) and proposes changes to improve quality. The programme area committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual trainees.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of trainee work and moderating marks
- Moderating a sample of trainees' practical teaching
- Ensuring that regulations are followed
- Providing feedback through an annual report that enables us to make improvements for the future

Listening to the views of trainees

The following methods for gaining trainee feedback are used on this programme:

- Module evaluations
- Trainee representation on programme committees (meeting 3 times year)

Trainees are notified of the action taken through:

List the methods that you use e.g.

- circulating the minutes of the programme committee
- providing details on the programme noticeboard

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former trainees
- Annual trainees satisfaction questionnaire
- Managers in trainees' Colleges.
- Feedback from SVUK monitoring visits and Ofsted inspections.

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
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Where you can find further information

- The UEL web site (<http://www.uel.ac.uk>)
- The Barking College website (<http://www.barkingcollege.ac.uk>)
- The Programme Handbook
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>