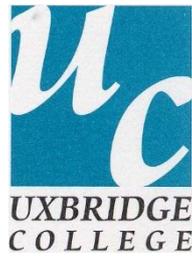


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Programme Specification
201415 Cohort

Award in Education and Training

UNIVERSITY OF
LEADING
THE WAY
WESTMINSTER 

PROGRAMME SPECIFICATION – Award in Education and Training

Course Record Information

Name and level of Final and Intermediate Awards	Award in Education and Training
Awarding Body	University of Westminster
Location of Delivery and teaching institutions	University of Westminster Education Consortium Colleges: <ul style="list-style-type: none"> • Amersham & Wycombe College • City Literary Institute • Ealing, Hammersmith and West London College • Harrow College • Newham College • Richmond Adult Community College. • Uxbridge College • West Thames College
Mode of Study	Part-time, pre-service, blended learning
UW Course Code	BWBSAET Amersham & Wycombe College Ealing, Hammersmith and West London College Harrow College Newham College Uxbridge College West Thames College
JACS Code	X141 Teacher Training.
UCAS Code	Not applicable
QAA Subject Benchmarking Group	Education Studies
Professional Body Accreditation	LSIS
Date of initial course approval/last review	April 2014
Date of Programme Specification	October 2013

Admissions Requirements

Normally those applying to join the Award in Education and Training will:

- hold a minimum of a level three vocational qualification or a professional or academic qualification (such as a degree or higher diploma) in the subject they teach;
- be able to use Information Technology (e.g. Word and PowerPoint) for assignments, preparing teaching materials and taking part in online activities;
- hold GCSE minimum grade C (or equivalent) in English Language, Mathematics and three other subjects (candidates can be working towards their level 2 English or Mathematics qualifications);
- All applicants will be given an initial assessment in literacy;
- All applicants will be interviewed by the Course Leader before admission on to the course. The purpose of the interview is to review the applicant's current and previous teaching experience and qualifications, clarify his/her expectations of the course and discuss its content and workload. There may also be a group interview. The test will be written either by hand or on-line or a combination of both. Specifically the test will assess that the applicant can:
 - respond appropriately and in clear English to questions on a piece of recent writing about issues concerning education in the Lifelong Learning Sector;
 - comment meaningfully on issues concerning education in the Lifelong Learning Sector in an appropriate academic style.
- In circumstances where applicants do not hold level 3 subject specialist qualifications, the Course Leader will have discretion to consult with specialist colleagues within the college as to whether the applicant has equivalent professional/industry experience.
- If candidates are working with children or vulnerable adults, any offers are conditional on receiving proof of a successful Enhanced Criminal Record Bureau (CRB) check.

Aims of the Course

The course aims to foster an understanding of teaching in the Lifelong Learning Sector for pre-service practitioners. The Award in Education aims to provide novice teachers with an introduction to key issues connected with learning, teaching, assessment and classroom management in a supportive environment, whilst enabling more experienced practitioners to build on their educational knowledge and professional expertise in learning and teaching.

Course participants will be facilitated in:

- developing reflective and analytical approaches to teaching in the Lifelong Learning Sector;
- engaging with the climate of rapid change impacting on the Lifelong Learning Sector at subject, institutional and sector levels where appropriate;
- discussing a range of theoretical perspectives and linking these to practice in the Lifelong Learning Sector;
- evaluating micro-teaching practice in the light of educational theory of lifelong learning; and
- developing professional development planning skills.

Employment and Further Study Opportunities

Participants may be part-time, fractional or voluntary members of staff in the Lifelong Learning Sector. The Award in Education and Training is a pre-service and introductory teaching course which will help participants develop generic teaching skills. Learners can continue their professional development subsequently by applying to join the Certificate in Education (Diploma in Education and Training) or if they hold a degree, the Professional Graduate Certificate in Education (Diploma in Education and Training).

Module Aims

- To help participants plan for the success of learners in the Lifelong Learning Sector by designing, demonstrating and assessing an inclusive micro teaching session and learning programmes, reflecting on own role in the sector.
- To develop participants' ability to plan and deliver inclusive learning through schemes of work, resources and feedback.

Learning Outcomes

Learning outcomes state what successful learners have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that participants will have gained on successfully completing a course. By the end of the course participants will be able to:

1. Identify how own role relates to current developments in the Lifelong Learning Sector, recognising a range of factors and constraints operating within the sector.
2. Plan and structure learning activities in a micro teaching session.
3. Demonstrate session planning skills for learning and teaching.
4. Promote inclusive sessions that motivate learners.

Specific Skills

On successful completion of the course, participants will be able to:

- analyse the needs and abilities of their learners and explore a variety of ways of responding to these;
- improve their own communication and inter-personal skills in order to increase own effectiveness as a teacher;
- manage micro-teaching classroom activities and learning; and
- further develop their own Language, Literacy, Numeracy and IT skills and be aware of how to support those of their learners.

Key Transferable Skills

On successful completion of the course, participants will be able to:

- evaluate their professional role and its values and responsibilities; and
- identify the professional and transferable skills necessary to progress within their career and to further their continuous professional development.

Learning, Teaching and Assessment Methods

The course team has selected educational methods that are designed to meet the aims and objectives of the course and to support the development of participants' intellectual, professional and personal abilities as they progress through the course. A variety of blended learning teaching and active learning methods are used, reflecting a commitment to student-centred learning. Although teaching is often in a tutor-led framework, participants will take part in a micro-teaching session which will combine peer, self and tutor evaluation. Discussions will be encouraged so that participants can share their findings with others and improve their communication skills.

Learning and Teaching Methods

- Mini-lectures
- Discussion, reflection, learning from experience
- Micro-teach
- Group work
- Online activities

Assessment Rationale

- The Award in Education and Training enables participants to reflect on their role and the need for ensuring an inclusive learning environment.
- The micro-teach and supporting documentation enables the participant to demonstrate the ability to plan and structure an inclusive learning programme to inform, develop and assess learners in a specific context.
- Peer assessment and self-evaluation enables the participant to reflect on the various forms of assessment.
- The class profile enables the participant to demonstrate knowledge and understanding of their learners.
- The scheme of work considers language, literacy, numeracy and ICT skills of learners.

The assessment consists of an evaluated face to face micro-teaching session; a student profile and a scheme of work.

Participants will present a portfolio of evidence on completion of the module to demonstrate that they have achieved the relevant learning outcomes and satisfied sector requirements. Evidence may include written work, annotated documents, teaching materials, hand-outs, notes and commentary on micro-teaching, self-assessment and peer assessment. Participants must also show an awareness of the educational possibilities of electronic resources.

Participants will be supported by a Personal Tutor.

Course Structure

This is a pre-service course comprising one core module, *Introduction to Teaching*.

Progression Requirements

The Award in Education and Training operates in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA).

All learners should make sure that they have and keep for reference a copy of the current edition of the general University handbook called *Essential Westminster*. The following course specific requirements should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the *Handbook of Academic Regulations*.

As a part-time, pre-service course there is no formal progression requirement from one year of study to another, but if you need to be re-assessed or to re-take the module, you will be advised as to how to schedule your studies so as to achieve the most successful outcome.

Support for Students

On arrival, an induction session will introduce you to the staff responsible for the course, the college in which you will be studying, the Library and IT facilities and to the Course Administration. You will be provided with the Course Handbook, which provides detailed information about the course. You are allocated a Personal Tutor who can provide advice and guidance on academic matters.

You will also access course books through the Library at the college in which you study. You will also have access to the College IT services. Additionally, learning support includes specified access to the University Library and IT services.

Reference Points for the Course

Internally:

- University of Westminster Learning, Teaching and Assessment Strategy.
- Handbook of Academic Regulations.

- Quality Assurance and Enhancement Handbook.

Externally:

- DBIS/DFE requirements: *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector.*
- Lifelong Learning UK and Standards Verification UK: *Developing Qualifications for Teachers, Tutors and Trainers in the Lifelong Learning Sector in England.*
- Lifelong learning UK and Skills for Business *Addressing language, literacy, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills.*
- Qualifications and Curriculum Authority (QCA).
- Higher Education Quality Assurance Agency (QAA): Academic Infrastructure.
- SEEC Level Descriptors.

Quality Management and Enhancement Course Management

The Award in Education and Training is a part-time pre-service course planned within the University of Westminster Undergraduate Modular Framework, and run over one semester. The University's Westminster Exchange is the host department for the courses, but these are delivered through its consortium of partner colleges.

Each partner college course has its own Course Leader and teaching team drawn from the college. Additionally, the Consortium Programme Leader is based in the University's Westminster Exchange.

The University and the partner Colleges are, with Oxford Brookes University and its partner colleges, part of a Centre for Excellence in Teacher Training (CETT), *The Westminster Partnership*. This CETT has developed a range of initiatives, materials and resources to support the course provision and enhance your learning opportunities and experiences, and to help guide your future practice.

Course Approval, Monitoring and Review

The Award in Education and Training is validated, monitored and reviewed by the University as part of its standard quality assurance procedures. Annual monitoring ensures that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course was approved by a University Validation Panel in 2014. The Panel included internal peers from the University and external teaching specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers.

The course is subject to annual monitoring by the University, through Westminster Exchange, and to the quality control mechanisms operating at the relevant college. The Module Leader from each college will submit a Module Leader's report to the University,

evidence of student progression and achievement and the reports from the External Examiners, to evaluate the effectiveness of the course. The University audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

Student Involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. Students are asked to complete an end-of module questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course.

For More Information about this Course:

Amersham & Wycombe: Colm McConway, cmcconway@amersham.ac.uk

City Lit, Khorshed Bhote, Khorshed.Bhote@citylit.ac.uk

Harrow: Suzanne Levy, slevy@harrow.ac.uk

EHWL: Ben Beaumont, ben.beaumont@wlc.ac.uk

Newham College: Andrea McMahon, Andrea.McMahon@newham.ac.uk

West Thames: Tracy Jackson, Tracy.Jackson@west-thames.ac.uk

Please note: This Programme Specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to learners that provides more detailed information on the specific learning outcomes, content, learning, teaching and assessment methods.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.