

Professional Graduate Certificate in Education PT (Post-Compulsory Education)

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

Professional Graduate Certificate in Education (Post- Compulsory Education)

2. Course Code (and UCAS Code if applicable)

C2062P

To view units and course structures please visit www.port.ac.uk/unitwebsearch and enter the 'C' code above to find the correct course.

3. Awarding Body

University of Portsmouth

4. Teaching Institution

Chichester College, Eastleigh College and South Downs College

5. Accrediting Body

Standards Verification UK (SVUK)

6. QAA Benchmark Groups

Education Studies 2015

7. Document Control Information

July 2016

8. Effective Session

2016-17

9. Author

Stephen Corbett - Programme Leader

10. Faculty

Humanities and Social Sciences

11. Department

School of Education and Childhood Studies

12. Educational Aims

This programme is registered on the Course Database as a PT franchised course and the institutions that deliver the teaching of this course are the Partnership Colleges of Chichester College, Eastleigh College, South Downs College and Isle of Wight with the University of Portsmouth as the Awarding Institution. The learning outcomes define the differences between the Certificate in Education, the Professional Graduate Certificate and the Post Graduate Certificate courses. The course is designed to provide student teachers with the opportunity to study the theory and practice of education from the perspective of learners, teachers, administrators, policymakers

and other key stakeholders in the system of formal education. The teaching experience is within the post-compulsory education sector and together with academic study equips the student teacher with the knowledge, understanding and skills that they need to begin to develop as a professional educator. The programme also provides a strong theoretical and research-based perspective to extend their knowledge and understanding and to allow them to reflect critically upon their own personal and professional values. Main principles that underpin this modular programme are:

1. To promote an excellent learning experience for all students including educational and personal success and independence in an inclusive, accessible, relevant, supportive
2. To develop standards of good professional practice, skills and attitudes required by the post-compulsory education sector in managing the teaching and learning process, developing the curriculum and supporting the learner
3. To provide a practice-based programme that creates effective opportunities for student teachers to reflect on their professional practice and enhance their teaching competence
4. To apply learning theories to practice when planning, implementing and evaluating teaching and learning programmes in the post-compulsory education sector
5. To generate personal and professional self-confidence from which to create a sound base for further professional and career development
6. To enable the development of professional practice to a recognised national standard and their subject specialism equivalent to degree level
7. To encourage the professional sharing of subject specific experiences and knowledge relating to teaching and learning between student teachers and tutors

13. Reference Points

The Professional Graduate Certificate in Education is placed within a framework of other courses in the Further Education Teacher Training programme and all courses follow the same model and approaches. The course reflects the statutory requirements originally outlined in the 2004, DfES document 'Equipping' our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector'. This document set out proposals to contribute to the professionalisation of teacher, tutors and trainers in the lifelong learning sector, through the development of standards and qualifications to reflect teacher roles. This developed into the teacher qualifications framework see, LLUK V15 170107, 'Developing *Qualifications for Teachers, Tutors and Trainers in the lifelong Learning Sector in England*'.

From September 2012 the Further Education Teachers' Continuing Professional Development and Registration (England) regulations 2007 were revoked, however The Professional Standards for teachers, tutors and trainers in the lifelong learning sector were outside the scope of the review. The Learning and Skills Improvement Service (LSIS) were asked to review the existing suite of qualifications and new guidelines were developed for Higher Education Institutions who wished to offer equivalent qualifications.

The Learning and Skills Improvement Service (LSIS) provide qualifications guidance for higher education Institutions who wish to design programmes that are equivalent to the Diploma in education and training. This sets out the entry requirements, the teaching practise requirements, the minimum core for literacy, numeracy and ICT, the requirements for those delivering or assessing and the mandatory minimum content. The suite of qualifications offered by the university of Portsmouth meet these requirements which can be found at

<http://repository.excellencegateway.org.uk/fedora/objects/eg:5978/datastreams/DOC/content>

Other documentation that has been used to support and guide the writing of the programme specifications are:

- University of Portsmouth PGCE Curricula Framework Document (2012)
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Framework for Higher Education Qualifications (FHEQ)
- Collaborative Provision Documents on Policy and Procedures
- Assessment of Prior Learning Policy, Procedure and Guidance
- Learning, Teaching and Assessment Strategy

-
- National Qualifications Framework
 - *Subject Benchmark Statements (SBS).
 - Lifelong Learning UK (LLUK) Overarching professional standards for teachers, tutors and trainers in the lifelong learning sector
 - LLUK Subject specific minimum core of Language and Literacy, Numeracy and Information and Communication Technology
 - LSIS Qualification guidance for Higher Education Institutions
 - Common inspection framework for the inspection of initial teacher education 2012

1. Subject Benchmarks Statements that are covered at the thresh-hold level:

• **Knowledge and Understanding in which students will demonstrate ;**

Awareness of the underlying principles relevant to Education Studies

Knowledge of the diversity of learners and the complexities of the education process

An awareness of the different contexts in which learning can take place and the range of different roles of participants (including the learner and teacher)

A clear understanding of the societal and organisational structures and purposes of educational systems

The ability to identify and critique relevant theoretical and research based primary and secondary sources and to constructively develop these into both academic and practical experiences to extend their knowledge and understanding

• **Application in which students will demonstrate;**

An ability to critically analyse educational concepts, theories and issues of policy in a systematic way

A general ability to accommodate to new principles and understandings

An ability to creatively apply their subject knowledge within the context of educational curriculum policies and teaching and learning applications

A recognised national standard of teaching competence

• **Reflection in which students will demonstrate;**

Their commitment to lifelong learning and professional development and strive for continuous improvement

An ability to question and reflect on relevant concepts and theories encountered in their study

2. The LLUK professional standards for teacher, tutors and trainers in the lifelong learning sector covering the Domains A-F are incorporated into the unit aims, learning outcomes and assessment criteria of the programme; these are underpinned by professional values, professional knowledge and understanding and professional practice and inform the qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector:

Domain A: Professional values and practice

Domain B: Learning and teaching

Domain C: Specialist learning and teaching

Domain D : Planning for learning

Domain E: Assessment for learning

Domain F: Access and progression

3. Transferable Skills involving the LLUK Minimum Core of :

Language and Literacy skills in which students will

Be able to communicate adequately in speech and writing using relevant specialist vocabulary

Demonstrate knowledge, skills and understanding of the personal language and literacy skills expected of all teachers in the learning and skills sector

Numeracy skills in which students will

Demonstrate knowledge, skills and understanding of the personal, social and cultural factors influencing, numeracy learning expected of all teachers in the learning and skills sector

Information and Communications Technology in which students will

Show a creative ability to use ICT in their academic and practical experiences and across a wide range of teaching and learning contexts

Demonstrate their awareness of the knowledge, understanding and personal ICT skills expected of all teachers in the learning and skills sector

14. Learning Outcomes

A. Knowledge and Understanding of:

- A1. Experiential learning and domains of learning models that support teaching and learning processes and guide professional practice and teaching competence.
- A2. Psychological theories of learning and their relevance to teaching and learning strategies, teaching methods and assessment in their own subject area.
- A3. The range of teaching and learning strategies and methods and ICT resources in planning inclusive learning.
- A4. Theories and models of tutoring, guidance and counselling used in an educational context to support social interaction, group processes and individual personalised action planning.
- A5. The range of communication skills and methods to communicate effectively with learners and colleagues.
- A6. Theories, principles and models of curriculum design and assessment; and their impact on teaching and learning in terms of equality and diversity.
- A7. Theories and principles of reflective practice and models of continuing personal and professional development.
- A8. The current post-compulsory education system and key educational policies that impact on the role of the teacher in the lifelong learning sector

Learning and Teaching Strategies and Methods

Teaching strategies include a mixture of socratic, didactic and facilitative approaches which are designed to build on small group work, active participation and self-directed reading A1,2,3,4,6,7,8
The taught sessions involve lectures, exposition, seminars, small group work, tutorials and workshops. A1,2,3,4,5,6,7,8

Teaching and learning strategies involve students in practical teaching experience, including a range of teaching methods to ensure relevance to their professional practice. A1,2,3,5,6,7,8,
Taught input and self-directed learning of the minimum core curriculum of Language and Literacy, Numeracy and ICT supports student teacher's own skills development. A1,2,3,4,5,
Group and individual learning plan tutorials support evaluation of the learning process and action planning processes. A1,3,5,6

The emphasis is on self-directed teaching and learning combined with reflective practice, within a student teacher's own specialist subject area of work A1,2,3,5,6

Assessment

Essays A1,2, Professional Teaching File A1,2,3,4,5,6,7 Group and Individual Presentations A4,7,8,
Micro-teaching A1,2,3,5,6 Teaching Observation A1,2,3,5,6,7 Practice-Based Enquiry A1,2,3,6,7
Educational reports A1,2,3,4,7,8

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B1. Critically evaluate theories and principles of learning and communication and implement in own professional practice.
- B2. Critically analyse and reflect on their own professional practice and standard of teaching competence.
- B3. Monitor and effectively analyse current educational change in the post-compulsory education sector and in the student teacher's own specialist subject area.
- B4. Research current developments within their own specialist vocational or academic subject area and demonstrate how they are able to implement them in their own practice.

- B5. Critique and analyse personal and professional development needs at each stage of the course.
- B6. Critically evaluate their own approaches, strengths and development needs in relation to assessment practice.
- B7. Interpret the concept of professionalism and core professional values for teachers in the life long learning sector and apply principles of evaluation, quality assurance and quality improvement.
- B8. Interrogate own role, responsibilities and boundaries of role in relation to teaching
- B9. Understand and demonstrate knowledge of the minimum core in own practice
- B10.

Learning and Teaching Strategies and Methods

Teaching strategies include a mixture of socratic, didactic and facilitative approaches which are designed to build on small group work, active participation and self-directed reading C1,2,3,4,5,6
The taught sessions involve lectures, exposition, seminars, small group work, tutorials and workshops. C1,2,3,4,5,6

Teaching and learning strategies involve students in practical teaching experience, including a range of teaching methods to ensure relevance to their professional practice. C1,2,3,4,5,6

Taught input and self-directed learning of the minimum core curriculum of Language and Literacy, Numeracy and ICT supports student teacher's own skills development. C1,2,6

Group and individual learning plan tutorials support evaluation of the learning process and action planning processes. C1,2,4,5,6

The emphasis is on self-directed teaching and learning combined with reflective practice, within a student teacher's own specialist subject area of work C 1,2,3,4,5,

Assessment

Essays B1,2,3,4,5,6 Professional Teaching File B1,2,3,4,5,6,7,8,9. Written reports including Case Studies and Presentations B1,2,3,4,5 6,7,8,9 Teaching Observation B1,2,3,4,5,6,7,8,9. Practice-Based Enquiry B1,2,3,4,5,6,7,8,9 Educational reports B 1,2,3,4,5,6,7,8,9.

C. Practical (Professional or Subject) Skills, able to:

Apply their subject knowledge and understanding through:

- C1. Selecting, justifying, adapting and implementing a range of inclusive resources to promote inclusive learning and teaching
- C2. Accommodate and implement issues such as lifelong learning, widening participation, social inclusion, equality of opportunity, differentiation of learning and personalisation of learning into their own professional practice
- C3. Planning teaching and learning sessions which adapt and use relevant teaching and learning methods in relation to own specialist area
- C4. The implementation of a wide range of assessment methods in different contexts that meet the needs of individual learners
- C5. Critically evaluate own communication skills and identify how barriers to effective communication might be overcome
- C6. Identifying literacy, language, numeracy and ICT skills which are integral to own specialist area; constructively reviewing how they support learner achievement

In addition, students will be required to demonstrate that they have met the standards detailed in "Developing Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England and which cover the areas within the Domains A-F that are incorporated into the unit aims, learning outcomes and assessment criteria of the programme; these are underpinned by professional values, professional knowledge and understanding and professional practice .

Domain A: Professional values and practice
Domain B: Learning and teaching
Domain C: Specialist learning and teaching
Domain D : Planning for learning
Domain E: Assessment for learning
Domain F: Access and progression

Learning and Teaching Strategies and Methods

Teaching strategies include a mixture of socratic, didactic and facilitative approaches which are designed to build on small group work, active participation and self-directed reading C1,2,3,4,5,6
The taught sessions involve lectures, exposition, seminars, small group work, tutorials and workshops. C1,2,3,4,5,6

Teaching and learning strategies involve students in practical teaching experience, including a range of teaching methods to ensure relevance to their professional practice. C1,2,3,4,5,6

Taught input and self-directed learning of the minimum core curriculum of Language and Literacy, Numeracy and ICT supports student teacher's own skills development. C1,2,6

Group and individual learning plan tutorials support evaluation of the learning process and action planning processes. C1,2,4,5,6

The emphasis is on self-directed teaching and learning combined with reflective practice, within a student teacher's own specialist subject area of work C 1,2,3,4,5

Assessment

Professional Teaching File C1,2,3,4,5,6 Micro-teaching Presentations C1,2,3,4,5, Teaching Observation C1,2,3,4,5,6, Practice-Based Enquiry C1,2,3,4, Reflective essay C1,2,3,4.

Also included in the assessment process are the Diagnostic Skills Test, the Individual Learning Plan and the Career Management Skills Unit for this part-time route

D. Transferable (Graduate and Employability) Skills, able to:

- D1. Transferable skills are a higher order than core skills. They're also highly marketable because they're needed for a wide variety of jobs and can be transferred from one task, job or workplace to another. These are the skills we expect student teachers to achieve and which they will need for employment.
- D2. Problem-solving and decision-making skills include: able to clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options able to identify all possible options, weigh the pros and cons, assess feasibility and choose the most viable option.
- D3. Interpersonal and Communication skills include: works well with a wide variety of people: males and females; people from other social, educational, religious, cultural and racial backgrounds; individuals who have disabilities or special needs presents information and ideas clearly and concisely, with content and style appropriate for the audience (whether one-to-one or in a group)
- D4. Guidance and Counselling skills include: responds to what others have said in a non-judgemental way ("active listening") able to help others understand themselves better and to build self-esteem gives feedback in a constructive way helps others to increase their knowledge or skills motivates individuals to perform well able to coordinate the assignment of tasks appropriately
- D5. Leadership and Mediation skills include: promotes open discussion and involvement of all participants, while not dominating able to facilitate and manage group interactions able to resolve conflicts that stems from different perspectives or interests able to deal with conflict in an open, honest and positive way

D6. Adaptability Skills include: capacity to adapt to new situations and settings and to tolerate change well ability to work in a changing environment;

Learning and Teaching Strategies and Methods

Teaching strategies include a mixture of socratic, didactic and facilitative approaches which are designed to build on small group work, active participation and self-directed reading D1,2,3,4,5, The taught sessions involve lectures, exposition, seminars, small group work, tutorials and workshops. D1,2,3,4,5.

Teaching and learning strategies involve students in practical teaching experience, including a range of teaching methods to ensure relevance to their professional practice. D1,2,3,4,5.

Taught input and self-directed learning of the minimum core curriculum of Language and Literacy, Numeracy and ICT supports student teacher's own skills development. D1,2,3,4,5.

Group and individual learning plan tutorials support evaluation of the learning process and action planning processes. D1,2,4,5,6.

The emphasis is on self-directed teaching and learning combined with reflective practice, within a student teacher's own specialist subject area of work D 1,2,3,4,5.

Assessment

A wide variety of assessment methods are involved throughout the course and include; assignments (essays, projects, reports) presentations, portfolios, practical assessment, reflective journals and peer assessment.

The Minimum core of Language and literacy, Numeracy and ICT have been mapped out against all units of study as student teacher's are expected to meet the demands of the LLUK Standards. Included in the assessment process are the Pre-course Information booklet, Individual Learning Plan, Professional Teaching File and Career Management Skills Unit.

The Career Management Skills Unit provides on-line learning support and guidance through the University of Portsmouth's Career WebCT unit and supports student teachers in developing their employability whilst on the course.

15. Course Structure, Progression and Award Requirements

The part-time course has been designed on the basis of regular attendance at the Partnership Colleges. The part-time study involves attendance for taught inputs and includes 8 teaching practice observations, additional study for the core curriculum areas of language, literacy and numeracy and ICT, together with subject specific mentoring and tutorial contact to facilitate continuing professional development. The course is delivered in on a weekly basis and attendance is required at least once a week at a daytime or evening session. Students are required to have a minimum of 100 hours teaching and tutoring during the academic year and meet the requirements for a full teaching role. .. The course meets the LLUK national standards and shows coverage of the Minimum Core Curriculum of Language and Literacy, Numeracy and ICT within the course programme. The units are based on 30 credits and 120 credits are required for the Professional Graduate Certificate in Education (PCE) Stage 1 = 60 credits at Level 6 and Stage 2 = 60 credits at level 6. The route offered is part-time and all students attending the Professional Graduate Certificate in Education (PCE) programme have to successfully meet the LLUK Standards in a teaching role and are required to teach across a range of age groups, levels and subject areas for a minimum of 100 hours during the year.

16. Employability Statement

- The programme is exempted from the Accredited Institution-Wide Electives (including Learning from Experience (LiFE) units. All programme units of study involve work-based learning and the area of “employability ” is identified and covered within the Minimum Core of Language and Literacy , Numeracy and ICT and assessed through the teaching placement experience.
- Course leaders within the Collaborative Programme at partner colleges are involved in writing the new course units and assessment criteria for the part-time courses which informs the full-time course.
- Student teachers are already in a work situation either part-time or full-time
- Students who are teaching in a Further Education College, a Sixth Form College or training with HM Forces or the Police Force or other work-based institutions offering teaching and training, have access to facilities that develop skills of entrepreneurship, community engagement, arts, sport and languages. However these are also offered to students through the UoP Student Union.
- Personal Development Planning is through the personal tutor role; with regular review meetings starting at induction week and which are timetabled into the course programme. Initially all students at interview complete a self-assessed Language and Literacy, Numeracy questionnaire and then the Pre-course information booklet requires them to complete a SWOT analysis and an action plan prior to enrolment. During the induction week students take a diagnostic test in Language and Literacy and Numeracy linked to the level required for QTLS. These documents are all developmental and lead the student onto the Individual Learning Plan tutorial where a more structured and assessed Action Plan is written and updated during the course.

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Collaborative programmes are managed on a day-to-day basis by the University Contact who may or may not be the Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- SECS Learning Support Tutor.
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

18. Admissions Criteria

A. Academic Admissions Criteria

Academic qualifications include:

- Degree level qualification
- As well as relevant professional qualifications & experience

Recognition of prior learning (RPL) is available for up to 60 credits for the first year.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Deputy Course Leader for day-to-day running of Combined Honours route.
- University Contact for day-to-day running of course.
- Partner Institution Academic Contact.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- All academic staff encouraged to seek Higher Education Academy membership.

- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

Assessments are designed to enable students to demonstrate that they have achieved the standards expected of a qualified teacher and as such students put together evidence of practical competence in all aspects of teaching to the requirements of the LLUK 'full teaching role'. Practical assessment opportunities derive from 'real-world' classroom practice. The complexity of the skills required together with the reflection on and analysis of practice to enable ongoing development and improvement (this will draw upon theoretical and contextual perspectives) is appropriate for level 6 and level 7 academic and practice –based work.

Essay/report style assignments are judged on a Pass/Fail basis with the opportunity for feedback to be given on draft work to assist students to meet the required threshold standard at first attempt.

Substantial prompt developmental feedback is provided for students; in particular by subject mentors in the College placement, by Action Learning Set tutors and by Unit tutors at UoP.

Indicative grades are given to assist students identify their competence in classroom practice – this is for formative purposes only and to link with OFSTED inspection processes.

The new course framework for the Professional Graduate Certificate in Education now meets the requirements for Developing Qualifications for Teachers, Tutors and Trainers in the Lifelong learning Sector as follows:

Year 1 Phase1

Unit 1.1 Planning, Assessing & Evaluating Teaching and Learning Programmes This is a 30 credit unit taught at Level 6.

The levels will be differentiated by learning outcome and in some units by assessment criteria

The LLUK units of assessment incorporated in this unit are:

Preparing to teach in the Lifelong Learning Sector

Planning and Enabling Learning

Enabling Learning and Assessment

Assignment for unit 1.1 This assignment is in three sections:

Section 1: A Career and Development Profile that includes a diagnostic test, a SWOT analysis and an action plan.

Section 2: Micro-teaching and Teaching Methods Essay that includes a micro-teaching of approximately 30 minutes and a written essay

Section 3: A Professional Teaching File 1 that includes a minimum of 2 teaching observations

Year 1 Phase2

Unit 1.2 **Theories & Principles for Planning & Enabling Learning in a Specialist Subject Area.**

This is a 30 credit unit taught at Level 6

- The levels will be differentiated by learning outcome and in some units by assessment criteria
- The LLUK units of assessment incorporated in this unit are:
- Theories and Principles for Planning and Enabling Learning
- Option Unit

Assignment for unit 1.2 This assignment is in two sections

Section 1: A Professional Teaching File 2 that includes that includes a teaching practice file, a teaching log and a teaching placement file

Section 2: The Subject Specific Study is a written essay linked to the student teacher's own subject specialist teaching area. Student's are given a choice of options as a focus eg. Managing Difficult Behaviour; Differentiated Learning; Subject Specific areas of Language & Literacy, Numeracy.

Year 2 Phase 1

Unit 2.1 Professional Practice in the Lifelong Learning Sector This is a 30 credit unit taught at Level 6. The levels will be differentiated by learning outcome and in some units by assessment criteria. The LLUK units of assessment incorporated in this unit are:

- Continuing Personal and Professional Development
- Wider Professional Practice.

Assignment for Unit 2.1 this assignment is taught and assessed in Phase 2 and is in two sections:

Section 1: A Career and Development profile that includes a Diagnostic Test, a SWOT analysis, an Action Plan and a Career Management File

Section 2: A Professional Educational Report

To ensure differentiation of academic work it is intended that the assessment for level 5 is a Group Project and for level 6 a written report and for level 7 a written report plus a case study

Year 2 Phase 2

Unit 2.2 Curriculum Design in a Specialist Subject Area. This is a 30 credit unit taught at Level 6.

The levels will be differentiated by learning outcome and in some units by assessment criteria

The LLUK units of assessment incorporated in this unit are:

Curriculum Development for Inclusive Practice

Option Unit

Assignment for Unit 2.2 this assignment is taught and assessed in Phase 2 and is in two sections:

Section 1: The Professional Teaching File 3 that includes a teaching practice file, a teaching log and a teaching placement file

For level 5 and level 6 and level there will be different assessment requirements for the self-evaluation and assessment reports involving the incorporation of theories and models

For level 7 the PBE will incorporate a greater depth and breadth of theories and models involved in the teaching and learning process

Section 2: The Subject Specific Study is a Practice – Based Enquiry linked to the student teacher's own subject specialist teaching area. Students are given a choice of the following approaches; Auto-Biography, Case Study and Action Research and are able to choose a topic for research ie. Managing Difficult Behaviour; Mentoring and E-Learning; Subject Specific areas of Language & Literacy, Numeracy.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;

- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

OFSTED Inspection of FETT courses Grade 2 (Good) achieved in 2010-11 inspection

B. Periodic Programme Review (or equivalent)

Periodic Review was conducted in March 2015 and confirmed the 'fitness of purpose' of the curriculum and the effectiveness of its annual monitoring and review processes.

Partnership Review was conducted in June 2015 and confirmed the 'fitness of purpose' of the partnership the effectiveness of its annual monitoring and review processes.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*).

[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and (<http://www.port.ac.uk/secs>) website.