

PROGRAMME SPECIFICATION DOCUMENT

1. Qualification PGDE/PDE	2. Programme Title Teacher Training for the Lifelong Learning Sector (TTLS)	3. UCAS Code	4. Programme Type Teacher Training Non-modular
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5. Main Purposes and Distinctive Features of the Programme

The overall aims of the programme are:

1. To provide teacher training to prepare trainees to become professional practitioners in the lifelong learning sector.
2. To develop trainees' practical professional competences, underpinning knowledge, and reflective practice strategies needed for effective teaching and support of learning in the Lifelong Learning Sector of education.

6. What a graduate should know and be able to do on completion of the programme

The Scheme has a set of core and optional modules. These clarify the Scheme's scope and purpose; teaching and learning methods; learning outcomes etc., informed by national standards as appropriate. Work Based Experience is integral to the course and the modules.

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 teaching assessments are linked to the Continuous Personal and Professional Development (CPPD) module.

Trainees who are assessed as successful in each of the modules are inferred to have achieved the Scheme's aims and objectives, since the former are a detailed clarification of the requirements of the latter. Provided there has been no infringement of the University's or Scheme's regulations, such a trainee would normally be recommended to the Teacher Training Assessment Board for a pass in the award for which they were registered.

Knowledge and understanding in the context of the subject(s)

Trainees will:

1. Analyse curriculum specifications and requirements, students' needs and characteristics, and available resources to make informed choices for teaching and supporting learning.
2. Justify approaches taken towards planning, preparing, assessing, evaluating and reviewing learning.
3. Plan and undertake a small-scale practitioner project.
4. Apply the principles and methods of reflective practice.
5. Evaluate educational literature and research and apply relevant insights to their practice.
6. Develop inclusive approaches to teaching and learning, addressing issues of disability, age, race, ethnicity, culture, gender, class and sexual orientation.
7. Synthesise their learning to create innovative teaching resources.
8. Understand and apply the roles and skills of tutoring and mentoring.
9. Analyse and review the organisation, structure and function of the Lifelong Learning Sector's educational provision.
10. Develop and record their own professional development through their CPPD (continuing personal and professional development).

Cognitive skills in the context of the subject(s)

Students will develop:

1. Critical reflection of their own professional development in the context of their own teaching role.
2. Enhanced professional knowledge and values and the development of a scholarly approach to support the quality of the student learning experience.

Subject-specific practical/professional skills

Trainees will:

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.
2. Engage in structured reflection and practitioner research.
3. Undertake curriculum development.
4. 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 learning situations.
5. Develop knowledge and understanding of pedagogical issues relating to language, literacy and numeracy in the lifelong learning sector, and the personal skills required to use them effectively in learning situations.

Other skills (e.g. key/transferable) developed in subject or other contexts

Transferable / Key Skill Objectives

Trainees will:

1. Communicate effectively using written, verbal and non-verbal means and visual aids.
2. Use information technology to support teaching and learning.
3. Monitor their own progress through reviewing, reflecting, action planning and target setting. The

	<p>focus of this will be CPPD.</p> <ol style="list-style-type: none"> 4. Work effectively and co-operatively with others: their peers, other teachers, students, and work effectively on collaborative group assignments. 5. Display skill in the application of number, as appropriate. 6. Display skill in effective problem solving. 7. Develop their capacity to learn about and to investigate teaching and learning. 8. Exhibit professional behaviour in the workplace.
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
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 teacher.
A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration of different student centred approaches, educational theory in the areas of teaching in their discipline, supporting learning and curriculum design in the FE/LLs.	To apply knowledge and skills on a wide range of resources to enhance their teaching and learning experience and professional practice.	Critical reflection of their own personal and professional development in the context of their own role and a commitment to CPD.	
	Relate theory to practice	Have the independent learning ability required for continuing professional development.	

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

(3 Years full-time; 4½-5 years part-time). Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level H3.

The course offers two pathways; (i) Generic Teacher training, (ii) Skills for Life Teacher training.

The two interim awards - *Preparing to Teach in the Lifelong Learning Sector Award* and *Introduction to Teaching and Learning Award* are common to the Generic Teacher training and Skills for Life Teacher training pathways.

AWARDS	LENGTH
Teacher Training Level 5 – Full Awards	Equivalent to
Professional Diploma in Education (Level 5 Diploma in Teaching in the Lifelong Learning Sector)	Full-time – 1 academic year Part-time – 2 academic years
Professional Diploma in Education English (ESOL) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	
Professional Diploma in Education English (Literacy) (Level 5 Diploma in Teaching in the Lifelong Learning Sector)	
Professional Diploma in Education Mathematics (Numeracy) (Level 5 Diploma in Teaching in the Lifelong Learning Sector)	
Teacher Training Level 6 - Full Awards	
Professional Graduate Diploma in Education (Level 6 Diploma in Teaching in the Lifelong learning Sector)	Full-time – 1 academic year Part-time – 2 academic years
Professional Graduate Diploma in Education English (ESOL) (Level 6 Diploma in Teaching in the Lifelong Learning Sector)	
Professional Graduate Diploma in Education English (Literacy) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	
Professional Graduate Diploma in Education Mathematics (Numeracy) (Level 6 Diploma in Teaching in the Lifelong Learning Sector)	
Teacher Training - Interim Awards	
<i>Preparing to Teach in the Lifelong Learning Sector Award</i>	12 hours
Introduction to Teaching and Learning Award – Level 4	30 hours
University Award in Teaching in the Lifelong Learning Sector (Level 4)	Full-time – 1 semester Part-time – 2 semesters
University Award in Teaching in the Lifelong Learning Sector (Level 5)	Full-time – 1 semester Part-time – 2 semesters

The Professional Diploma award at Level 5 is for those who have a Level 3 Entry qualification.

The Professional Graduate Diploma award at Level 6 is for those entering with a bachelor's degree or equivalent in a relevant subject area.

The *Preparing to Teach in the Lifelong Learning Sector Award* is a threshold award and must be completed before trainees undertake any WBE. If PTTLS is taken as a stand alone qualification then a University Certificate will be awarded.

The *Introduction to Teaching and Learning Award* is a 15 credit interim award and is completed by undertaking Introduction to Teaching and Learning Part 2 after the completion of PTTLS.
(Please note this award is not applicable to SFL)

The *University Awards in Teaching in the Lifelong Learning Sector* contain 75 hours teaching practice and a minimum of 4 observations (lasting at least 30 minutes) totalling a minimum of 4 hours.

CTLLS (Certificate in Teaching in the Lifelong Learning Sector) is a 24 credit interim award. This award will be offered by the university this academic year (subject to approval)

Part II Students take 4 (Minor), 6 (Joint), 8 (Major) 10 (Single) Modules

	Core Modules	Options (normally 20 credits each)	Project (20 credits)
H3 Honours Modules N/A			
H2 Honours Modules N/A			

Part I (Level 1) Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules

First Year Part-Time Equivalent			
9. Learning, Teaching and Assessment Strategy <u>Learning and Teaching Methods</u>	10. Other Information (<i>including compliance with relevant University policies</i>) <u>Date programme first offered</u> September 2007		

A range of teaching methods will be used: Lectures, seminars, tutorials, case studies, simulated validation panels, 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 which are stipulated by the endorsing body SVUK (LLUK 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.

Tutors will complete official feedback sheets on which they will enter the grade and provide written feedback comments. These comments will include the identification of strengths and weaknesses within and will seek to encourage further development.

Assessment Classification System

N/A

Honours Classification Bands

N/A

Admissions Criteria

To gain entry, candidates must:

- a. have appropriate qualifications
- b. provide proof of qualifications
- c. have relevant work experience, if teaching vocational courses
- d. obtain CRB Enhanced Disclosure clearance*
- e. complete, and have approved, a health declaration*
- f. provide satisfactory references.
- g. be interviewed

* CRB Enhanced Disclosure and health declaration are dealt with after the interview process has taken place, but prior to enrolment.

- a. Appropriate Qualifications

Professional Graduate Diploma in Education (Level 6) – Generic Pathway

The entry for this qualification is a minimum of a Bachelors degree or equivalent in a subject relevant to the area that the candidate wishes to teach. If the Bachelors degree is not from a recognised UK HEI advice will be taken from the International Office on comparability.

Professional Diploma in Education (Level 5) – Generic Pathway

The entry for this qualification will depend on the area the candidate wishes to teach in as they are normally expected to have the highest vocational qualification relevant to their subject area. For some subject areas this means a National Vocational Qualification (NVQ) Level 3 whilst for others it may be an NVQ Level 4 or a Higher National Diploma.

Applicants should hold one of the following qualifications in a subject relevant to the proposed teaching subject:

- HND/HNC
- CGLI Advanced Craft Certificate
- OCR Advanced Qualifications
- NVQ Level 3
- Technical/Commercial Qualifications

Professional Graduate Diploma in Education (Level 6) – Skills for Life Pathway

The entry for this qualification is a minimum of a Bachelors degree or equivalent plus a Level 3 equivalent in language or numeracy. For those not holding the required language or numeracy qualifications the University has a pre-course task book and assessment which will enable candidates to evidence their language or numeracy skills at level 3. These must be successfully completed prior to the start of the course.

Professional Diploma in Education (Level 5) – Skills for Life Pathway

Candidates will have a relevant Level 3 or Level 4 qualification, and Level 3 equivalent in language or numeracy. For those not holding the required language or numeracy qualifications the University has a pre-course task book and assessment which will enable candidates to evidence their language or numeracy skills at level 3. These must be successfully completed prior to the start of the course.

Indicators of Quality and Standards

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