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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

Certificate in Education
(incorporating the Diploma in Teaching in the Lifelong Learning Sector)

Professional Graduate Certificate in Education
(incorporating the Diploma in Teaching in the Lifelong Learning Sector)

The programme includes:
Certificate in Education

Professional Graduate Certificate in Education

Initial Teacher Education – Interim (Exit) Awards
Glyndwr University Certificate of Continuing Education (Preparing to Teach in the Lifelong Learning Sector Award (PTLLS)

Glyndwr University Certificate of Continuing Education (Introduction to Teaching in the Lifelong Learning Sector Award (ITLLS)

Glyndwr University Certificate of Continuing Education (Level 4 Teaching in the Lifelong Learning Sector)

Glyndwr University Certificate of Continuing Education (Level 6 Teaching in the Lifelong Learning Sector)

Full-time and Part-time

Endorsement body: Standards Verification UK (SVUK)

Validation event: 15th July 2009

Implementation dates:

Level 4	September 2009
Level 5	September 2010
Level 6	September 2009

Definitive post validation document approved by Academic Board August 2009

Curriculum Development

The nomenclature and constitution in terms of level and credit value of both routes has been considered in juxtaposition with other Higher Education Institution and University provision across England and Wales, LLUK, and also the Universities' Council for the Education of Teachers (UCET). Across the sector there is an emergence of a range of programme designs to accommodate local need with variances in nomenclature and level. The proposed programmes have been designed with the interests of our local sector paramount as well as embedding the new overarching professional standards for England and Wales, and mirrors the pathway and award structure of the TQFW.

QAA Subject Benchmarking

The QAA Subject benchmark statements set out expectations about standards of degrees in a range of subject areas and describe what gives a discipline its coherence and identity thereby defining what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. While the QAA benchmark statements provide academic staff and institutions with a point of reference in the design and development of degree programmes, the Certificate in Education and PGCE currently lie outside of the subject coverage of the benchmarks.

In the interests of academic rigour and consistency, the QAA benchmark statements for a closely related subject to teacher education (Education Studies) have been used to ensure coherence and consistency across the programme aims. Education studies evolved from its origins in teacher education to a subject in its own right, holding similar values to teacher education, and the QAA benchmark statements mirror the ethos and values of the programme learning outcomes of the proposed Certificate in Education and PGCE:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts within which it takes place

- Provide students with a broad and balanced knowledge and understanding of the principal features of education in a wide range of contexts

- Encourage students to engage with fundamental questions concerning the aims and values of education and its relationship to society

- Provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice

- Encourage the interrogation of educational processes in a wide variety of contexts

- Develop in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner

- Promote a range of qualities in students including intellectual independence and critical engagement with evidence.

The programme team have ensured that the academic standards and content of the proposed provision are comparable to similar provision in the sector by engagement with colleagues and professional bodies throughout the teacher education community (i.e. Universities Council for the Education of Teachers(UCET), LLUK (England and Wales) development events).

The team have engaged with other Universities offering similar programmes, and the programme has been influenced also through engagement as subject experts in validation events and external examiner duties.

Programme Delivery

Full Time

The delivery model for the full time (1 year) Professional Graduate Certificate in Education will be two days 'taught delivery' throughout the academic year, which will include a range of teaching and learning methodologies highlighted within the module specifications. In addition to the two days, students will be at their workbased placement for three days, initially shadowing experienced teachers until they are sufficiently confident and competent to engage in teaching unaided, to facilitate the students meeting the LLUK requirements of completing 150 hours of independent teaching.

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The phase one programme modules (normally completed in semester 1) support the student's teaching practice and encourage continued reflection on the nexus between theory, practice and their teaching experience.

The intention of the phase two modules (normally completed in semester 2) is to facilitate engagement with the organisation while extending teaching practices and promoting innovation within teaching. The negotiated study module enables specific subject interests to be investigated and developed as part of a nationwide agenda to foster the development of subject teaching.

A requirement of the programme is that the student engages with an experienced teacher or *mentor* who is able to support them in the signature pedagogies of teaching their own specialism *(see mentor guide for more information about this role)*

A key underpinning component to both phases is the compilation of a Professional Development Portfolio (PDP) that serves to capture initial and diagnostic assessments, while creating a vehicle for ipsitive referencing. The   PDP also captures the development of teaching in line with the LLUK standards and Minimum Core.

Part Time

The delivery model for the part time (two year, phase 1 normally completed in year 1 and phase 2 normally completed in year 2) Cert Ed and PGCE will be one day 'taught delivery' per week and although taught quite separately to the full time group the programmes will reflect a similar modular structure and teaching experience requirement. The requirement to work with a mentor and undertake classroom observations is identical to each phase of the full time programme as is the compilation of a Professional Development Portfolio that addresses the LLUK standards and Minimum Core.

Although the part time Cert Ed and PGCE will be delivered together they are differentiated by academic entry criteria (full admissions criteria detailed in Section 4):

PGCE - a first degree (in a subject the student wishes to teach) or equivalent appropriate professional qualifications

Cert Ed - a minimum of level 3 qualification in the subject area students wish to teach

While some delivery will be differentiated at each level within the same group, for example using extension activities and sign posted self directed activities with the PGCE students, the assessments strategies will be similar but differentiated by outcomes. The rationale for this is that both the PGCE and Cert Ed programmes are essentially skills based programmes, and it is the skill in teaching, reflection, innovation etc that needs to be assessed in both awards. Therefore it is the assessment strategy that is 'fit for purpose' across both programmes with the outcome of each award determining the level.

Programme Learning Outcomes

Preparing to Teach in the Lifelong Learning Sector (PTLLS) and
Introduction to Teaching in the Lifelong Learning Sector (ITLLS)

- To develop an approach to the acquisition of a broad knowledge base, inherent in teaching
- To employ a range of specialised skills and knowledge needed to teach within defined contexts
- To provide the opportunity for a shared learning experience
- To encourage critical reflection and evaluation
- To improve planning, organisational and study skills which enable successful completion of the programme
- To enable participants to select appropriate teaching and learning strategies
- To facilitate an intermediate award enabling a flexible period of study

Certificate in Education and Professional Graduate Certificate in Education

- To ensure that participants have met the standards for teaching and supporting learning and are therefore able to provide high-quality teaching by creating effective opportunities for learning, and enable all learners to achieve to the best of their abilities.
- To promote the values embedded in the professional standards. These include reflective practice and scholarship, collegiality and collaboration, the centrality of learning and learner autonomy and entitlement, equality and inclusiveness.
- To recognise and build upon the experience, knowledge and skills which the participants bring to the programme and promote the range of interpersonal skills and attitudes necessary for effective teaching performance.

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- To develop habits of self-assessment, promoting a culture of Continuing Professional Development through portfolio development ensuring that they can offer evidence of being in good professional standing.
- To ensure that participants are up-to-date with developments in the Learning and Skills sector generally and in their specific subject area in particular, so that they can apply and adapt theoretical and conceptual frameworks in response to changing and demanding environments across the post-compulsory sector and the diverse needs of their learners.

Please also refer to Appendix 1

Professional Body/FHEQ Mapping

The academic standards and subsequent illustrative learning outcomes for the modules have been based around the level descriptors within the Framework for Higher Education Qualifications (FHEQ):

The holder of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment

Although the programme sits with a Welsh Higher Education Institute, the development of the proposed programme has been influenced and informed by employers and key stakeholders within the sector across nations including LLUK, OfSTED, Further Education and Training Institutions and Higher Education. The resultant proposal reflects the collaborative nature of the partnership involved and both the level of the awards, content and in particular the nature of the assessments for each module has been carefully negotiated with all parties to ensure 'fitness for purpose'.

In July 2006 the current programme was successfully recognised and endorsed by Standards Verification (SVUK) on behalf of Lifelong Learning UK, the employer–led sector skills council that is responsible for the professional development of those working in the UK lifelong learning sector. The cessation of this endorsement period for both the English and Welsh standards is August 2009 and further recognition will be required when the programme is modified to fulfil the new standards for teachers working within the sector.

The proposed programme meets the requirements of both LLUK sector standards (England and Wales) and provides an innovative and subject specific teacher education experience. The chosen design of the curriculum is both distinctive and unique in a number of ways and will benefit potential students in preparing them for employment within the sector on completion. The programme will be submitted for formal endorsement following validation – a provisional mapping of the programme against the LLUK Professional Standards in appended to this document.

The initial award (PTTLS) is proposed as a generic certification, affording opportunities for many teachers in the sector who do not require further training, and which is aligned to the LLUK (England) standards. Exit awards are also available at level 4 and 6 on completion of the Phase one routes. This is in the spirit of the English sector requirements of awarding a Certificate in Teaching in the Lifelong Learning Sector (CTLLS). Although there is no mandatory requirement in Wales for these exit award it provides the opportunity for students to take a break mid-study, should the need arise for additional CPD to be undertaken prior to completion of the full award.

FHEQ Mapping

Award	FHEQ level	LLUK (Wales)	LLUK (England) (equivalent)
Professional Graduate Certificate in Education	6	Coverage of the LLUK (Wales) standards	(Incorporating) the Diploma in Teaching in the Lifelong Learning Sector
Certificate in Education	4/5	Coverage of the LLUK (Wales) standards	(Incorporating) the Diploma in Teaching in the Lifelong Learning Sector
Glyndwr University Certificate of Continuing Education (Level 6 Teaching in the Lifelong Learning Sector)	6		(Incorporating) the Certificate in Teaching in the Lifelong Leaning Sector
Glyndwr University Certificate of Continuing Education (Level 4 Teaching in the Lifelong Learning Sector)	4		(Incorporating) the Certificate in Teaching in the Lifelong Leaning Sector
Glyndwr University Certificate of Continuing Education	6	Introduction to Teaching in the Lifelong Learning Sector (ITLLS)	Preparing to Teach in the Lifelong Leaning Sector (PTLLS)
Glyndwr University Certificate of Continuing Education	4	Preparing to Teach in the Lifelong Leaning Sector (PTLLS)	Preparing to Teach in the Lifelong Leaning Sector (PTLLS)

Programme Structure

The introduction of a Certificate in Education at Level 4 will appeal to prospective students who meet the entry requirement of at least a level 3 qualification in their own subject and are perhaps least confident at studying at higher levels. The progressive nature of the award (level 4 leading to level 5) will foster confidence and success leading to, in some instances, further study at Honours level. This is particularly the case in many vocational areas where students are quite capable at studying at higher levels but due to the nature of their vocation there is simply not the progression available to them within their own vocational subject.

The level 4 phase of the Certificate in Education reflects also other awarding body structures and the proposed programme is able to accommodate Accreditation of Learning (APL) of a nationally accredited awarding body qualification at the same level within the University procedures.

A distinct feature of the proposed programme is the phase two modules that promote innovation in teaching and learning. Students are encouraged in the phase two of their programme to advance their teaching practices, thus defining development between phases. The whole programme culminates in an exposition of students' own innovative projects that is produced through case study and practical example leading to a group publication.

The development of innovation, subject specific knowledge and teaching skills are a central theme to the new programme design and within the programme there are specific modules designed to enable a greater working partnership with their placement mentors and support networks.

Mentoring forms an increasing important aspect of the provision, particularly supporting participants in the subject specialism within the respective teaching contexts. Mentoring is undertaken by experienced teachers within the various teaching contexts and is supported by a dedicated mentoring site on the VLE.

The mentoring programme is managed by the teacher education team and subject mentors are encouraged to join accredited training opportunities at BA and MA level, and also the PcET Alumni (Teachers in Post-14 Education and Training (TP14)) that fosters cross institutional networking.

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The current delivery arrangements of the programme will remain, with the full time PGCE(1 year) being available at Glyndwr University and part time PGCE and Cert Ed (2 year) programmes being delivered at the Universities franchise partners (Coleg Llandrillo, Deeside College and Yale College) as well as at the University.

Programme Structure and Module Outline

Certificate in Education – Full Award

- **Certificate in Education** (incorporating the Diploma in Teaching in the Lifelong Learning Sector)

Professional Graduate Certificate in Education – Full Award

- **Professional Graduate Certificate in Education** (incorporating the Diploma in Teaching in the Lifelong Learning Sector)

Initial Teacher Education – Interim (Exit) Awards

- Glyndwr University Certificate of Continuing Education (Preparing to Teach in the Lifelong Learning Sector Award (PTLLS)

- Glyndwr University Certificate of Continuing Education (Introduction to Teaching in the Lifelong Learning Sector Award (ITLLS)

- Glyndwr University Certificate of Continuing Education (Level 4 Teaching in the Lifelong Learning Sector)

- Glyndwr University Certificate of Continuing Education (Level 6 Teaching in the Lifelong Learning Sector)

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Certificate in Education

Credit	Level	
		Phase 1
10	4	Preparing to Teach in the Lifelong Learning Sector (PTLLS)
		Exit Award – 10 Credits **Glyndwr University Certificate of Continuing Education (Preparing to Teach in the Lifelong Learning Sector Award (PTLLS)**
10	4	Reflective Practice
30	4	Learning and Teaching inc: Planning and Enabling, Enabling Learning and Assessment, Theories and Principles
10	4	Subject Specialist Teaching
		Exit Award – 60 Credits **Glyndwr University Certificate of Continuing Education (Level 4 Teaching in the Lifelong Learning Sector)**
		Phase 2
10	5	Teaching and the Organisation
10	5	Continuing Personal and Professional Development (CPPD)
10	5	Level 5 Negotiated Study – Professional Issues
30	5	Teacher as Innovator
120		**Certificate in Education** (incorporating the Diploma in Teaching in the Lifelong Learning Sector)

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Professional Graduate Certificate in Education

Credit	Level	Phase 1
		Phase 1
10	6	Introduction to Teaching in the Lifelong Learning Sector (ITLLS)
		Exit Award – 10 Credits **Glyndwr University Certificate of Continuing Education (Introduction to Teaching in the Lifelong Learning Sector Award (ITLLS)**
10	6	The Reflective Practitioner
30	6	Teaching to Enable Learning inc: Planning and Enabling, Enabling Learning and Assessment, Theories and Principles
10	6	Subject Specialist Pedagogy
		Exit Award – 60 Credits **Glyndwr University Certificate of Continuing Education (Level 6 Teaching in the Lifelong Learning Sector)**
		Phase 2
10	6	Organisation and the Individual
10	6	Teacher as self-developer
10	6	Level 6 Negotiated Study – Professional Studies
30	6	Innovation and the Teacher

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120	**Professional Graduate Certificate in Education** (incorporating the Diploma in Teaching in the Lifelong Learning Sector)

Admissions

The main recruitment for the existing part time programmes is derived from existing full and part time lecturers in local further education colleges but recently the programme has attracted students from the wider Lifelong Learning Sector. The background of participants on the in-service, part time programme is varied with around 35% entering the programme with undergraduate degree covering a range of vocational and academic subject areas.

The introduction in September 2006 of the pre-service, full time PGCE (PcET) has been successful and the proposed new suite of programmes builds upon this success.

All applicants are interviewed before being admitted to the programme and admission to the programme is offered if the candidate meets the following;

Certificate in Education

- Has a regular teaching commitment amounting to 150 hours within the learning and skills sector, for the period in which the programme runs.
- Is qualified to a level considered appropriate to teach the subject(s) offered (minimum - level 3 in their specialist subject area)
- Satisfies the programme leader that s/he is likely to complete the programme.
- Successfully pass the scrutiny of the Criminal Records Bureau.
- Has completed or has the capacity to complete in the first phase a level 2 literacy and numeracy in adult education award.

Professional Graduate Certificate in Education

- Has a regular teaching commitment amounting to 150 hours within the learning and skills sector, for the period in which the programme runs.
- Is qualified to first degree level (in a subject the student wishes to teach) or equivalent appropriate professional qualification
- Satisfies the programme leader that s/he is likely to complete the programme.
- Successfully pass the scrutiny of the Criminal Records Bureau.
- Has completed or has the capacity to complete in the first phase a level 2 literacy and numeracy in adult education award.

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In addition to the above, a diagnostic assessment is completed to facilitate to ensure that candidates are placed upon the most appropriate programme to manage the demands of the course.

Learning and Teaching

The overall aim is to encourage participants to think critically in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assignment work is designed to ensure that practice is analysed and evaluated, informed by references to relevant literature and research.

The intended learning outcomes, and learning and teaching strategies accommodate the spirit of the University's Learning, Teaching and Assessment Strategy and in particular, priority area 2:

- Fostering an evidenced-based approach to curriculum development and enhancement to support programmes that respond to the economic and social needs of the region.
- Balancing assessment of, and assessment for, learning practices to improve feedback to students.
- Promote appropriate LTA strategies to address the needs of a diverse student body.
- Continue to improve performance in student retention and progression.
- Ensuring the active involvement of students in the evaluation of their learning experience.
- Increase opportunities for students to undertake elements of their programmes through the medium of Welsh

In addition, teaching strategies include a homogenised approach to the integration and effective use of technologies in teaching and learning. Examples of the use of technologies include;

VLE, web quest design, technology based assessment, video, MP3 (podcasting), mobile technologies (phones), digital story board, coaching using one way radio.

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Work Based Learning

The programmes are regularly scrutinised by the verification body SVUK which is responsible for endorsing generic initial teacher training qualifications for the lifelong learning sector in England and Wales.

A compulsory element of the programmes is the work based element or teaching practice which is articled within the professional standards and assessed through the learning, teaching and innovation modules, including assessments of student's teaching by observation.

There is a SVUK requirement throughout the various stages of the awards to have completed a certain amount of teaching practice hours as indicated below:

Award	Teaching practice hours completed	LLUK (Wales)	LLUK (England) (equivalent)
Professional Graduate Certificate in Education	150	Coverage of the LLUK (Wales) standards	(Incorporating) the Diploma in Teaching in the Lifelong Learning Sector
Certificate in Education	150	Coverage of the LLUK (Wales) standards	(Incorporating) the Diploma in Teaching in the Lifelong Learning Sector
Glyndwr University Certificate of Continuing Education (Level 6 Teaching in the Lifelong Learning Sector)	30		(Incorporating) the Certificate in Teaching in the Lifelong Leaning Sector
Glyndwr University Certificate of Continuing Education (Level 4 Teaching in the Lifelong Learning Sector)	30		(Incorporating) the Certificate in Teaching in the Lifelong Leaning Sector
Glyndwr University Certificate of Continuing Education	Micro teaching	Introduction to Teaching in the Lifelong Learning Sector (ITLLS)	Preparing to Teach in the Lifelong Leaning Sector (PTLLS)
Glyndwr University Certificate of Continuing	Micro teaching	Preparing to Teach in the Lifelong Leaning Sector	Preparing to Teach in the Lifelong Leaning Sector

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Education		(PTLLS)	(PTLLS)

Although the full time and part time programmes are designed to run through one and two academic years respectively, candidates have up to five years to complete the programme once registered according to University regulations and SVUK endorsement requirements. This gives opportunities for students to complete over a longer period of time according to their needs.

Welsh Medium Provision

Although the programmes are mainly delivered through the medium of English, Welsh speakers who may prefer to submit assignments through the medium of Welsh are able to do so. In addition Bilingual support is enabled through the use of technology (Welsh tutor support and Welsh speaking tutorage on the programme (within the partner franchise programmes).

Also it is intended that the proposed programme documentation will be produced through the medium of Welsh and English, following validation. As a minimum this will include the student programme handbook, the module specifications, mentoring handbook and the placement handbook.

This is particularly important to meet the demands of the LLUK (Wales) professional standards and endorsement by SVUK.

Assessment

The programmes builds on the existing strengths of the current PGCE/Cert Ed (PcET) assessment strategies, specifically, portfolios of work including theory and evidenced based reflections on practice informing professional development action planning.

Work will be assessed against given criteria and will be graded pass / refer (in the case of below standard work). The criteria and their attendant grade descriptions will be shared with students. This information will be included, in a rubric assessment format within the programme handbook which will be provided to all students.

Students will also be given the opportunity to have one draft of their work reviewed by the teaching staff before submission.

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The nature of the programme, which includes discussion of reliability and validity in assessment, will include discussions with the students of the criteria and their associated achievement standards statements. In some modules of the programme/s, it is proposed that students will negotiate the criteria and the standard statements. This will be undertaken to provide an authentic assessment development experience for teacher trainees.

The criteria for each assessment will be derived directly from the learning outcomes for each module and will be mapped to the LLUK Professional Standards.The assessments will be aligned with the programme outcomes and with the authentic work requirements of a teacher within the LLUK sector. They will include a teaching file, an individual record of professional development and reflections on practice. The assessments will be supported by directed study tasks given to the students, through their modules.

The weighting of assessment is on the practical and evaluative nature of teaching, together with initial assessment and continued ipsitive referencing demonstrating personal and professional development. All of the assessments are integral to the development of the teacher as a professional and progressive in the sense that when accumulated the candidate is able to identify, evaluate and relate the journey taken to the professional standards.

Assessment of the LLUK standards is evidenced through a professional development portfolio that captures initial, diagnostic, formative and ipsitive assessments and referencing. A similar approach is taken to address the minimum core of literacy, language, numeracy and ICT needs in education and training. (The minimum core defines the knowledge, understanding and personal skills in literacy, language, numeracy and information and communication technologies (ICT) all teachers should have to support learner achievement).

Differentiation between the two programmes (Certificate in Education and the Professional Graduate Certificate in Education) is defined by the learning outcomes included within the module guide.

Certificate in Education/ Professional Graduate Certificate in Education

2009 – 2010 (1st Year)
Part-time

Schedule of Assessment
(indicative)

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Timetable Week No	Date	PTLLS/ITTLS	Reflective Practice (1)/ The Reflective Practitioner	Learning and Teaching/ Teaching to enable Learning	Subject Specialist Teaching/ Subject Specialist Pedagogy
1	01 Oct 09		Learning Journey		
2	08 Oct 09		What it means to teach subject		
3	15 Oct 09		Diagnostic/self assessments		
4	22 Oct 09				
5	29 Oct 09	Reading Week			
6	05 Nov 09	Observation of an experienced teacher			
7	12 Nov 09		ipsitive/self assessments		
8	19 Nov 09			Profile of Learners and Evaluation Initial Lesson plans (x2)	
9	26 Nov 09				
10	03 Dec 08		(1) Tutor Observation and evaluation		
11	10 Dec 09	Microteaching/peer assessment/evaluative report	ILP Action Plan (tutorial)		
		Christmas			

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13	14 Jan 10	Hand in PTLLS	ipsitive/self assessments		
14	21 Jan 10		(1) Mentor Observation and evaluation of own teaching		
15	28 Jan 10		How theoretical principles inform own practice		
16	04 Feb 10			Scheme of Work and selection of lesson plans (x3) resources and assessments	Subject Teaching File
17	11 Feb 10				
18	18 Feb 10	**Reading Week**			
19	25 Feb 10		Peer observation Evaluation	selection of lesson plans (x3) resources and assessments	
20	04 Mar 10		ipsitive/self assessments		
21	11 Mar 10		(2) Mentor Observation and evaluation of experienced tutor		
22	18 Mar 10				Subject Teaching File
23	25 Mar 10		Microteaches		
24	1 Apr 10		*Microteaches (2) Mentor Observation and evaluation of own teaching*		
		Easter			
25	29 Apr 10		(2) Tutor Observation and evaluation and microteach evaluation		

26	06 May 10			RP1 hand-in	selection of lesson plans (x3) resources and assessments **and evaluation**	
27	13 May 10					Subject Teaching File
28	20 May 10			ipsitive/self assessments	Peer Assessment of TP Files Hand in LTAE	evaluative report
29	27 May 10					
30	03 June 10					

End of year evaluation

PTLLS:
ITLLS

1. Microteach and evaluation
2. Observation and evaluation of an experienced teacher

Reflective Practice (1):
The Reflective Practitioner

1. Professional Development Portfolio

Learning and Teaching:
Teaching to enable learning

1. Teaching practice observations (2 x mentor/2 x tutor)
2. Teaching practice File

Subject Specialist Teaching:
Subject Specialist Pedagogy

1. Observation of Subject teacher
2. Subject teaching development file

Observation Schedule:

Tutor Observation		Mentor Observation of own teaching		Peer Observation		Observation of a mentor/experienced teacher	
1. *by* 3 December		1. *by* 21 January		1. *by* 25 February		1. *by* 5 November	
2. *by* 29 April		2. *by 1* April				*2.by* 11 March	

Certificate/Professional Graduate Certificate in Education

2009 – 2010
Full-time

Schedule of Assessment
(indicative)

Timetable Week No	Date	ITLLS	The Reflective Practitioner	Teaching to enable Learning	Subject Specialist Pedagogy
1	22 Sep 09		Learning Journey		
2	29 Sep 09		what it means to teach my subject		
3	06 Oct 09		diagnostics/self assessment		
4	13 Oct 09		PDP compilation		subject teaching development file
5	20 Oct 09	Observation of experienced teacher/ Microteaching			
6	Reading Week				
7	03 Nov 09		ipsitive/self assessments	profile of learners and evaluation/initial lesson plans	observation of subject teacher
8	10 Nov 09	Hand in – PTLLS assignment	tutor observation and evaluation		
9	17 Nov 09		ILP/PDP Action Plan (tutorial)		
10	24 Nov 09				subject teaching development file
11	01 Dec 09		mentor observation and evaluation	scheme of work and selection of lesson plans	
12	08 Dec 09				
13	15 Dec 09				
	Christmas				
17	12 Jan 10		ILP/PDP Action Plan (tutorial)		
18	19 Jan 10				subject teaching development file – hand in
19	26 Jan 10		hand in reflective practice	selction of lesson plans/resources and assessments	evaluation of mentoring process

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Timetable Week No	Date	Teaching and the Organisation	CPPD	Negotiated Study	Teacher as Innovator
20	02 Feb 10				
21	09 Feb 10				teaching practice observations
Reading Week					
23	23 Feb 10				case study proposal
24	02 Mar 10				
25	09 Mar 10				teaching practice observations
26	16 Mar 10				
27	23 Mar 10				
28	30 Mar 10				case study
Easter					
					teaching practice observations
32	27 Apr 10	report – hand in			
33	04 May 10				
34	11 May 10			negotiated study hand in	
35	18 May 09				teaching practice observations
36	25 May 10		Hand in PDP assignment		
37	01 Jun 10				
05 Jun 10		**Innovation Exposition**			

Observation Schedule:

Tutor Observation		Mentor Observation of own teaching		Peer Observation		Observation of a mentor/experienced teacher	
1. *by* 3 December		1. *by* 21 January		1. *by* 25 February		1. *by* 5 November	
2. *by* 29 April		2. *by 1* April				*2.by* 11 March	

Learning Infrastructure and Support

The programme entails a variety of teaching and learning approaches as befits good practice, which the programme team seeks to emulate in training teachers. The aim is to develop reflective practitioners who are constantly challenging themselves to think about the processes involved in effective learning and teaching. To enable students to achieve this, a range of support mechanisms are offered to students.

All students have an entitlement of at least two tutorials with a personal tutor for each semester. In addition, following observed teaching, the tutors meet with student teachers to review progress and to establish targets for enhancement of practice. Individual Learning Plans are a feature of the provision, which encourages reflection and dialogue in reviewing and planning future activity.

The induction process provided at Glyndwr University involves an initial assessment of need and the development of the ILP which is reviewed at regular intervals throughout the programme. All students are able to avail themselves of the library and support facilities available at the University. Induction to the library and other information services i.e. VLE are made available to students during the programme.

Mentoring is a key component within the teacher education programme and tutors are identified at the outset with students encouraged to work with their mentors to support their development. Opportunities for CPD and training are offered to mentors along with a comprehensive mentor handbook (see appendices).

The programme's VLE is intended to enhance communication between students and tutors, which is particularly important for all students when undertaking teaching placements. The VLE offers a platform for mentees and mentors to build on previous knowledge and practice through critical discourse and sharing of experiences. A network of subject specific mentors, who are keen to share resources and subject expertise, has been built up using this platform. The development of TP14 (alumni) brings students and teachers together on a regular basis to share best practice and outline new developments within the sector and across institution.

Additional support is offered to participants with additional needs arising from disability and/or special learning difficulties. Where appropriate, specialist support is made available by staff within the Learning Support Suite. Access to study skills provision is provided and the programme team along with specialists drawn from the library and information centres offer appropriate support when required.

Research and Scholarship Underpinning the Curriculum

The programme team at Glyndwr University are engaged in scholarship and research activity that underpins the development of curricula. Dr Peter Gossman has an established track record of research and regularly contributes to academic journals. Daryll Griffiths has an emerging research profile and is currently enrolled on a PhD programme researching the effectiveness of problem based learning within initial teacher education. Peter and Daryll are currently researching pedagogical resonance and its affect on student learning, and this work impacts on existing curriculum developments.

Sue Horder and Karen Griffiths are currently undertaking Masters level awards. Sue Horder is developing the use of the VLE by students and recently presented at the annual Escalate Conference. Karen Griffiths has research interests that are enabling her to critically examine learner's core skills in teacher education.

Daryll Griffiths is engaged nationally as a consultant in teaching and learning and is a regular contributor to national teacher education conferences relating to the training and skills sector. Examples of consultancy work include the relationship between mentoring and the critical friend, and is currently consultant to the University of Wales, Newport, investigating the national strategy for functional skills within teacher education in Wales. Karen Griffiths is undertaking a review to provide a framework for effective retention strategies across partner colleges and is undertaking an MPhil investigating the inclusion of a minimum core of literacy, numeracy and ICT within initial teacher education. The programme team have recently contributed a published paper to the fourth annual ESCalate ITE Conference that focuses on innovations and developments in initial teacher education.

Peter Gossman, Daryll Griffiths and Sue Horder are Fellows of the Higher Education Academy (HEA). Daryll Griffiths and Peter Gossman are Fellows of the Institute for Learning and three members of the team hold IfL membership. The Programme Leader is Glyndwr University's representative on the Universities Council for the Education of Teachers (UCET) post-16 committee, which acts as a national forum for the discussion of matters relating to

the education of teachers and professional educators in the sector. These links are invaluable in helping to keep the programme team informed of current developments within the field.

Programme specific resources include a well stocked library with inter-loan library availability and access to electronic journal (Athens). Both the Blackboard and Moodle VLE is available to all students on the programme. Digital voice recorders together with MP3 recording devices are available for student use, particularly useful for students with learning differences.

Programme Management Arrangements

The programme management consists of:

Daryll Griffiths	Programme Leader (Cert Ed/PGCE)
Sue Horder	Pathway Leader – full time provision
Karen Griffiths	Pathway Leader – part time provision
	Placement Co-ordinator

Module Leaders (Certificate in Education):

Dr Peter Gossman	Teaching and the Organisation; Teacher as Innovator;
Daryll Griffiths	Reflective Practice; Continuing Personal and Professional Development
Karen Griffiths	PTLLS; Negotiated Study
Sue Horder	Subject Specialist Teaching; Learning and Teaching

Module Leaders (Professional Graduate Certificate in Education):

Dr Peter Gossman	Teaching to Enable Learning; The Organisation and the Individual
Daryll Griffiths	The Reflective Practitioner; Innovation and the Teacher
Karen Griffiths	ITLLS; Negotiated Study
Sue Horder	Subject Specialist Pedagogy ; Teacher as Self-Developer

The programme leader has responsibility for the administration, co-ordination, monitoring and review of the programme. This includes:

- The management and development of the curriculum and course portfolio
- Appointment and liaison with external examiners
- Management and co-ordination of the franchise and outreach work
- Identification of staff development needs of members of the team and provision of support to sustain and enhance the quality of provision
- Student tracking
- Collation of assessment data and its presentation at assessment boards
- Quality assurance and annual monitoring procedures
- Co-ordination of admissions, recruitment and marketing activities
- External liaison and communication between the Glyndwr University team and franchise centres.

All programme team members have a responsibility for admissions and are engaged throughout the year in open day events and interviewing students.

Tutorship of students together with the tutorial system is strengthened by the employment of the 5 +1 curriculum model. This ensures that all students are engaged in individual tutorials within the taught programme. Informal tutorials and meetings with mentors occur at points of observation or specific arranged meetings to monitor progress of students. Individual tutorials facilitate the opportunity to complete PDP documentation including the LLUK standards and Minimum Core and provide the platform for students to share areas of concern and celebration.

Placement experiences of full time students have been enhanced with the addition of placement management responsibilities within the team. This has meant significant hours devoted to the maintaining of quality partner providers and liaising with significant members of staff within the providers to reinforce the partnership. Quality checks are made prior to any engagement of placement work which includes safety of the environment, insurance, appropriateness of mentor arrangements and criminal record bureau (CRB) disclosures for all students.

Quality Management Arrangements

Primarily the design of the programmes is aligned is to the new overarching professional standards established by LLUK for teachers, tutors and trainers in the lifelong learning sector in Wales and England.

The programme also complies with the policies and procedures laid down for the validation and quality assurance of programmes by Glyndwr University. In addition the programme team is cognisant of the QAA Code of practice and in particular Section 2: Collaborative Provision and Flexible and Distributed learning, and Section 9: Work-based and Placement learning. They are also conversant with the Framework for HE Qualifications and the Credit and Qualification Framework for Wales, which have also been considered during programme design.

SVUK, on behalf of LLUK monitor the programme on a regular basis (twice yearly) to ensure the programmes met the endorsement requirements. In addition External Examiners scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndwr University are comparable with similar programmes elsewhere.

Moderation events occur both internally where individual assessments are considered within a franchise partner programme and also externally where cross moderation is undertaken by the whole partner team, including delivery teams for all franchise partner organisations. There are currently two cross moderation events annually, with the results been fed back to all team members and being recorded in the annual monitoring report. Assessments that are considered to be borderline or outstanding are referred to the external examiner during their twice yearly visit to all centres and at the Assessment Board for consideration of appropriate action. The Assessment and Award board meets once a year to consider the assessment results and gain feedback from External Examiners on the progress and development of the programmes.

Students have the opportunity to contribute to the evaluation of their programme through SPOM and SPOC and have representation at staff student consultative meetings. Feedback from students, together with tutor evaluations are brought together to improve the overall quality of the programme including curricula content and delivery. Feedback from placement

stakeholders is evaluated via the partnership manager and consultation with partner stakeholders.

The use of formal and informal student feedback is incorporated into the Annual Monitoring Report (AMR) processes and is addressed through the University's internal review processes. Student representatives from all cohorts of the programme are invited to programme Board meetings to share their perceptions.

Regular meetings with our partner providers serve to address the action points within the AMR and identify further Cert Ed/ PGCE developments.