

UCLan PGCE (Education and Training) and Certificate in Education (Education and Training)

Full time programmes

Pre course information for applicants

Thank you for considering or applying to the Post-Graduate Certificate in Education (PGCE) or Certificate in Education (Education and Training) programme with the University of Central Lancashire (UCLan). We are pleased to be working in partnership with 14 colleges in the North West region, where experienced practitioners teach on the course and share good practice in teaching and learning. As a university, we have [regulations, policies and codes of conduct](#), which are designed to protect and maintain both academic quality and your rights and responsibilities as students of our university.

Please read this information carefully to make sure that this course is right for you.

1. Programme aims:

Successful completion of one of these programmes will mean that you are a qualified teacher for the Further Education and Skills sector. The Certificate in Education (Cert Ed) is a Level 5 qualification and the PGCE is at Level 7, with 40 credits at Master's level.

The over-riding aim of the Programme is to support the professional development of trainee teachers to enable them to plan, implement and evaluate teaching, learning and assessment effectively and efficiently within the Further Education and Skills Sector. In more specific terms the aims of the programmes are as follows:

Certificate in Education (Education and Training)

1. To prepare trainee teachers to teach successfully in a range of contexts in the Further Education and Skills Sector.
2. To develop in trainees the skills required to plan and implement teaching, learning and assessment strategies which meet the needs of the curriculum and learners within the Further Education, Skills and Lifelong Learning Sector.
3. To model a wide range of appropriate teaching, learning and assessment strategies that trainees can apply in their own teaching
4. To encourage trainees to reflect upon and evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners.
5. To develop a firm theoretical framework in education and pedagogy, upon which trainees may build with confidence in order to meet the continually changing demands of the teaching profession.
6. To enable trainees to become active researchers into their own practice.
7. To encourage collaborative study groups that work collegially, exploring teaching and learning across the sector
8. To provide a professionally appropriate and personally satisfying programme which is of value to trainee teachers' personal and career development.

PGCE (Education and Training)

1. To prepare trainee teachers to teach successfully in a range of contexts in the Further Education & Skills and Higher Education Sectors.
2. To develop in trainees the skills required to plan and implement teaching, learning and assessment strategies which meet the needs of the curriculum and learners within the Further Education & Skills and Higher Education Sectors.
3. To model a wide range of appropriate teaching, learning and assessment strategies that trainees can analyse and apply in their own teaching
4. To develop trainees as reflective practitioners, able to reflect upon and evaluate those teaching, learning and assessment strategies they experience and those they provide for their own learners.
5. To establish a strong theoretical framework in education and pedagogy, upon which trainees may build with confidence in order to meet the continually changing demands of the teaching profession.
6. To develop critical thinking skills and apply these to teaching and learning contexts
7. To support trainees in undertaking action research into their practice and using the outcomes from research and scholarship to inform their practice.
8. To encourage the development of an active network of teaching practitioners who are concerned to improve the quality of teaching and learning across the sector
9. To enable trainees to work collegially and establish teaching and research groups through collaborative experiences.
10. To enable trainees to progress towards and achieve appropriate Professional Standards
11. To provide a professionally appropriate and personally satisfying programme which is of value to trainee teachers' personal and career development.

The **Post Graduate Certificate in Education and Certificate in Education (Education & Training)** courses at UCLan are for those wishing to teach primarily in Further Education and sixth form. Whilst this is not a school teaching qualification there are now employment opportunities in some schools, particularly for teachers of vocational subjects. Once you have graduated, you can go on to apply for QTLS (Qualified Teacher Learning and Skills) status, which allows you to be paid as a qualified teacher in the schools sector, the same as a teacher with QTS (Qualified Teacher Status). This is available through the [Society for Education and Training](#) and currently costs 485.

2. Entry requirements

The full time awards are open to new applicants to teaching who wish to work as teachers, trainers or tutors in adult, community, work-based and further education and the wider Further Education and Skills Sector, and who, at the time of starting the scheme, meet the following minimum entry requirements:

Certificate in Education (Education & Training)

1. A Level 3 (QCF) qualification in their teaching subject specialism.
2. Five GCSEs at Grade C and above, or equivalent, to include English.
3. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent).
4. A voluntary teaching placement for a minimum of 150 hours of teaching during the academic year.

Post Graduate Certificate in Education (Education & Training)

1. An honours degree or equivalent. Normally this is in the teaching subject specialism.
2. A Level 3 (QCF) qualification in their teaching subject specialism, if this is not the degree subject.

3. Five GCSEs at Grade C and above, or equivalent, to include English.
4. The ability to communicate fluently, accurately and effectively in professional spoken English (IELTS 7.5 or equivalent).
5. A voluntary teaching placement for a minimum of 150 hours of teaching during the academic year.

Please note that **applicants wanting to teach English** and **applicants wanting to teach maths without a degree/'A' Level in maths** will have to complete an additional entry assessment to demonstrate their content knowledge and skills. This may impact on the acquisition of a suitable teaching practice placement and therefore additional time must be factored for this.

Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher. If you have non-standard qualifications please contact the college course leader to enquire about equivalences.

3. Placement requirements

An essential component of the part time PGCE/Cert Ed course is a teaching placement where you are preparing and teaching lessons to learners aged 16+ for 150 hours during the academic year of the course. In cases where the **quality, quantity or breadth** of the teaching is not sufficient to meet the requirements of the programme, you may need to carry out some additional teaching. You may be able to complete part of your placement with 14-16 year olds. You will need to attend your placement for at least two full days a week. This will include experience of the other aspects of a teacher's role as well as actual teaching.

Colleges have a limited number of placements available within the college itself, and applicants will be selected for these at an interview. The college will do what they can to assist with finding other placements but this cannot be guaranteed. If you find your own suitable placement, this will be checked by your college.

4. Expected hours of study and commitment

Undertaking a teaching qualification is a big commitment and requires a lot of time in planning lessons, completing assignments and observing other teachers, as well as attending your college sessions and also teaching. The normal amount of work involved in achieving a successful outcome on a university course is to study for 10 hours for each credit you need to achieve, which includes attendance at college and time spent in private study. This means that for a 20 credit module you need to set aside about 200 hrs of both college based and private study. This course has 60 credits per year and is also a professional course, so the time commitment is even greater. If you have recently studied for a degree, you will find the work load much higher on your PGCE! Although there is some study time built into the working week, you should plan to spend significant time in the evenings and weekends on your studies during this important year.

This course consists of **two days a week of study at your chosen college** and **at least two days a week in your placement setting**. In total, you need to teach for at least 150 hours during the year of the course. You will not be teaching for the whole of your placement days, but you are expected to take full part in the life of the department/setting, attending staff meetings, taking part in student inductions, assessments and tutorials wherever possible and observing both your placement classes and a wide range of different teachers, so that you gain a full picture of working life as a teacher. This is your opportunity to explore aspects of your subject that you may feel less confident about teaching, for example by observing other teachers, familiarising yourself with relevant teaching resources or reading and discussing student assignments with your mentor. Your placement setting and mentor should be aware of these requirements but if you feel there are any misunderstandings, please discuss this with

your Cert Ed/PGCE course leader. You will also be expected to attend at least **one tutorial each term** in addition to course sessions and your placement.

You will be expected to **observe other teachers** in different settings or locations, at times which may be **outside your own working hours**, and any travel will be **at your own cost**.

The course days/times for 2018-19 at Kendal College are given below:

Monday	Tuesday	Wednesday	Thursday	Friday
Placement	Placement	Placement	College TBC	College TBC

5. Requirements to pass the Full Time PGCE or Certificate in Education

Requirements of the programme		
Complete a minimum of 150 hours of teaching during the programme, which must be recorded in your Teaching Practice Portfolio		✓
Attend teaching placement for a minimum of 2 full days a week and participate fully in all departmental and teaching related activities		✓
Be assessed as meeting the standards on eight occasions in an observation of a practical teaching situation, six by your Teacher Education tutor and two by your subject specialist mentor		✓
Complete to a satisfactory level all assessment activities for the Teaching Practice modules TS1107 and TS3301 , using the documentation provided.		✓
Satisfactorily complete all of the assignment tasks for modules TS1106 Preparation for Education and Training and TS2304 Curriculum Design and Assessment		✓
Complete to a satisfactory level all assessment activities for modules TS4301 Action research: Deconstructing Practice or TS2301 Practitioner Research: An Action Research Approach and TS4306 Contemporary Issues in Education and Training (PGCE) or TS2306 Contemporary Issues in Education and Training		✓
Produce evidence to show your achievement of the Professional Standards and use of the Minimum Core of English, maths and ICT		✓
Meet the college's attendance requirement for the programme.		✓
Participate in such class activities as the course may reasonably require.		✓
Attend an Accreditation Panel within the college in January		✓
Uphold the Education and Training Foundation Professional Standards and Department for Education Teachers' Standards (part 2)		✓

Programme modules:

Certificate in Education programme		PGCE programme	
Stage one modules		Stage one modules	
TS1106	Preparation for Education and Training	TS1106	Preparation for Education and Training

TS1107	Teaching, Learning and Assessment	TS1107	Teaching, Learning and Assessment
TS2304	Curriculum Design and Assessment	TS2304	Curriculum Design and Assessment
Stage two modules		Stage two modules	
TS2301	Practitioner Research: An Action Research Approach	TS4301	Action Research: Deconstructing Practice
TS3301	Developing teaching, learning and assessment	TS3301	Developing teaching, learning and assessment
TS2306	Contemporary Issues in Education and Training	TS4304	Contemporary Issues in Education and Training (PGCE)

6. Professional Standards and Professionalism:

As a trainee teacher, you are preparing for a professional role and need to behave as a professional throughout your course. All course applicants are expected to sign a 'Trainee Conduct and Professionalism Agreement' at the start of the programme (See Appendix 3 of the application form). In addition, you are expected to adhere to the Department for Education [Teachers' Standards](#) (part 2 personal and professional conduct) and may be subject to the University's Fitness to Practise process if there are concerns regarding your professionalism or behaviour.

You are required to attend all timetabled learning activities for your programme and your agreed placement.

7. Course team

The course teams in colleges are experienced teachers and teacher educators in the Further Education and Skills sector and have the experience and expertise to guide you in becoming a successful teacher. They will model a wide range of teaching, learning and assessment methods so that you have experienced them and are able to use these with your own students. They are also experienced observers and will discuss your teaching with you in order to help you improve and become the best teacher you can be.

The course team currently consists of

Programme Leader / Course Tutor – Tamara Breeze

Tam has taught at the College since 2002, initially in the health and social care department; teaching at all academic levels from Entry level to degree level. After completing an Master's Degree in Education and practicing as an advanced practitioner for several years, Tam now coordinates teacher education and staff Development within the College.

Course Tutor – Dee Mackenzie-Eley

Dee has taught in Further Education since 2001 and in this time taught across numerous programs in the Computing field from artificial intelligence and programming to multimedia and digital design. She has worked at Kendal College since 2014 and alongside her teaching role, she works as the computing co-ordinator, running standardisation sessions for the teachers in the area and providing a link with the standards verifier.

Course Tutor – Dawn Stainer

Dawn qualified as a teacher in 2001 and her experience is over a range of key stages with leading roles in Literacy and Modern Foreign Languages. Since joining the college in 2015, Dawn has delivered courses in Children's Learning and Development and set up the A Level Law Programme of study. She is also an examiner for AQA in Law and a qualified Mediator.

Higher Education Co-ordinator / Student Services Team Leader – Karen Shaw

Karen supports students in a range of issues such as student finance and fee payment. She is your first point of contact for enquiries, application and enrolment and will make sure you that you are fully informed with all the necessary information you need prior to starting and whilst on programme. Karen will ensure you are enrolled with the college and UCLan and ensure you have access to the university portals.

8. Programme assessment

The teaching, learning and assessment strategies used on the programme are varied and dependent upon active participation and interaction within groups. There are no examinations, so assessment is continuous and is based upon the completion of appropriate assignments, the observation of your teaching and the general gathering together of evidence to demonstrate that the Professional Standards for Teachers and Trainers in Education and Training – England (ETF 2014) have been achieved. This evidence must be collated in your Teaching Practice Portfolio which contains the various proformas required for logging your evidence of experience and learning and for reflecting on the achievement.

There are three integrated aspects of assessment on the programme:

- Teaching practice – assessed through teaching observations and the development of a teaching practice portfolio
- Coursework assignments – assessed by the course tutors. No assignments are graded: all are assessed on a pass or refer basis. Details are shown in the table below.
- Professionalism – assessed through your participation in classroom activities, performance in teaching and general attitude and approach to your role as a trainee teacher.

You are also graded on your progress in teaching, using the Ofsted grades 1-4. Your overall performance in teaching is assessed halfway through your course and at the end. However, these grades are not recorded on your award certificate. During stage 2 of your course, you will be also graded for different aspects of your teaching at each observation, also using the 1-4 system. This is to help you and your tutor identify where your strengths and areas for development are.

In addition to meeting the module learning outcomes, trainee teachers are required to meet the **attendance requirements** of the programme and all of the [Professional Standards \(ETF\)](#) and part 2 of the Department for Education [Teachers' Standards](#). Professionalism is assessed throughout the programme.

Programme assessment overview

Preparation for Education and Training	Teaching, Learning and Assessment	Curriculum Design and Assessment	Action Research	Developing Teaching, Learning and Assessment	Contemporary Issues in Education and Training
TS1106	TS1107	TS2304	TS2301	TS3301	TS2306
Assignment	Assignment	Assignment	Assignment	Assignment	Assignment
1.Roles and responsibilities (500 words)	1. Exploration of pastoral and academic support for learners (750 words or equivalent)	1. Assessment portfolio for three assessment activities completed with trainees' learners. Examples of feedback given. Evaluation of feedback to learners with action points for personal development (2000 words)	1. Action Research Proposal	1. Peer observation and written evaluation	1. Written report on negotiated contemporary issue (2500 words Cert Ed; 3500 words PGCE))
2.Written assignment (750 words or presentation): Know your learners	2.Presentation on behaviour management	2. Written justification addressing a scheme of work (2000 words)	2. Final written report of research activity and research journal (3500 words Cert Ed; 4000 words PGCE)	2. Summative presentation - electronic (15 mins)	2. Academic poster Presented to peer group
3.Professional journal & written reflection and evaluation (1000 words)					
Portfolio	Portfolio			Portfolio	
Teaching practice portfolio (mini and micro teaches)	Teaching practice portfolio following contents list, incl.75 hrs teaching and 4 successful observations			Teaching practice portfolio following contents list, incl.75 hrs teaching and 4 successful observations	
Two observations of an experienced teacher and subject specialist	Two observations of an experienced teacher and subject specialist			Two observations of peers	

9. The Minimum Core of Literacy / Numeracy / ICT

English, maths and ICT are essential skills for us all in today's world, and as teachers we all have a responsibility to develop these skills in ourselves and our learners. Research and GCSE results tell us that many learners in our sector have inadequate skills in these areas.

Personal English, maths and ICT skills

At the start of the course you will assess your own skills using the Teachers' Professional Skills Tests in English and maths and other diagnostic tools, identify areas that you need to work on and commit to doing this during the programme. The aim is that you will be able to pass the Professional Skills Tests in English and maths by the end of your course, if not before. You should also work towards a maths/ numeracy award at level 2 by the end of your course (if you do not already hold this) as it is a requirement of achieving QTLS (Qualified Teacher Learning and Skills) status with the Education and Training Foundation.

Supporting your learners' English, maths and ICT

Whatever you teach, you need to develop your ability to support your students with their own language, literacy, numeracy and ICT skills. This includes working with students whose first language is not English (bilingual or ESOL learners). The teaching modules in both year 1 and year 2 focus on developing the knowledge and skills that you need in order to be able to do this effectively.

10. Mentoring and Subject Specialist Support

All trainee teachers on the programme are required to have a subject mentor and this arrangement must be set up before enrolment. You and your mentor should use the mentor agreement in the coursework documentation pack as the basis for your first meeting. The agreement explains the expectations we have for both people involved in this relationship.

The role of the mentor is to support trainees in the subject specialist aspect of their '**professional development**'. As we develop skills professionally we also develop ourselves as a person and teacher, so '**personal development**' is also brought about by this process of engaging with another person on a professional basis.

Mentors need to be **qualified teachers themselves** holding a teacher training qualification that is the equivalent to the Cert Ed/PGCE/DTLLS/DET and should have appropriate teaching experience with student groups in their own curriculum area for a minimum of two academic years before becoming a mentor. Training for mentors is offered across the UCLan partnership every year.

11. Facilities and learning resources

All PGCE and Cert Ed students at partner colleges are also students of UCLan and therefore have full access to all the facilities of the university in Preston, including the Students' Union, the library, careers and other services. Many of these are also available remotely, especially the library, which provides access to a huge range of electronic resources – e-journals and databases, e-books, images and texts - which you will be able to use during your course.

At Kendal College

- The Learning Centre Information service provides direct access to Heritage Online (Kendal College books & resources) an extensive range of journals, online books, useful websites and employability tools. This where you will find the majority of books, journals and resources for your higher education programme.
- There is limited parking at both College sites for staff, students and visitors. The College operates a pay and display parking system. However, parking is free for students with a parking pass.
- There is a student café at both College sites providing meals throughout the day as well as vending services.

12. Students with disabilities

If you have a disability that may affect your studies, please contact the Disability Advisor at your chosen college or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisor. The college will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies and your placement successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

13. Course Costs and Finance

Fees

Each college charges its own set fees for the course. The course is eligible for applications to Student Finance England for a student loan.

The fees for 2018-19 at £6000

Other costs

Through the Looking Glass: The Partnership produces a professional academic publication of trainees' Action Research reports annually. This is a valuable opportunity for trainees to have their work published and copies cost approx. £8. It is also a useful learning resource for you, when you carry out your own research.

DBS requirements: Your placement will require you to have an up to date DBS (Disclosure and Barring Service) certificate. The current cost of this is £44 for an enhanced check. If you are already employed as a teacher this will already have been done by your employer.

Travel to and from your placement and observations of peers and other teachers is at your own cost.

Teaching materials: If you are a pre-service trainee (on a voluntary placement) you may be allocated a photocopying allowance at your placement setting, but many trainees find that they need to supplement this themselves.

14. Progression after the course

Once you are qualified as a teacher you can apply for QTLS (Qualified Teacher Learning and Skills) status, through the [Society for Education and Training](#). (See section 1 above).

There are opportunities at UCLan to continue your studies in the subject of Education, within the Centre for Excellence in Learning and Teaching. Certificate in Education holders can 'top up' to a BA (Hons) in Education and Professional Studies. The Cert Ed gives you credits that count for half of the degree programme.

PGCE holders can progress to a Post-Graduate Diploma in Professional Practice in Education and then to a Master's in Education. The PGCE gives you credits for half of the Post Graduate Diploma.

We hope this information will be useful in helping you to choose the right place to undertake your teacher training programme.

Good luck with your teacher training and your future career!