

## PROGRAMME SPECIFICATION DOCUMENT

1. Qualification CTLLS	2. Programme Title Certificate in Teaching in the Lifelong Learning Sector	3. UCAS Code	4. Programme Type Teacher Training
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The overall aims of the programme are:</p> <ol style="list-style-type: none"> <li>1. To provide teacher training to prepare trainees to become professional practitioners in the lifelong learning sector.</li> <li>2. To develop trainees' practical professional competences, underpinning knowledge, and reflective practice strategies needed for effective individual teaching and support of learning in the Lifelong Learning Sector of education.</li> </ol> <p>6. What a graduate should know and be able to do on completion of the programme</p> <p>The programme consists of a set of core modules. The teaching and learning methods; learning outcomes etc. are informed by national standards as appropriate. Work Based Experience is integral to the course and the modules.</p> <p>The integration of theory and practice is an important theme in the module assignments. Practical teaching is assessed by means of teaching observations which are related to module assessments. The assessed teaching is linked to the Principles and Practice of Assessment module which includes 30 hours teaching and 3 observations of teaching.</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>Trainees will:</p> <ol style="list-style-type: none"> <li>1. Analyse curriculum specifications and requirements, students' needs and characteristics, and available resources to make informed choices for individual teaching and supporting learning.</li> <li>2. Justify approaches taken towards planning, preparing, assessing, evaluating and reviewing learning.</li> <li>3. Develop inclusive approaches to teaching and learning, addressing issues of disability, age, race, ethnicity, culture, gender, class and sexual orientation.</li> <li>4. Understand and apply the roles and skills of tutoring and mentoring.</li> <li>5. Analyse and review the organisation, structure and function of the Lifelong Learning Sector's educational provision.</li> <li>6. Develop and record their own professional development through their CPPD (continuing personal and professional</li> </ol>		<p><u>Subject-specific practical/professional skills</u></p> <p>Trainees will:</p> <ol style="list-style-type: none"> <li>1. Undertake teaching: planning, preparing, implementing, assessing, evaluating and reviewing teaching and learning for individuals and groups, communicating effectively, creating an appropriate climate, and promoting learning.</li> <li>2. Undertake curriculum development.</li> <li>3. Develop knowledge and understanding of pedagogical issues arising from the use of communication and information technologies in the Lifelong Learning Sector and the ability to use ICT effectively in 1:1 learning situations.</li> </ol>	

<p>development).</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <ol style="list-style-type: none"> <li>1. Critical reflection of their own professional development in the context of their own teaching role.</li> <li>2. Enhanced professional knowledge and values and the development of a scholarly approach to support the quality of the student learning experience.</li> </ol>	<p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p style="text-align: center;"><u>Transferable / Key Skill Objectives</u></p> <p>Trainees will:</p> <ol style="list-style-type: none"> <li>1. Communicate effectively using written, verbal and non-verbal means and visual aids.</li> <li>2. Use information technology to support teaching and learning.</li> <li>3. Monitor their own progress through reviewing, reflecting, action planning and target setting. The focus of this will be CPPD.</li> <li>4. Work effectively and co-operatively with others: their peers, other teachers, students, and work effectively on collaborative group assignments.</li> <li>5. Develop their capacity to learn about and to investigate teaching and learning.</li> <li>6. Exhibit professional behaviour in the workplace.</li> </ol>
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<b>7. Qualities, Skills &amp; Capabilities Profile</b>			
<b>A Cognitive</b>	<b>B Practical</b>	<b>C Personal &amp; Social</b>	<b>D Other</b>
A systematic understanding and critical awareness of the UK Lifelong Learning Sector.	An application of knowledge acquired to promote learning environments that promote learning, equality of opportunity and responsiveness to student diversity.	Enhanced professional knowledge and values to support the quality of the student learning experience.	The 'Craft of Teaching' the diverse range of skills and attributes that are needed to be an effective associate teacher.

**8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units**

<b>Certificate in Teaching in the Lifelong Learning Sector</b>	<p><b>ETT1000</b> Preparing to Teach in the Lifelong Learning Sector (6 credits @ Level 4)</p> <p><b>ETT1001</b> Introduction to Teaching and Learning (9 credits @ Level 4)</p> <p><b>ETT1008</b> Principles and Practice of Assessment – Includes 30 hours teaching and 3 observations of teaching (3 credits @ Level 4)</p> <p><b>ETT1009</b> CTLLS Option Module - Teaching and Learning Project (6 credits @ Level 4)</p>
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## 9. Learning, Teaching and Assessment Strategy

### Learning and Teaching Methods

A range of teaching methods will be used: Lectures, seminars, tutorials, case studies, problem solving exercises, guided reading, practical exercises/work, guided reading and blended learning for some modules. Moodle/Reflect are an integral part of the programme.

### Assessment Methods

Assignments must meet the assignment brief and the Assessment Criteria. Assignments will be graded 'Achieved' or 'Not yet achieved'.

### The "Not yet achieved" grade

Where an assignment fails to demonstrate satisfactory performance in respect of all the assignment's requirements, it will be graded 'not yet achieved'. The marking tutor will give detailed feedback and will require amendments in line with feedback from the marking tutor.

Trainees will be able to submit their final piece of work to the FSD.

### Assessment Classification System

N/A

### Honours Classification Bands

N/A

## 10. Other Information *(including compliance with relevant University policies)*

### Date programme first offered

November 2010

### Admissions Criteria

*A minimum of a Level 3 Qualification in subject area.*

### Indicators of Quality and Standards

Endorsement by SVUK  
External Examiners Reports  
National benchmarking standards  
Ofsted Reports  
Student evaluation and feedback