

Programme Specification

Programme Title: Certificate in Education (Cert Ed) (14+) Generic

Awarding Institution:	The University of Bolton		
Teaching Institution:	The University of Bolton Bolton College Bury College Salford City College Skills Solutions Brooksby Melton College		
Division and/or Faculty/Institute:	Academic Group Education and Psychology		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	ETF		
Final award(s):	Certificate in Education (14+) (Level 5)		
Interim award(s)	Preparation for Education and Training (PET) 20 credits Certificate in Education and Training (CET) 40 credits University Certificate in Teaching and Learning (UCTL) 60 credits		
Exit or Fallback award(s)	Preparation for Education and Training (PET) 20 credits Certificate in Education and Training (CET) 40 credits University Certificate in Teaching and Learning (UCTL) 60 credits		
Programme title(s)	Certificate in Education (14+) (Level 5)		
UCAS Code			
JACS Code			
University Course Code(s)			
QAA Benchmark Statement(s)			
Other internal and external reference points	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice UK Quality Code for Higher Education University of Bolton awards framework		
Language of study	English		
Mode of study and normal period of study	1 year Full time 2 years Part time		
Admissions criteria	The entry for the Certificate in Education (14+) qualification will depend on the area the candidate wishes to		

teach in as they are 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.

Additional admissions matters

To gain entry, candidates must:

- a. have relevant work experience, if teaching vocational courses
- b. obtain DBS Enhanced Disclosure clearance*
- c. complete, and have approved, a health declaration*
- d. provide satisfactory references
- e. be interviewed

Fitness to practise declaration

This programme is subject to the University's fitness to practise procedures

Aims of the programme

The principal aims of the programme are to enable trainees:

1. to become professional practitioners in the sector.
2. to develop their practical professional competences, underpinning knowledge, and reflective practice strategies needed for effective teaching and support of learning in the FE and Skills sector of education.
3. to adopt an integrated approach to the theory and practice of teaching of their specialist area.
4. to reflect on their own previous/current levels of experience, practice and skills, and areas for development
5. to develop a reflective and reflexive approach to personal and professional development and research
6. to identify principles of their curriculum area learning, teaching, assessment and evaluation
7. to develop communication and interpersonal skills
8. to demonstrate high levels of proficiency in key skills commensurate with their individual development and professional circumstances
9. to develop an awareness of their professional role and responsibilities as a curriculum specialist teacher
10. to engage critically with key ideas in teaching and teacher education
11. to develop and feel confident in their own specialist skills

Distinctive features of the programme

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

The Scheme has a set of core modules. These clarify the Scheme's scope and purpose; teaching and learning methods; learning outcomes etc., informed by national standards as appropriate. Professional Practice 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 Professional Practice Portfolio (PPP) 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 Initial Teacher Education Assessment Board for a pass in the award for which they were registered.

By the end of their programme of study, trainees will have:

1. Explored educational research and related this to practice.

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2. Acquired a secure understanding of the application of their own knowledge to classroom practice.
3. Made informed comment on the applicability, relevance and usefulness of theories, concepts and models, methodologies and techniques applied to practice.

Programme learning outcomes

K. Knowledge and understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of teaching their specialist subject:

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 FE and skills sector's educational provision.
10. Develop and record their own professional development through their PPP (professional practice portfolio).

C. Cognitive, intellectual or thinking skills

On completion of the programme successful students will be able to demonstrate the ability to:

1. Critically reflect on their own professional development in the context of their own teaching role.
2. Demonstrate enhanced professional knowledge and values and the development of a scholarly approach to support the quality of the student learning experience.

P. Practical, professional or subject-specific skills

On completion of the programme successful students will be able to demonstrate the ability to

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 FE and skills 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 FE and skills sector and the personal skills required to use them effectively in learning situations.

T. Transferable, key or personal skills

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On completion of the programme successful students will be able to demonstrate the ability to:

1. Communicate effectively using written, verbal and non-verbal means and visual aids.
2. Use ICT to support teaching and learning.
3. Monitor their own progress through reviewing, reflecting, action planning and target setting. The focus of this will be PPP.
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.

Programme structure

Module Code	Module title	Core/Option/Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)	Cert Ed Level 5		
	Preparation for Education and Training	C	20		4		
	Integrating English and Maths in Teaching and Learning	C	10		5		
	Promoting Positive Behaviour	C	10		5		
	Teaching, Learning and Assessing		20		5		
	Professionalism and Quality in the Curriculum	C	20		5		
	Professional Research Project	C	20		5		
	Professional Practice Portfolio	C	20		5		
Total			120				

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Learning and teaching strategies

A variety of teaching and learning methods are employed throughout the programme in order to ensure the acquisition and development of the appropriate knowledge, understanding, skills and competences in order to achieve the learning outcomes. Some of these will be experienced during formally timetabled classes with your tutor and some will be experienced through workshops, small group and individual practical activities together with structured exercises and discussions. Individual support will be given in tutorials. Blended learning will be utilised as appropriate, for example utilising Moodle to provide an e-forum for trainee teachers to discuss their work and obtain peer support. You will be required to take part in e-discussions with peers and tutors and to make full use of ICT as a source of information and support and to maintain a portfolio of evidence.

It is expected that you will demonstrate significant independence in your study, taking responsibility for the management of your own learning time.

Learning activities (KIS entry)

	Course Year			
	F/T	1	P/T	1 2
Scheduled learning and teaching activities		20%		20% 20%
Guided independent study		80%		80% 80%
Placement/study		100		50 50

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abroad	hours	hours	hours
<p>Assessment strategy</p> <p>Course Work: Formative and summative assessment will be given during class and via feedback in tutorials. Trainees will be guided and directed to areas to areas of research and appropriate background reading in order to complete the required assignments.</p> <p>Professional practice: Formative assessment and feedback will be given on the on-going development and delivery of trainee's teaching via the 8 observed teaching sessions.</p>			
<p>Assessment methods (KIS entry)</p> <p>A variety of written tasks: written reports, assignments, portfolio submissions, individual and group presentations.</p> <p>Professional Practice (WBE), 8 successful teaching observations (including 4 graded observations).</p>			
<p>Assessment regulations</p> <ul style="list-style-type: none"> Assessment Regulations for Undergraduate Modular Programmes 			
<p>Grade bands and classifications</p> <p>In order for trainees to achieve a 'Pass', all the learning outcomes must be addressed and achieved. In addition, the general criteria must be addressed.</p> <p>Following formal assessment of an assignment, there are, therefore, four possible outcomes – distinction, merit, pass and refer, (in line with the Ofsted grading of 1, 2, 3, 4). 'Refer' indicates that the work submitted is inadequate. Detailed feedback will be provided to enable a second attempt to be made. The maximum grade possible following a second attempt will be a 'pass'. An assignment which does not meet all the criteria following a second attempt will routinely be second marked to ensure the accuracy of the grade.</p>			
<p>Role of external examiners</p> <p>External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.</p> <p>A team of External Examiners are allocated for the ITE programmes. The Examiners have specialisms in Skills for Life and Generic Teacher Training. External Examiners also moderate the WBE process.</p>			
<p>Support for student learning</p> <ul style="list-style-type: none"> The programme is managed by a programme leader Induction programme introduces the student to the University and their programme Each student has a personal tutor, responsible for support and guidance Personal and Professional Development (PPD) is integrated into all programmes Feedback on formative and summative assessments A Student Centre providing a one-stop shop for information and advice University support services include housing, counselling, financial advice, careers and disability A Chaplaincy Library and IT services Student Liaison Officers The Students' Union advice services University and Programme Handbooks which provide information about the programme and University regulations The opportunity to develop skills for employment 			

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- English language support for international students
- Peer support for ICT, Literacy and Numeracy

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Exit questionnaires
- Students surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

Other sources of information

Student portal
 Students Union
 Student Handbook
 Programme Handbook
 Student Entitlement Statement
 Module database
 Moodle
 External examiners reports
<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

Document control

Author(s)	
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Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	C1	C2	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	T6	T7	T8	
Level 4																												
Preparation for Education and Training		C	D, T, A	D, T, A	D	T, D, A	D, T, A	D	T, D	D, T, A			D, T, A	D, T, A	D, T, A	D, T, A	D, T	D, T		D, T, A	D, T	D, T, A	T, D, A	T, D				
Level 5																												
Integrating English and Maths in Teaching and Learning		C	D, T, A	D, T, A					D, T, A	D, T, A			D, T, A		D, T, A													
Promoting Positive Behaviour		C		D, T, A	D, T, A	D, T, A		D, T, A																				
Teaching, Learning and Assessing		C	D, T, A	D, T, A			D, T, A	D, T, A					D, A		D, T, A		D, T, A	D, T, A					D, T, A	D, T, A				
Professionalism and Quality in the Curriculum		C	D, T, A	D, T, A			D, T, A	D, T, A				D, T, A			D, T, A		D, T, A	D, T, A					D, T, A					
Professional Research Project		C			D, T, A	D, T, A	D, T, A	D, T, A	D, T, A					D, T, A								D, T, A	D, T, A			D, T, A	D, T, A	D, T, A
Professional Practice Portfolio		C		D, T, A		D, T, A	D, T, A						D, T, A	D, T, A	D, T, A		D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A

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K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Preparation for Education and Training		✓	4	20		C		CW	100	Y			
Integrating English and Maths in Teaching and Learning		✓	5	10		C		CW	100	Y			
Promoting Positive Behaviour		✓	5	10		C		CW	100	Y			
Teaching, Learning and Assessing		✓	5	20		C		CW	100	Y			
Professionalism and Quality in the Curriculum		✓	5	20		C		CW	100	Y			
Professional Research Project		✓	5	20		C		CW	100	Y			
Professional Practice Portfolio		✓	5	20		C		CW	100	Y	Professio		

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										0		nal Practice, 100 hours + 8 observations		
Total				120										

Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability										Bolton Values			
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact &	Internationalisation	Environmental sustainability	Social, public and ethical responsibility
Preparation for Education and Training		C	T,D,A	D,A	D,A	D,A	T,D,A	T,D,A	D	D,T,A	D,A	D	D,A	D	D	D
Integrating English and Maths in Teaching and Learning		C	D	D,T,A	D	D,T	D	D,T	D	D,T	D,A	D		D	T,D	D,T
Promoting Positive		C	D	D,T	D	D,T	D	D,T		D,T	D,T	D			T,D	D,T

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Behaviour				A												
Teaching, Learning and Assessing		C	T,D, A	D,A	D, A	D,A	T,D, A	T,D, A	D	D,T, A	T,D, A	D	D, A	D	D	T,D, A
Professionalism and Quality in the Curriculum		C	T,D, A	D,A	D, A	D,A	T,D, A	T,D, A	D	D,T, A	D,A	D	D, A	T,D, A	D,T, A	D,T, A
Professional Research Project		C	D	T,D, A		D,T, A		T,D, A	D, A	D,T, A	T,D, A	D	D	D	D	D
Professional Practice Portfolio		C	D,T, A	T,D, A		D,T, A	D	T,D, A	D, A	D,T, A	T,D, A	D	D	D	D	D

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)