

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	Certificate in Education (Post Compulsory Education and Training)
<b>Teaching Institution</b>	New College Durham
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2016
<b>Date of latest OU (re)validation</b>	2016
<b>Next revalidation</b>	2021
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021 January 2022
<b>Underpinning QAA subject benchmark(s)</b>	Benchmarking statements not available for Cert Ed (see link below) <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements</a>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	Ofsted (EIF and ITE Inspection Handbook) QAA DfE Education and Training Foundation (Teacher Standards)
<b>Professional/statutory recognition</b>	Education and Training Foundation
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	PT/Face to Face; FT/Remote/Face to Face
<b>Duration of the programme for each mode of study</b>	PT – 2 Years FT – 1 Year
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	February 2021

**Please note: This 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 s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

### **Educational Aims of the Programme**

- Prepare trainee teachers to teach within and across a range of contexts demonstrating competence in their teaching, training and professional responsibilities.
- Provide trainee teachers with a varied grounding in learning, teaching and assessment strategies and the capacity to continue to improve and develop these in their future careers.
- Develop trainee teachers who motivate and inspire learners to succeed, progress and develop skills through the implementation of a range of innovative, creative and adaptive teaching strategies.
- Develop trainee teachers who engage with their subject specialism to develop the depth and breadth of their own knowledge gaining confidence in all aspects of its delivery.
- Promote collaborative working practices between trainees and a range of professionals in support, teaching, leadership and subject specialist roles.
- Develop trainee teachers who have the capacity to reflect effectively on all aspects of their practice and the experience of their learners in order to promote continuous improvement and development.
- Foster in trainees an understanding of the importance of continued professional development and its impact on their practice and the development of their learners.
- Develop trainees who exhibit a strong understanding of social and cultural diversity and incorporate an ethos of equality and inclusivity into their own teaching.
- Develop the skills of trainee teachers in the areas of technology, English and maths building their confidence to promote and advance these skills in their learners and embed them within their own teaching.
- Provide trainee teachers with suitable and relevant skills for employment in educational contexts and to enable trainees to develop the employability skills of their own learners.
- Provide trainees with the skills to contextualise aspects of education and educational providers and to be able to evaluate the impact of policies, PSRB requirements and quality processes.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

## 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

## 2.4 List of all exit awards

N/A

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Introduction to Education and Training	20	N/A		No	1
Applying Policies, Theories and Research in Learning and Teaching	20			No	1

**[Please insert here title(s) of exit award(s) at Level 4, if applicable]**

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Pedagogy in the Specialist Subject (year 1)	20	NA		No	2
Designing and Quality Assuring a Curriculum in Education and Training	30			No	1 (2 F/T only)
Preparing for Professional Practice	30			No	1

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

<b><u>Learning Outcomes – LEVELS 4 &amp; 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 Demonstrate a detailed knowledge of a range of learning, teaching and assessment strategies and apply these appropriately when practising in educational contexts</p> <p>A2 Appraise a range of educational theories and concepts evaluating these in relation to professional practice.</p>	<p>Taught sessions will include a mixture of seminars, lectures, interactive workshops, tutorials and directed study. Throughout, the aim will be to provide trainees with a solid theoretical background from which they will be able to develop, evaluate and reflect upon their own practice. It is expected that they will become an informed practitioner who takes an active interest in relevant developments in their subject area and in the broader area of education.</p> <p>Trainees will be encouraged to explore:</p>

<b><u>Learning Outcomes – LEVELS 4 &amp; 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>A3 Research a variety of approaches for meeting the needs of learners, in a range of contexts, to promote progression and development</p> <p>A4 Demonstrate a detailed knowledge of a range of reflective frameworks and employ them in the evaluation of practice.</p> <p>A5 Explore professional body requirements, standards and expectations with reference to practice.</p> <p>A6 Develop subject specific pedagogy appropriately framing knowledge to meet the needs of a variety of learners.</p>	<p>How theoretical approaches have shaped educational practice</p> <p>How research is impacting and developing the trainees' subject area</p> <p>The evidence base that supports the use of specific strategies in specific contexts</p> <p>How research and theory informs and defines 'best practice'</p> <p>How research and theory impacts broader educational policy and national agendas</p> <p>The dynamic nature of educational practice and the role of research in this process</p> <p>The tensions that can exist between educational research and the realities of practice.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 Using appropriate theories and frameworks reflect on practice demonstrating openness to new ideas.</p> <p>B2 Evaluate a range of theoretical approaches and link these explicitly to educational practice whilst making independent judgements.</p> <p>B3 Consider aspects of education and a range of educational providers; explore their structures and evaluate the impact of policies, professional body requirements and quality processes.</p>	<p>The process of modelling is the approach that underpins much of the teaching and learning. All taught sessions will model and introduce strategies that trainees can adapt to their own subject area, for their own students. The aim will be to expose trainees to a wide range of practice in learning and teaching and to encourage discussion and evaluation of that practice.</p> <p>A range of summative tasks are required (e.g. essays, reports etc) and tutorial support (face to face, email etc) is provided throughout.</p>

3B. Cognitive skills	
B4 Evaluate teaching approaches and their impact and/ or their appropriateness to different contexts demonstrating flexibility.	<p>Students will be introduced to the fundamental principles of educational policy and will explore the drivers for change. They will consider the macro issues relating to policy development and explore how these are translated to the micro – i.e. their own settings.</p> <p>Learners will explore the underpinning theories related to learners behaviour and develop an increased understanding of how to manage behaviour by analysing a variety of real life scenarios.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Work autonomously to deliver innovative educational experiences, using a range of creative teaching strategies that are appropriate to the learners and the context.</p> <p>C2 Operate ethically in situations of varying complexity and predictability whilst adhering to appropriate institutional expectations, professional standards and codes of conduct.</p> <p>C3 Work with independence complying with relevant professional, institutional and subject specific guidelines, requirements and expectations.</p> <p>C4 Promote equality, diversity and inclusion in all aspects of teaching and professional practice.</p>	<p>Following direct teaching, seminars, workshops and tutorials, students will be expected to produce a range of assignments within which they will demonstrate the ability to analyse, synthesise and evaluate a range of theoretical and practical information and meet prescribed deadlines.</p> <p>Students will be introduced to all aspects of ethical behaviour in educational research.</p> <p>Taught sessions from visiting specialist lecturers will be provided, where appropriate.</p> <p>Tutors delivering the modules will demonstrate models of good practice with regard to teaching and learning to accommodate a range of individual learning needs and learning styles. Trainees will access self-study resource materials – media and internet usage. Trainees will receive written and oral feedback to enable improvement of future work.</p>

3C. Practical and professional skills	
	<p>Trainees are required to develop an individual learning plan to help plan and monitor their own performance both academic and of practical skills. Key assessment strategies on the programme include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Reflection on Practice</li> <li>• Observation</li> <li>• Tutor and mentor feedback</li> <li>• Communities of Practice</li> <li>• Debate</li> <li>• Presentation</li> <li>• Micro-Teach</li> <li>• Written Assignments</li> <li>• Case Studies</li> <li>• Peer Assessment</li> </ul>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Build the capacity to plan, manage and evaluate individual continuous personal, intellectual and professional development.</p> <p>D2 Demonstrate operational English and literacy skills to a high level and exhibit a strong subject knowledge base.</p> <p>D3 Understand the processes that underpin working with a range of professionals and stakeholders; understanding professional contexts and institutional organisation.</p>	<p>Workshops, tutorials and seminars devoted to supporting and developing individuals' skills will be held throughout the programme. Here, they will have the opportunity to engage in personal planning and skills development via strategies such as Socratic seminars, learners will have the opportunity to challenge and question their peers and interrogate a range of evidence.</p> <p>Students will use technology to access key resources and demonstrate further digital literacy. Students' key skills, such as time management and communication, will be enhanced and developed by active engagement in the tasks set.</p>



3D. Key/transferable skills	
<p>D4 Understand the factors that enhance group processes and working collaboratively. Use this understanding to improve effective working within a team.</p> <p>D5 Engage effectively in academic discussion and present arguments in a professional manner.</p> <p>D6 Develop the skills required to communicate fluently and effectively in a range of written and spoken styles that are appropriate to the context.</p> <p>D7 Develop the skills required to manipulate data in a range of ways appropriate to the professional context.</p> <p>D8 Develop a range of digital literacy skills appropriate to the professional context.</p>	

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

*Students must complete 40 hours of teaching practice in year 1 and 60 hours in year 2.  
Full-Time students must complete 100 hours of teaching practice in the 1 year.*

##### Pastoral Support

As well as support from the programme team, trainees are able to access significant support from the wider college. These include access to an academic support tutor for referencing, academic research skills as well as support in the form of advice, support and careers services which include finance, funding, careers and counselling.

##### Programme Quality Assurance

New College Durham quality assurance procedures ensure that trainee experience is monitored and that there are opportunities throughout the programme for learner voice to be heard. Each programme group will nominate a student representative who will be invited to report on the learner experience at programme team meetings and wider college meetings. Programme quality reviews and quality enhancement plan meetings take place termly to ensure that the quality of provision is continuously monitored.

##### Progression opportunities

The Certificate in Education course allows enhanced entry onto the BA (Hons) Education Studies (New College Durham) or similar degree at other institutions. The BA (Hons) Education Studies and the Professional Graduate Certificate in Education provide opportunities to progress to Masters level qualifications in Education. Completion of the BA (Hons) Education Studies also provides an opportunity to progress to the Professional Graduate Certificate in Education for Primary Education.

##### Related careers Trainees Have Progressed On To

###### Higher education teaching professional

Higher education teaching professionals deliver lectures and teach students to at least first degree level, undertake research and write journal articles and books in their chosen field of study.

#### Teaching assistant

Teaching assistants assist teachers with their day-to-day classroom work and with routine administrative tasks.

#### Playworker

Playworkers deliver and facilitate play opportunities for children in a range of formal and informal settings including play groups, play schemes, free play locations, and in pre- and after-school activities.

#### Childminder or related occupation

Childminders and related occupations provide day-to-day care of children within a domestic setting, and supervise and participate in their play, educational and other activities.

#### Nursery nurse or assistant

Nursery nurses and assistants care for children from birth up to seven years of age in day or residential nurseries, children's homes, maternity units and similar establishments.

#### Teaching or other educational professional n.e.c.

Job holders in this unit group perform a variety of other education and teaching occupations not elsewhere classified in MINOR GROUP 231: Teaching and Educational Professionals.

### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

#### **Support for Students and Their Learning**

##### **Induction**

Students attend an initial induction prior to commencing the programme. The content of the induction provides a welcome to New College Durham, an opportunity to explore the handbook, academic regulations, and College policies and develop understanding of the student agreement. Students are made aware of the relevant systems and structures available to support them on their programme including pastoral care, financial support, learning and academic support. Students consider the programme overview; module delivery and assessment schedule and develop an understanding of the necessary study skills required to demonstrate good academic practice.

Study skills are integral and continually revisited within all modules. The guidance on the continued development of study skills is delivered within the personal and professional development module to introduce the students to a range of higher education academic study skills and models of reflection, which are supported with on-line activities and resources.

##### **Personal Tutor System**

A personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning.

All students are allocated a personal tutor (usually the person with most teaching responsibility for each year group) when first registering on the course. The personal tutor alternates between year groups.

The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At the induction, the personal tutor will meet students to ascertain any particular learning or support needs (not previously identified during the admission process) and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising. Time is allocated each week before the lessons begin (for those who can arrive early) and at the end of the session to meet with students individually. Additional support is provided via email contact with tutors and one to one meetings outside formal class time.

### **Academic Support**

In addition to support from the personal tutor each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year. Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of visual based assignment work.

Students have access to a dedicated Higher Education Academic Support Tutor (HEAST).

The HEAST, as well as module tutors will help students to develop their academic writing skills. Academic writing is pertinent to all modules and ranges from annotation within developmental work through to essay based outcomes. Students can receive support in academic and conventions including help with referencing using Harvard.

### **Careers Guidance**

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line College careers services (ASC). The ASC team also provide on-course support via class based sessions on careers education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires. Additionally, ASC can outline any bespoke career guidance opportunities that a student will have throughout the course.

### **Additional Support**

The College is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website, the intranet or to pick up from the dedicated ASC area within the Library, foyer of the Neville Building and the Sports Block. The Student Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The Personal Learning Coach (PLC) service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, or external advisor, such as ASC. This personalised referral system helps in identifying new students as well as continuing communication with progressing students. There is a dedicated page on the College internet and intranet. The service is also advertised via the College television system, allowing students in communal areas of College to become aware of the provision.

The Student Support team are committed to ensuring that students have the opportunity to achieve and progress in their education and are able to fully participate in College life. The experienced team supports higher education students with a wide range of special educational needs and disabilities including:

- Dyslexia, Dyspraxia and other Specific Learning Difficulties
- Autistic Spectrum Conditions (ASC)
- Mobility and Physical difficulties
- Sensory difficulties
- Medical conditions
- Mental Health conditions

### Financial Support

Additional financial support for higher education students is provided via the higher education hardship fund policy, which is reviewed annually. Students are encouraged to consult with ASC and the students' union for further information.

### Mentor Support

In their placement setting trainees will have an identified subject specialist mentor who will be in close contact with the Programme Leader and/or the trainee's individual tutor. New College Durham will provide advice and support for mentors; which will include an induction process with a mentor pack.

### Formal Teaching Practice Observations

Observation will take place on an informal basis throughout the teaching practice. Eight formal observations will be conducted (usually four by the mentor and four by the tutor) these will be recorded on feedback forms which will identify clear targets for short and long-term development.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

To gain entry to the course a student must satisfy the standard or non-standard entry requirements. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Given the wide experience of potential applicants to this course, applications for Recognition of Prior Learning (RPL) and Recognition of Experiential Learning (RPEL) are welcomed in accordance with the College Academic Regulations. However, these must be discussed as part of the admissions process as once a student is registered to a course RPL/RPEL may not be considered for approval.

### Standard Entry Criteria:

On entry to the programme applicants will meet the following requirements:

Be employed or volunteer as a full or part-time teacher in post-16 education or training (a part-time teacher will be expected to have a regular teaching commitment of 100 hours over 2 years part-time or 1 year if full-time). For pre-service applicants the College may support trainees in finding placement hours where possible. This must be discussed and agreed prior to enrolment at or following interview stage. Applicants are required to have placement confirmed on enrolment.

Hold a recognised qualification relevant to the subject of your teaching area at Level 3 or above

GCSE English grade C/4 or above, or equivalent.

If applicants do not hold a GCSE grade C/4 or equivalent in maths, it is strongly advised at interview that trainees achieve both by the end of the programme or soon after. Many teaching posts will require these qualifications as 'essential' so students will be advised that employment options may be limited if they do not have both English and maths at GCSE grade C/4 or above. The College offer opportunities for students to complete their maths GCSE or equivalent whilst studying on the programme.

**All applications are subject to DBS clearance and interview.**

*Non-Standard Entry Criteria:*

If applicants do not hold the qualifications listed above then exceptional entry may be considered in respect to the qualification for the subject taught, for example work based training or staff training where applicants are deemed to have sufficient work based experience. Employer references may be used that can support an application with any relevant training/teaching experience. Students must attend an interview with the programme leader to determine suitability for the programme.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

*There are no PSRB requirements*

9. For apprenticeships in England End Point Assessment (EPA).  
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

#### 10. Methods for evaluating and improving the quality and standards of teaching and learning.

Rigorous Quality Assurance procedures at NCD are completed and monitored at staff, programme, department and wider college level. Curriculum Managers and Heads of School conduct learner walks and observations termly. These are developmental and allow opportunities for staff to set specific TLA targets that can be monitored and mapped to key performance indicators for each department. Each member of staff produce a TLA action plan where they can set their own targets and monitor progress towards these during the academic year.

Programme leaders complete course reviews at 4 timely intervals throughout the year. These include updates on student progress and in particular, any barriers to progress with actions to address. Curriculum Managers for the programmes then meet with the Quality Department to review these and develop actions where necessary.

Each school also frequents a Quality Enhancement Plan, which are updated following Quality Reviews to monitor on going actions for the school. These are then discussed termly with meetings taking place between Quality, Curriculum Manager, Head of School and Vice Principal.

At student level, all modules are evaluated in through module evaluation forms at their completion. Results of these are discussed and monitored at the previously detailed Quality Review stage. Students also complete regular on-line surveys evaluating all aspects of the programme and college experience.

A Course Representative is nominated/elected who will represent the views of students at regular meetings with the Head of School.

#### 10. Changes made to the programme since last (re)validation

*None*

Annexe 1: Curriculum map

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8
4	Introduction to Education and Training	✓			✓	✓				✓	✓		✓					✓	✓	✓	✓				✓	✓			✓	✓		✓
	Policies, Theories and Research in Education and Training	✓	✓	✓			✓					✓	✓					✓		✓	✓					✓	✓	✓		✓	✓	✓

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8
5	Pedagogy in the Specialist Subject	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓					✓	✓	✓	✓				✓		✓		✓	✓		✓
	Designing and Quality Assuring a Curriculum in Education and Training		✓	✓		✓	✓			✓	✓	✓	✓					✓	✓	✓	✓				✓		✓		✓		✓	
	Preparing for Professional Practice	✓	✓		✓	✓	✓			✓	✓		✓					✓	✓	✓	✓				✓		✓		✓	✓	✓	✓





## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.