

DEFINITIVE COURSE RECORD

Course Title	Certificate in Education
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	Education and Training Foundation Ofsted
Credit Structure ²	120 Credits Level 4: 60 Credits Level 5: 60 Credits
Mode of Attendance	Full-time and Part-time
Standard Length of Course ³	1 year full-time 2 years part time
Intended Award	Certificate in Education
Named Exit Awards	None
Entry Requirements ⁴	<p>In order to satisfy the minimum general requirements for admission, and subject to satisfactory interview, applicants must:</p> <ul style="list-style-type: none"> • Have a good command of written and spoken English, sufficient to be able to aim to produce assignments at level 5; • Possess at least a minimum level 3 qualification in his/her own area of specialism; • Hold a relevant qualification in English and Maths – normally at level 2 or equivalent • Have numeracy and IT skills that will enable the fulfilment of the assessment requirements of the course (minimum core); • Academic and/or industrial and commercial experience related to chosen curriculum area • Be able to provide two appropriate references; and a satisfactory DBS check. <p>In addition, part-time in service students must:</p> <ul style="list-style-type: none"> • Have 150 teaching practice hours in a Full Teacher Role within the Education and Training Sector (this is normally 75 hours in year 1 and 75 hours in year 2); • Have a workplace and/or specialist mentor identified by their organisation who is available to support them throughout the programme;

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Initial Teacher Training \(Lifelong Learning Sector\) Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#)

DEFINITIVE COURSE RECORD

	<ul style="list-style-type: none">• Be able to provide two appropriate references; and demonstrate support from employer and mentor
Delivering Institution	Suffolk New College
UCAS Code	N/A

This definitive record sets out the essential features and characteristics of the CertEd course. The information provided is accurate for students entering level 4 in the 2018-19 academic year.⁵

Course Summary

The Certificate in Education is a professional qualification for people teaching in the Education and Training Sector e.g. further education colleges, sixth form colleges, adult education, community learning and a wide range of other training and educational settings. As from 01 April 2012, following government approval, teachers who qualify in the LLS, and go on to achieve QTLS status are eligible to teach in the schools' sector.

The course is designed to develop a range of skills and knowledge required of a professional teacher in the Learning and Skills Sector. The programme places a significant emphasis on students developing the appropriate skills and knowledge they require to meet the needs of the learner. The fundamental principles of practice are underpinned by reference to theoretical perspectives, thus encouraging students to effectively link theory to practice. This is expected of a professional who can engage with the identification and articulation of issues associated with the teaching in the sector.

Course Aims

- To provide trainees with a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education within the context of their subject specialism and beyond.
- To provide trainees with a broad and balanced knowledge and critical understanding of the principal features of education in a wide range of contexts to prepare them for future careers in a range of potential settings.
- To encourage trainees to interrogate educational processes in a wide variety of contexts.
- To develop in trainees the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner.
- To promote a range of qualities in trainees including intellectual independence, critical thinking, innovation and creativity and engagement with research based practice.
- To promote the development wider personal development of each trainee relevant to their teaching and professional context. This may include developing competency in maths and English, instilling leadership and management skills, developing a better understanding of global and cultural issues and other features required of professional training.

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

DEFINITIVE COURSE RECORD

Course Learning Outcomes

The following statements define what students graduating from the Cert Ed course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5 awards as set out by the UK Quality Assurance Agency (QAA).⁶

Knowledge and Understanding

1. Demonstrate the ability to analyse, evaluate and apply knowledge, to a broad range of established theories and current methods to own practice
2. Demonstrate a critical understanding of legal and ethical issues, and evaluate these within the context of teaching and learning in the Learning and Skills sector
3. Using current models of reflective practice, critically reflect on own professional role and responsibilities, clearly identifying implications and actions for own continuing professional development
4. Demonstrate knowledge and understanding of how to manage the learning process effectively
5. Analyse theories and principles of assessment of learning in the design of methods of assessment.
6. Evaluate a range of theories, principles and models of curriculum design that contribute to curriculum development and planning
7. Develop a critical understanding of own subject pedagogy and apply it effectively in own teaching
8. Demonstrate a critical understanding of and commitment to learner entitlement, equality and inclusiveness in learning
9. Demonstrate a clear understanding of quality assurance and the inspection framework

Mental or cognitive skills

10. Reflect critically on classroom observations to inform subsequent learning and teaching
11. Think analytically about teaching and learning and form judgements based on sound rationale
12. Understand the processes by which students learn, and think creatively about how to enhance their progression
13. Develop an informed understanding of theoretical models of learning and teaching
14. Demonstrate a mature, professional attitude to the broad demands of the teaching role, including the maintenance of good working relationships, and actively seek professional development opportunities

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

DEFINITIVE COURSE RECORD

15. Be familiar with recent research and develop a critical understanding of specific educational issues
16. Organise, structure and articulate information, concepts and opinions both orally and in writing in a diverse range of professional contexts, showing confident use of appropriate and specialist language
17. Use reflection to analyse and evaluate performance, and facilitate continuing professional development
18. Display clarity and accuracy in written work
19. Develop an appropriate academic style that facilitates the effective communication of facts and opinions

Subject Specific and Practical Skills

20. Effectively plan lessons and schemes of work that promote and enhance learning opportunities for their students
21. Deploy a range of inclusive teaching strategies to support students' learning at all levels
22. Design and use inclusive learning resources effectively to enhance the learning experience
23. Demonstrate effective implementation of subject pedagogy in own teaching
24. Demonstrate effective communication and inter-personal skills.
25. Implement inclusive classroom management strategies to effectively promote learning
26. Critically reflect on own previous/current level of experiences, practice and skills and clearly identify areas for development and appropriate actions
27. Effectively use and evaluate ICT to enhance the teaching and learning experience
28. Effectively meet the professional teaching standards

Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards:

- New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007) LLUK
- A guide to using the professional standards (2014) Society for Education and Training
- Education Studies QAA Benchmarks (2007)

Course Structure

The CertEd comprises modules at levels 4 and 5.

DEFINITIVE COURSE RECORD

Module Specifications for each of these modules is included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type ⁷
Level 4			
	Introduction to Teaching	20	M
	Monitoring Progress of Learners	20	M
	Professional Practice 1 (Part Time)	20	M
Level 5			
	Education in Context	20	M
	Teacher as Researcher	20	M
	Professional Practice 2 (Part Time)	20	M
	Professional Practice (Full Time)	40	M

Awards

On successful completion of the course, students will be awarded a Certificate in Education.

Course Delivery

The course is delivered at the University of Suffolk at Suffolk New College. Students studying full-time on Certificate in Education are likely to have approximately 136 contact hours for level 4, 110 contact hours for level 5. The contact hours will be a mix of lectures, seminars and practical activities and students will also be required to participate in 150 hours of work placement in their own subject. Placements on the full-time programme will be arranged by University of Suffolk. Students will normally be expected to undertake 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 75% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects), and 25% practical assessments. Both elements must be passed in order to pass the course.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute. Details of the academic staff who deliver on the course can be found in the Course Handbook.

⁷ Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Initial Teacher Training \(Lifelong Learning Sector\) Awards](#)

DEFINITIVE COURSE RECORD

Course Costs

Students undertaking Certificate in Education will be charged tuition fees as detailed below:

Student Group	Tuition Fees
Full-time UK/EU	£6,360 per year
Part-time UK/EU	£1,060 per 20 credit module
Full-time International	£6,400 per year
Part-time International	£1,065 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students are likely to incur other costs for study materials such as books and journals and travel to and from their placement. Students will also pay for a DBS which is currently £44.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Initial Teacher Training (Lifelong Learning Sector) Awards and other academic policies and procedures of the University and published on the [website](#).