


## 1. Programme Information

<b>Award type (s)</b>	Teacher education qualifications (FD, PGCE, Cert Ed)	
<b>Programme title (s)</b>	Foundation Degree (FD) in Education and Training Professional Graduate Certificate in Education (PGCE) and Training Certificate in Education (Cert Ed) and Training	
<b>FHEQ Level</b>	FD @ L5 PGCE @ L6 Cert Ed @ L5	
<b>Programme code (s)</b>	Foundation degree - P13161 PGCE Ed & Training – P13162 Cert Ed & Training – P13163	
<b>Mode (s) of study</b>	<b>Full-time</b> PGCE & Cert Ed	✓
	<b>Part-time</b> FD, PGCE & Cert Ed	✓
	<b>Online/Distance learning</b>	N/A
	<b>Other (please specify)</b>	
<b>Date of APC authorisation</b>		
<b>External Partner (if applicable)</b>	NESCOT	
<b>Nature of external approval</b>	<b>Franchise</b>	
	<b>Validation</b>	✓
	<b>External Validation</b>	
	<b>Joint Award</b>	
	<b>Dual Award</b>	
<b>Programme Leader (UK)</b>		
<b>Programme Leader (Partner)</b>	Judith Lawler	
<b>Link Tutor</b>		

## 2. Programme specification

<b>1. Awarding Institution</b> 	<b>2. Teaching Institution</b> North East Surrey College of Technology (NESCOT)	<b>3. School/Department</b> Initial Teacher Education	<b>4. UCAS Code:</b>
<b>5. Final Award</b> <ul style="list-style-type: none"> <li>• Foundation Degree</li> <li>• Professional Graduate Certificate in Education</li> <li>• Certificate in Education</li> </ul>	<b>6. Programme Title</b> Education and Training	<b>7. Accredited by:</b>	
<b>8. Quality Assurance Agency (QAA) Benchmarking Group(s)</b>  <p><i>Benchmarking statements for the subject you are studying define what a student is expected to learn from studying that subject. They are defined by academic staff in the field and provided to students and universities by the Quality Assurance Agency (QAA). Benchmarking statements are explained and described on the Agency's website at: <a href="http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp">http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp</a></i></p> <p>On successful completion of the Foundation Degree or Cert Ed, students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed;</li> <li>• demonstrate successful application in the workplace of the range of knowledge and skills learnt throughout the programme;</li> <li>• demonstrate ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;</li> <li>• demonstrate knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;</li> <li>• demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context;</li> <li>• use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;</li> <li>• effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context;</li> <li>• undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• have qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.</li> </ul>			

On successful completion of the PGCE, students will be able to demonstrate:

- a. a critical understanding of the underlying values and principles relevant to education students and developing personal stance which draws on their knowledge and understanding;
- b. a critical understanding of the diversity of learners and the complexities of the education process;
- c. a critical understanding of the complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process;
- d. a critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process;
- e. the ability to analyse educational concepts, theories and issues of policy in a systematic way;
- f. the ability to identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts;
- g. the ability to accommodate new principles and understandings;
- h. the ability to select a range of relevant primary and secondary sources including theoretical and research based evidence, to extend their knowledge and understanding; and
- i. the ability to use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

The benchmarking statements referenced in the development of this programme are;

- QAA subject benchmarks for Education Studies 2007
- Foundation Degree qualification benchmarks May 2010

### **9. Entry Requirements**

L3 qualification within the subject specialism; have at least 2 years' equivalent experience for the FD; access to at least 100 hours of teaching practice; and have English GCSE C grade, or equivalent.

### **10. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:**

The programme aims to provide an initial teaching qualification for those working in a full teaching role within education and training.

To achieve this goal, the programme will enable students to:

- critically and systematically analyse educational concepts, theories and policies in relation to their subject specialism and teaching context;
- identify, implement and evaluate principles of planning, delivering, assessing and evaluating teaching and learning in order to become competent practitioners;
- develop an awareness of professional roles and responsibilities within their teaching and wider professional context;
- develop research and critically reflective skills in order to analyse and develop their own practice and, subsequently, participate in CPD activities;
- investigate the role, needs and expectations of stakeholders with a vested interest in education and training;
- evaluate the impact of personal and organisational values, beliefs and attitudes on professional practice; and
- develop study and academic skills, with an opportunity to progress onto a first degree.

**11. Summary of Skills Development for Students within the Programme [Maximum 150 words]:**

The programme enables students to develop:

- professional relationships with students and teaching and assessing skills that demonstrate competence in the classroom;
- analytical and evaluative skills when relating theory to practice and reviewing personal, social, political, economic and technological impacts on teaching and learning;
- critical reflective and evaluative skills when reviewing own practice;
- academic skills to demonstrate rigour when reviewing literature and other information sources, synthesising information and presenting understanding in written and visual formats;
- independent and collaborative skills in managing, completing and evaluating teaching and learning activities;
- research skills to support independent action research within the classroom; and
- personal and professional skills to meet the requirements of the minimum core and professional standards (LLUK, 2007).

<p><b>11. The programme provides opportunities for you to achieve the following outcomes:</b></p> <p><i>These are related to the benchmarking statements for the subject you are studying, described under 8 above.</i></p>	<p><b>The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:</b></p>
<p><b>A. Knowledge and understanding of:</b></p>	<p><b>A. Teaching and learning methods:</b></p>
<p><i>On successful completion of the FD or Cert Ed, students will be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed;</li> <li>• knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;</li> <li>• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context; and</li> <li>• ability to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations.</li> </ul> <p><i>On successful completion of the PGCE, students should demonstrate a critical understanding of the:</i></p> <ul style="list-style-type: none"> <li>• underlying values and principles of relevant education studies and developing personal stance which draws on their knowledge and understanding;</li> <li>• diversity of learners and the complexities of the education process;</li> <li>• complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the process; and</li> <li>• societal and organisational structures and purposes of educational systems and the possible implications for learner and the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Student presentations (groups)</li> <li>• Seminars</li> <li>• Feedback</li> <li>• Group activities</li> <li>• Practical workshops</li> <li>• Action research</li> <li>• Reflective writing</li> <li>• Discussion</li> <li>• Independent/guided reading &amp; research</li> <li>• Case studies</li> <li>• VLE – discussion forums and activities</li> <li>• Subject mentor engagements</li> <li>• Action planning &amp; reviews</li> <li>• Professional practice</li> </ul>
	<p><b>A. Assessment methods:</b></p>
	<ul style="list-style-type: none"> <li>• Action research</li> <li>• Presentations (individual &amp; group)</li> <li>• Evaluation</li> <li>• Essay</li> <li>• Case study</li> <li>• Independent study</li> <li>• Training event planning</li> </ul>

<p><b>B. Intellectual skills:</b></p>	<p><b>B. Teaching and learning methods:</b></p>
<p><i>On successful completion of the FD or Cert Ed, students will be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;</li> <li>• knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;</li> <li>• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context;</li> <li>• use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;</li> <li>• effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deployment of key techniques of the discipline effectively in their field of study and in a work context; and</li> <li>• qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Student presentations (groups)</li> <li>• Seminars</li> <li>• Group activities</li> <li>• Action research</li> <li>• Reflective writing</li> <li>• Discussion</li> <li>• Independent/guided reading &amp; research</li> <li>• Subject mentor engagements</li> <li>• Action planning &amp; reviews</li> <li>• Professional practice</li> </ul>
<p><i>On successful completion of the PGCE, students should demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <li>• analyse educational concepts theories and issues of policy in a systematic way;</li> <li>• identify and reflect on the potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and context;</li> <li>• accommodate new principles and understanding;</li> <li>• select a range of relevant primary and secondary sources including theoretical and research based evidence to extend their knowledge and understanding; and</li> <li>• use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.</li> </ul>	<p><b>B. Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Action research</li> <li>• Presentations</li> <li>• Evaluations</li> <li>• Reflective writing/journal</li> <li>• Case study</li> <li>• Independent study</li> <li>• Essays</li> <li>• Personal &amp; professional development planning</li> </ul>

<p><b>C. Subject practical skills:</b></p>	<p><b>C. Teaching and learning methods:</b></p>
<p><i>On successful completion of the FD or Cert Ed, students will be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• successful application in the workplace of the range of knowledge and skills learnt throughout the programme;</li> <li>• ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;</li> <li>• use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;</li> <li>• effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deployment of key techniques of the discipline effectively in their field of study and in a work context;</li> <li>• ability to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations; and</li> <li>• qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.</li> </ul> <p><i>On successful completion of the PPGCE, students should be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• the ability to reflect on their own and others value system; and</li> <li>• the ability to use their knowledge and understanding critically to locate and justify personal position in relation to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Student presentations (groups)</li> <li>• Seminars</li> <li>• Feedback</li> <li>• Practical workshops</li> <li>• Action research</li> <li>• Reflective writing</li> <li>• Independent/guided reading &amp; research</li> <li>• Case studies</li> <li>• Subject mentor engagements</li> <li>• Action planning &amp; reviews</li> <li>• Professional practice</li> </ul> <p><b>C. Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Lesson observations &amp; feedback</li> <li>• Mid/end of year progress reports</li> <li>• Reflective writing</li> <li>• Personal and professional development planning</li> <li>• Portfolio</li> <li>• Tutorials</li> <li>• Action research</li> </ul>

D. Transferable/key skills:	D. Teaching and learning methods:
<p>On completion of the FD, PGCE or Cert Ed, students will be able to:</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> <li>• construct and communicate oral and written arguments</li> </ul> <p><i>ILT</i></p> <ul style="list-style-type: none"> <li>• use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches</li> </ul> <p><i>Numeracy</i></p> <ul style="list-style-type: none"> <li>• interpret and present relevant numerical information</li> </ul> <p><i>Working with others</i></p> <ul style="list-style-type: none"> <li>• as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team</li> </ul> <p><i>Improving own learning</i></p> <ul style="list-style-type: none"> <li>• Improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on their own learning</li> </ul> <p><i>Problem solving</i></p> <ul style="list-style-type: none"> <li>• Analyse, synthesise, evaluate, and identify problems and solutions.</li> </ul>	<p><b>D. Teaching and learning methods:</b></p> <ul style="list-style-type: none"> <li>• Student presentations (groups)</li> <li>• Seminars</li> <li>• Feedback</li> <li>• Group activities</li> <li>• Practical workshops</li> <li>• Action research</li> <li>• Reflective writing</li> <li>• Discussion</li> <li>• Independent/guided reading &amp; research</li> <li>• Case studies</li> <li>• VLE – discussion forums and activities</li> <li>• Action planning &amp; reviews</li> <li>• Professional practice</li> </ul> <p><b>D. Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Action research</li> <li>• Presentations</li> <li>• Independent study</li> <li>• Portfolio</li> <li>• Personal &amp; professional development planning</li> <li>• Reflective writing/journal</li> <li>• Essays</li> </ul>



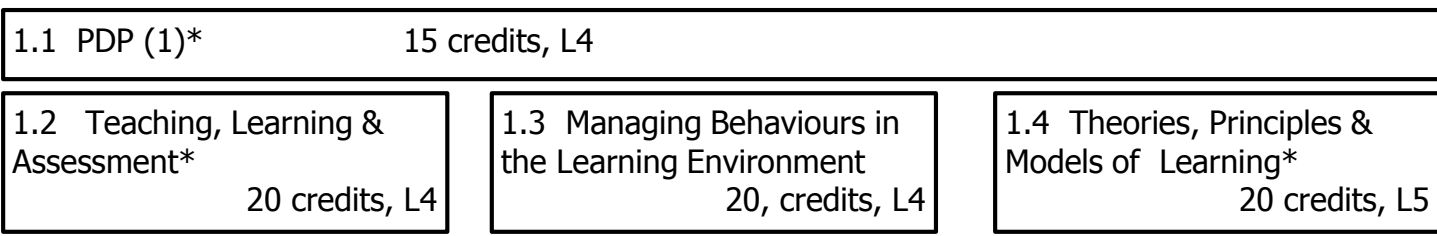
E. Graduate Attributes:	E. Teaching and learning methods:
<p><i>Scholarship and Autonomy</i> On graduating, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries</li> <li>2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation</li> <li>3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them</li> <li>4. Become intellectually curious, responsive to challenges, and demonstrate initiative and resilience</li> </ol> <p><i>Creativity and Enterprise</i> On graduating, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or Problems</li> <li>2. Generate new ideas and develop creative solutions or syntheses</li> <li>3. Communicate clearly and effectively, in a range of forms, taking account of different audiences</li> <li>4. Make use of familiar and emerging information &amp; communication technologies</li> <li>5. Seize and shape the opportunities open to them on leaving university</li> </ol> <p><i>Cross—cultural and International Awareness</i> On graduating, students should be able to :</p> <ol style="list-style-type: none"> <li>1. Engage effectively in groups whose members are from diverse backgrounds</li> <li>2. Appreciate the importance of behaving sustainably</li> <li>3. Move fluently between different cultural, social and political contexts</li> <li>4. Value the ability to communicate in more than one language</li> </ol>	<p><b>E. Teaching and learning methods:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Student presentations (groups)</li> <li>• Seminars</li> <li>• Feedback</li> <li>• Group activities</li> <li>• Practical workshops</li> <li>• Action research</li> <li>• Reflective writing</li> <li>• Discussion</li> <li>• Independent/guided reading &amp; research</li> <li>• Case studies</li> <li>• VLE – discussion forums and activities</li> <li>• Subject mentor engagements</li> <li>• Action planning &amp; reviews</li> <li>• Professional practice</li> </ul> <p><b>E. Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Action research</li> <li>• Independent study</li> <li>• Personal &amp; professional development planning</li> <li>• Portfolio</li> <li>• Reflective writing/journal</li> <li>• Lesson observation &amp; feedback</li> <li>• Essays</li> <li>• Training event planning</li> </ul>

**12. Programme Structure: Levels, Courses and Credits**  
*(Foundation Degree P/T route)*

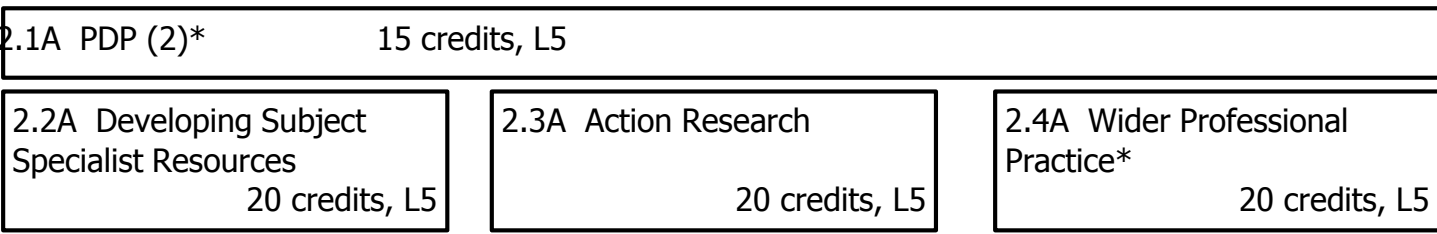
**Awards, Credits and Progression of Learning Outcomes**



**Year 1:**

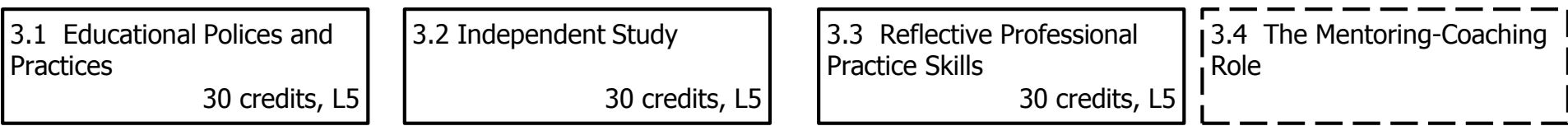


**Year 2:**



Possible exit point for award of Cert Ed (150 credits, L5)

**Year 3:** Leading to the L5 FD (240 credits)



**NB:** \* indicates mapped against LSIS mandatory modules

Only completed by FD direct entry students in order to achieve 120credits

**12. Programme Structure: Levels, Courses and Credits**  
 (PGCE P/T route)



**Awards, Credits and Progression of Learning Outcomes**

**Year 1:**

1.1 PDP (1)* 15 credits, L4		
1.2 Teaching, Learning & Assessment* 20 credits, L4	1.3 Managing Behaviours in the Learning Environment 20, credits, L4	1.4 Theories, Principles & Models of Learning* 20 credits, L5

**Year 2: Leading to the L6 PGCE (150 credits)**

2.1B PDP (2)* 15 credits, L6		
2.2B Developing Subject Specialist Resources 20 credits, L6	2.3B Action Research 20 credits, L6	2.4B Wider Professional Practice* 20 credits, L6

Exit with **Professional Graduate Certificate in Education & Training** (L6, 150credits)

**NB:** \* indicates mapped against LSIS mandatory modules

**12. Programme Structure: Levels, Courses and Credits**  
*(Cert Ed P/T route)*



***Awards, Credits and Progression of Learning Outcomes***

**Year 1:**

1.1 PDP (1)*		15 credits, L4	
1.2 Teaching, Learning & Assessment*	20 credits, L4	1.3 Managing Behaviours in the Learning Environment	20, credits, L4
		1.4 Theories, Principles & Models of Learning*	20 credits, L5

**Year 2: Leading to the L5 Cert Ed (150 credits)**

2.1A PDP (2)*		15 credits, L5	
2.2A Developing Subject Specialist Resources	20 credits, L5	2.3A Action Research	20 credits, L5
		2.4A Wider Professional Practice*	20 credits, L5

Exit with **Certificate in Education & Training** (L5, 150credits)

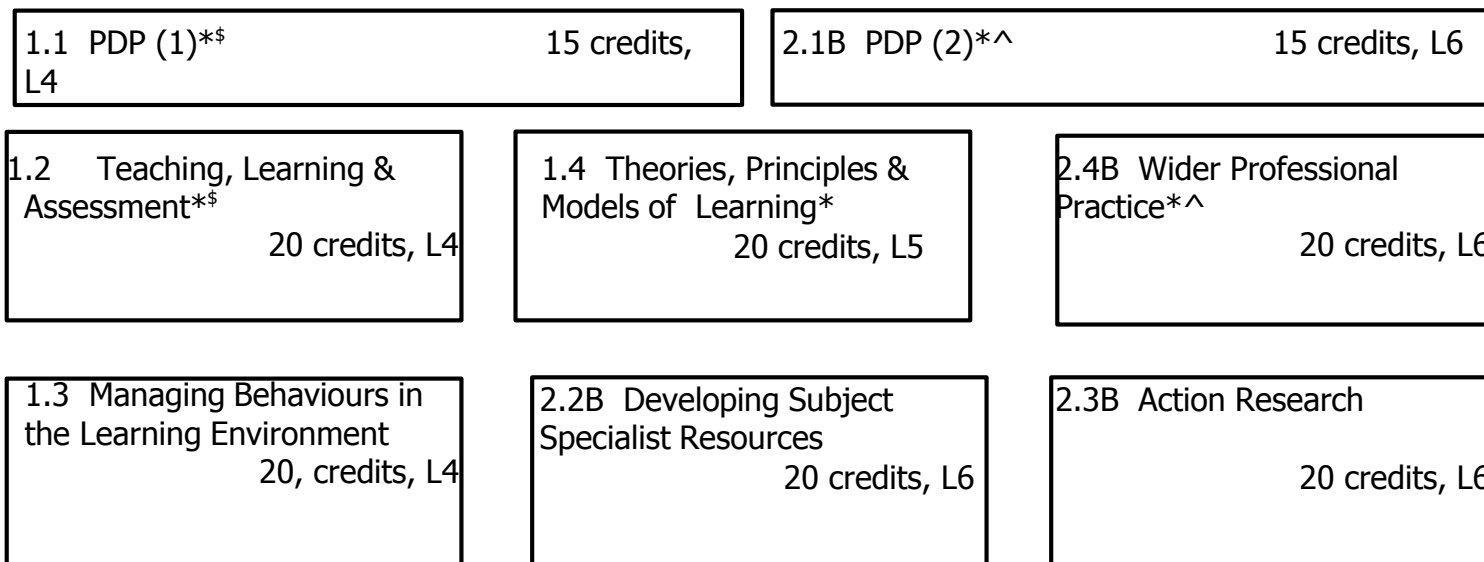
**NB:** \* indicates mapped against LSIS mandatory modules

**12. Programme Structure: Levels, Courses and Credits**  
*(PGCE F/T route)*



**Awards, Credits and Progression of Learning Outcomes**

**Year 1:**



Exit with **Professional Graduate Certificate in Education & Training** (L6, 150 credits)

**NB:** \* indicates mapped against LSIS mandatory modules  
 \$ denotes group is taught with year 1 P/T students, and  
 ^ denotes group is taught with year 2 P/T students

**12. Programme Structure: Levels, Courses and Credits**  
*(Cert Ed F/T route)*



**Awards, Credits and Progression of Learning Outcomes**

**Year 1:**

1.1 PDP (1)\*\$ 15 credits, L4

2.1A PDP (2)\*^ 15 credits, L5

Exit with **Certificate in Education & Training** (L5, 150credits)

1.2 Teaching, Learning & Assessment\*\$ 20 credits, L4

1.4 Theories, Principles & Models of Learning\* 20 credits, L5

2.4A Wider Professional Practice\*^ 20 credits, L5

1.3 Managing Behaviours in the Learning Environment 20, credits, L4

2.2A Developing Subject Specialist Resources 20 credits, L5

2.3A Action Research 20 credits, L5

**NB:** \* indicates mapped against LSIS mandatory modules  
 \$ denotes group is taught with year 1 P/T students, and  
 ^ denotes group is taught with year 2 P/T students

