Preparatory Certificate in Education and Training 2020/21

Pre-Course Information
And
Course Handbook
Centre for Excellence in Learning and Teaching

Course leader: Helen Armstrong
Partner Institution: Carlisle College

Welcome: Pre-Course Information

Thank you for considering or applying for a teaching award with the University of Central Lancashire (UCLan). We are pleased to be working in partnership with 11 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 the information in this pre-course information section carefully to make sure that this course is right for you.

Programme aims:

This is a Level 4 programme that provides an introduction to teaching and learning in the Further Education and Skills sector. It covers similar topics to the Level 3 Award in Education and Training offered elsewhere, but at Level 4. It is similar to the old Level 4 PTLLS qualification.

The aims of the **Preparatory Certificate** are:

1. To introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills that enable teaching and learning;

2. To develop the trainee's skills as a teacher and as an observer of teaching and learning;

3. To support the trainee's professional development towards becoming a responsive and reflective teacher;

4. To develop the trainee's awareness of the wider education and training sector (14+).

The **Preparatory Certificate in Education and Training** is particularly suitable if you are interested in teaching and want a short qualification that does not have a minimum teaching requirement, or if you have just started a teaching role. It can also give you a 'taster' of teaching if you are unsure about whether teaching is for you. The Certificate is equivalent to the first module of the Certificate in Education (Education & Training) and so allows you to progress onto further modules or a full teaching qualification at a later date if you secure some teaching practice hours.

Entry requirements

This award is open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education and the wider Further Education and Skills Sector, who, at the time of starting the scheme meet the following minimum entry requirements:

1. A Level 3 (QCF) qualification in their teaching subject specialism.
2. Five GCSEs at Grade C/4 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).

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

Expected hours of study and commitment

Any 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. 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 course like this one you need to set aside about 200 hrs of both college based and private study.

This course consists of **one session (day or evening) per week** of study at your chosen college, or the course may be offered on an intensive basis.

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 2020-21 at Carlisle College are given below:

Study Mode	Day	Time
Part Time	Tuesday 8/9/20 to 15/12/20	5-8pm Tutorial 4-5pm

Requirements to pass the Preparatory Certificate in Education and Training

Requirements of the programme
3 written assignments (500-1000 words each)
Teaching practice portfolio: • 1 hr of teaching practice that is a combination of micro and mini teaching activities within the learner group • Supporting documentation for the above, including lesson plans and teaching resources.
Observation of experienced subject specialist teachers 2 x 1 hr observations of other teachers
Meet the college's attendance requirement for the programme.
Participate in such class activities as the course may reasonably require.

Uphold the Department for Education Teachers' Standards (part 2) and work towards the Professional Standards (Education and Training Foundation)

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.

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

Dr. Kay Sanderson (SFHEA) is HE Manager and Teacher Training Lead for the full-time programme and the second year of the part-time Certificate In Education/PGCE. She holds a PhD in Educational Research, a MBA in International Management, a PGCE, a Senior Teaching Fellowship from the HEA and is a trained Coach. She has been involved in teaching and learning for over 20 years and during this time she has worked internationally and nationally in a variety of leadership, development and lecturing roles. She has also worked alongside public and privte agencies as an Educational Consultant and she is an active researcher and published author.

Helen Armstrong is the course leader for the Yr 1 part-time programmes, including the Preparatory course. She has been a Complementary Therapy Course Tutor and lecturer for over 11 years and has previously had a key role in developing the college's teraching staff as an Advanced Teaching Practiioner. Helen is now a Learning Innovation Coach and supports and advises new and established teachers from all curriculum areas in addition to delivering cross college Continuing Professional Development activities. Helen originally did the part time Certificate In Education here at Carlisle College.

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 an **extensive** 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.

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

TS1106Preparation for Education and Training
Assignments
1. Written assignment (750 words or presentation): Know your learners
2. Professional journal & written reflection and evaluation (1500 words)
Portfolio
Teaching practice portfolio (mini and micro teaches)
Two observations of an experienced teacher and subject specialist

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.

Facilities and learning resources
All Teacher Education 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 Carlisle College we have a good range of library facilities for higher level study; access to all UCLan research sources, our own collection of resources in the resource centre and on our HE hub on the VLE (Virtual Learning Environment) and a dedicated private study area. Teacher Training has a Moodle page that students can access remotely where they can find, use and download class resources, suggested reading, course handbooks and assessment documentation.

The college has a coffee bar which is open in the evening on a Tuesday. Free parking is available on surrounding streets, on a 2 hour disc basis from 8am to 6pm. Further parking is available at the Sands Centre for a cost

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. You may also contact the Disability Advisory Service at UCLan - disability@uclan.ac.uk

The college will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

You have the right not to disclose your disability or to request that the existence or nature of your disability be treated as strictly confidential and therefore not shared with relevant staff across the college. However if your disability impacts upon professional fitness to train or fitness to practise standards you are personally responsible for disclosing relevant information about your disability in line with professional accreditation requirements. Regardless of disability, you are required to sign and comply with the Trainee Conduct & Professionalism Agreement throughout the course.

Course Costs and Finance
Fees
Each college charges its own set fees for the course.

The fees for 2020-21 at Carlisle College are £995

Other costs
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.

Progression after the course
Once you have completed the Preparatory Certificate, you may wish to progress to a second module by taking the Introductory Certificate, or to a full teaching qualification, either the Cert

Ed or the PGCE. These lead to a full teaching qualification for the Further Education and Skills sector. 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.

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!

Course Handbook

1.1 Academic Advice

You will be assigned a Personal Tutor who will provide support during the course. They will be the first point of call for many of the questions that you might have during the year. Your Personal Tutor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.2 Administration details

In the event that you need to contact the college you can contact reception on 01228 822700. Reception is open during term time at 8am until 6pm Monday and Wednesday, 8am-9pm Tuesday and Thursday and 8am to 5pm Friday. During holiday weeks the hours are reduced.

For any issues regarding your enrolment or academic process please refer these to Jane Sullivan.

In the event that you need to contact UCLan Administration Services, they are located in the following hub which is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Harris Building
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

1.3 Communication

The college teaching team will mainly communicate with you via emails or telephone messages. Tutors aim to respond promptly to your emails. You can arrange a meeting with your tutor and their normal working patterns are:

Helen works Mon-Wed
Jane works Mon-Thurs

1.4 External Examiner

The University has appointed a group of External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The School will send a sample of student coursework to the external examiners for external moderation purposes, once it has been marked and internally moderated by the course tutors. The names of the examiners, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. The external examiner's report for the past year is available on your college Virtual Learning Environment (VLE).

External examiner	Position	Home Institution
Susan Horder	Associate Dean, Faculty of Social and Life Sciences	Glyndwr University
Julie Hughes	Head of Department, Post Compulsory Education	University of Wolverhampton
Susan Hobbs	Senior Lecturer, Teacher Education	University of Derby

2. Attendance Requirements

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

This course consists of **one session (evening) per week** of study at your chosen college. You will also be expected to attend at least **one tutorial each term** in addition to course times and your placement.

Notification of illness or exceptional requests for leave of absence must be made to your programme leader in the college. If you have not gained the required authorisation for leave of absence, do not respond to communications from the college or University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your course team 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 experience of them and are able to use these with your own students. They are also very experienced observers and will discuss your teaching with you in order to help you improve and become the best teacher you can be.

3.2 Study skills

Your course tutors will work with you on your study skills, writing skills and research skills. Royal Melbourne Institute of Technology Study and Learning Centre has useful online materials that will also help you:

- Study skills: http://emedia.rmit.edu.au/learninglab/content/study-skills
- Writing skills: http://emedia.rmit.edu.au/learninglab/content/writing-skills

There are also useful resources available to you via UCLan, which you can access with your UCLan username and password including:

- WISER http://www.uclan.ac.uk/students/study/wiser/index.php

You will be sent your login details to your personal email address before enrolling online.

Go to www.uclan.ac.uk and click on the **Student** tab on the top red bar.

You are on the Student Portal page where you can find most of the UCLan information that you might need.

For study skills and library training, go to **Library and IT training** at the top of the page.

If you have any login problems or any other technical issues, email LIScustomersupport@uclan.ac.uk or ring them on 01772 895355.

3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Your college library has a good range of books for your course, and your tutors will post materials regularly on the college VLE for you to use. In addition, you can visit the UCLan library in Preston (for this you need to collect a corporate UCLan card).

For information on UCLan library service for partner colleges click here

3.3.2 Electronic Resources

Material to support your studies are available via our Moodle VLE (Virtual learning Environment). Lesson resources and wider reading resources will be uploaded and you can access these from home.

3.4 Personal development planning

A **key tool** for planning and managing your professional development is your individual learning plan (ILP). As well as clearly identifying your development needs and action points, the ILP also allows you to track your development against the Professional Standards for Teachers and Trainers in Education and Skills – England. To see the Professional Standards go to

http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

3.5 Preparing for your career

Once you have completed the Preparatory Certificate, you may wish to progress to a second module by taking the Introductory Certificate, or to a full teaching qualification, either the Cert Ed or the PGCE. These lead to a full teaching qualification for the Further Education and Skills sector. 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.

4. Student Support

Your course team and wider college services will support your throughout your training.

Your ILP will play a central role throughout your course. **Consistent engagement** with your ILP will allow your course tutors and mentor to be able to provide on-going feedback and recognition to help guide and reinforce your progress.

4.1 Personal Tutors

You will be assigned a personal tutor for your teacher education programme. You will have at least one formal tutorial per semester and tutors are also available for additional tutorials at other times, either as part of your scheduled hours or by appointment. It is very important for you to keep your own records of all your tutorials. Your tutorial will be used to check your progress and to set action points with you. Your personal tutor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. This is an opportunity to discuss your progress with assignments and teaching, to review and update your professional Development ILP with academic and teaching practice action points.

4.2 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Academic Integrity

Academic integrity is defined as a **commitment**, even in the face of adversity, to these fundamental values: **honesty**, **trust**, **fairness**, **respect**, and **responsibility.**

A downloadable copy of the *The Fundamental Values of Academic Integrity* can be found here https://academicintegrity.org/fundamental-values/

5.1 Referencing

For your assignments you are expected to research information from a variety of sources, in order to comment on other people's work and ideas and to apply them to your own work. Wherever you include information from another source (except where it is common knowledge) you should incorporate references both in the text and at the end of the assignment.

You are expected to use the UCLan CELT referencing system for all assignments where references are required. For example:

> Gray, D., Griffin, C. & Nasta, T. (2005) *Training to Teach in FE and Adult Education* (2nd edition). Cheltenham: Nelson Thornes.

> Hodge, R., Pitt, K. & Barton, D. (2004) 'This is not enough for one's life: Perceptions of living and learning English in Blackburn.' *Language Issues*,16,(2), pp.5-12.

5.2 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions.

The College uses an online Assessment Tool called Turnitin. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission.

When your assignment is ready to hand-in, please sign the statement of academic integrity on the assessment front sheet and submit with your assignment.

If you are handing work in via electronic form (e.g. Turnitin), copy and paste the assessment front sheet into your assignment so that it appears at the beginning of your work. You will need to add an electronic signature.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Teacher education qualifications do not have a classification. All teacher education programmes are awarded on a Pass or Fail basis.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Module Evaluation Questionnaires **(MEQs)** are one of the ways for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module or term of the programme and inform staff about where improvements could be made. Your tutors will ensure that you receive the forms for completion, so please complete and return these to ensure your voice is heard. You are likely to see the module team responses to previous student feedback in your college information packs.

This evaluation is anonymous and a summary of the comments is sent to the University. Within the documentation provided for the programme you also have an opportunity to evaluate your

modules on the assessment feedback sheets from assignments and observed sessions where you can make comments about the feedback given.

All Intermediate Certificate students are required to attend an **Accreditation Panel event at the end of your training.** This event is very important to us as we conduct an in-depth discussion with all trainees. The purpose here is to discuss your learning and progress on the programme, identify good practice, strengths and valuable aspects of the programme as well as the challenges being faced and improvements that could be made. Feedback given is anonymous but a report is written after the event and the college teams receive action plans to develop their provision as a result of your feedback. The accreditation events have proven to be an excellent source of ideas over the years and our programme has benefited from changes identified by trainees and will continue to do so.
Some examples of changes we have made to the programme over the last five years as a result of this feedback are listed below

- ➢ Change in assessments to modules to prevent 'bunching' at certain times of the year
- ➢ Alternative assessment strategies introduced to broaden the types of assessment
- ➢ Increased focus on helping you and your learners to develop their English and maths skills
- ➢ Ways to introduce you to a broader range of teaching settings and experiences

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feed back to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your course tutor will facilitate the meetings and provide a record of the meeting with any decisions and / or responses made and /or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives. The course team encourages student feedback in all areas and recognises that a range of items could be brought for discussion at each meeting. Key points from these meetings are fed back to the university at regular programme review meetings.

External examiners and Ofsted have both been very complimentary about these feedback processes and the way that the programme is developed on a yearly basis in response to your feedback.

8. Appendices

Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	Blackburn, Burnley, Carlisle, Furness, Hugh Baird, Kendal, Lakes College West Cumbria, Lancaster & Morecambe, Myerscough, Runshaw, St Helens, Southport, Wigan & Leigh, Wirral Metropolitan
3.	**University School/Centre**	Centre for Excellence of Learning and Teaching
4.	**External Accreditation**	Meets ETF 2016 guidance on the teaching qualifications for the further education and skills sector (incorporates content of Award in Education and Training) Ofsted inspection
5.	**Title of Final Award**	**Certificate: Education and Training, Preparatory**
6.	**Modes of Attendance offered**	Part time
7a)	**UCAS Code**	n/a
7b)	**JACS and HECOS Code**	X141 100508
8.	**Relevant Subject Benchmarking Group(s)**	n/a
9.	**Other external influences**	ETF 2016 guidance on the teaching qualifications for the further education and skills sector Professional Standards for Teachers and Trainers in Education and Training (ETF 2014)
10.	**Date of production/revision of this form**	September 2018
11.	**Aims of the Programme**	
1.	To introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills that enable teaching and learning;	

2.	To develop the trainee's skills as a teacher and as an observer of teaching and learning;
3.	To support the trainee's professional development towards becoming a responsive and reflective teacher;
4.	To develop the trainee's awareness of the wider education and training sector (14+).

12. Learning Outcomes, Teaching, Learning and Assessment Methods
At the end of the **Preparatory Certificate in Education and Training** participants will be able to:

A. Knowledge and Understanding

A1 Identify the roles and responsibilities of a teacher within an appropriate context

A2 Identify the potential needs of learners and the implications for planning teaching learning and assessment

A3 Explain the importance of a positive learning environment

Teaching and Learning Methods

Learning will be facilitated through a series of small and large group discussions, activities and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees' own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme.

Assessment methods

Assessment is varied and aligns to the expected outcomes as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative and summative.

Overall assessment activity includes:
Written assessments: assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio
Teaching activity: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment.

Observations of others: subject specialist teachers, peers and other advanced practitioners

B. Subject-specific skills

B1 Plan, prepare, deliver and evaluate relevant evidence based teaching, learning and assessment activities within the peer group setting

B2 Evaluate a range of learning, teaching and assessment strategies that can be used to manage diverse learners within appropriate contexts

Teaching and Learning Methods

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Teaching activity: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment.

Observations of others: subject specialist teachers, peers and other advanced practitioners

C. Thinking Skills
C1 Develop reflective practice

Teaching and Learning Methods
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D. Other skills relevant to employability and personal development
D1. Write session plans and rationales for teaching sessions, and evaluate them D2. Undertake practical mini- and micro-teaching sessions D3. Complete observations of other teachers teaching both within and outside their subject area

Teaching and Learning Methods
Teaching for the above outcomes takes place through the observation of practice by the teacher education team and taking part in feedback. Trainee teachers also take part in peer assessment and practise giving feedback to each other as part of this process.

Assessment methods
Overall assessment activity includes: **Written assessments:** assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio **Teaching activity**: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee's individual development with planning, teaching and resources, learning and assessment.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 4	TS1106	Preparation for education and training	20	**Certificate: Education and Training, Preparatory (20 credits)**

15. Personal Development Planning

The professional development planning and the use of a reflective journal underpin the whole process from the Preparatory Certificate to the larger teaching awards and the Certificate in Education or PGCE, and planning for future CPD activity.

Skills in reflection, self-evaluation, action planning for continuous development, and planning for future CPD activity are all evident in this qualification, being embedded within the theory and evidence base and also applied into assessment activities. The support given to trainees during this process comes initially from programme tutors in both taught sessions and tutorials and then expands into support from the students' peers.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.   These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.
Students will be informed of their personal minimum entry criteria in their offer letter.

Admission to the Preparatory Certificate will be open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education and the wider Further Education Sector, who, at the time of starting the scheme meet the following entry requirements:
1. A minimum of a Level 3 qualification in their teaching subject specialism.
2. Five GCSEs at Grade C/4 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).

17. Key sources of information about the programme

- UCLan sources:- www.uclan.ac.uk/teachertraining Fact sheet
- Partnership sources:- Partner college websites, Fact sheets, College prospectuses

External sources:-
- Ofsted Initial Teacher Education inspection handbook
- ETF Guidance on Qualifications in Education and Training

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	TS1106	Preparation for Education and Training	Comp	x	x	x		x	X			x				x	x	x	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example a student may be able to critically analyse something by the time that they complete the target award but at diploma level they might only be able to outline it and at certificate level list.

For a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: N/A