

Teaching Qualification (Further Education)

In-Service Programme

2017/18

BA in Teaching Qualification for Further Education and University Diploma

Postgraduate Certificate in Tertiary Education with Teaching Qualification
(Further Education)

This course is accredited by the General Teaching Council for Scotland



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TQFE – entry requirements

University Diploma – applicants for this award must have an HNC (or equivalent) where this is the highest level of award in the subject area in the UK. Applicants for the UG Diploma qualification may consider delaying their application for the TQFE so that they can enhance their entry qualification and subsequently be considered for the BA qualification. Applicants with an HNC as their highest award can consider the 'City & Guilds Affiliateship' award as one way of enhancing their entry qualification. The Affiliateship must be gained prior to application. Students on the UG Diploma route will be awarded 110 entry credit points.

BA – applicants for this award must have an HND or equivalent. Students on the BA route will be awarded 240 entry credit points.

PG Certificate – applicants for this award must have a degree or equivalent.

References and/or supporting letter

Please note references will not be required if an in-service application is supported by a letter from the college – either from the staff development officer or an appropriate member of HR staff. Where no supporting letter is provided we would expect both references to be included with the application. If either the supporting letter or both references are not included the application will be returned.

Literacy/numeracy/ICT requirements

Candidates must have both literacy and numeracy skills which meets the demands of the course. The normal entry requirement will be:

- A National Qualification Course award in English at level 6 on the SCQF (or suitable evidence of being able to attain this standard) or SQA communication level III
- A National Qualification Course award in numeracy or Mathematics at level 4 on the SCQF (or suitable evidence of being able to attain this standard)

Completion of either of the PDAs for Initial Teacher Training (PDA Teaching Practice in Scotland's Colleges' or the 'Developing Teaching Practice in Scotland's Colleges') satisfies the entry requirements in respect of literacy and numeracy skills.

Information & Communications Technology (ICT) Skills

Candidates should have Information and Communication Technology (ICT) skills equivalent to Intermediate 2 (i.e. level 5 on the SCQF). This level of skill in the use of ICT is required partly in order to be able to fully participate on the TQ(FE) course and partly in order to be able to function effectively in the working environment.

Completion of either of the PDAs for Initial Teacher Training (PDA Teaching Practice in Scotland's Colleges' or the 'Developing Teaching Practice in Scotland's Colleges') satisfies the entry requirements in respect of literacy and numeracy skills.

In many cases, staff wishing to undertake TQFE will already have qualifications which can be proven to meet the entry requirements. In the cases where they do not, a written declaration from a relevant professional within the college that the candidate has, in their professional opinion, achieved the entry requirements in respect of ICT, numeracy or literacy skills will be accepted as sufficient evidence of competence.

TQFE 'exit qualifications'

BA in Teaching Qualification for Further Education and University Diploma

CODE	Title	Credit	Level	Teaching Days
TQFU9E1	Learner Identity and Diversity	40	9	3
TQFU9E2	Teaching and Assessment	40	9	3
TQFU9E3	Professional Practice	40	9	2 (plus online discussion)
TQFU9A3	Or Accreditation of prior PDA	20	9	1
TQAU901	Or Adult Education	40	9	2
TQFU9E4	Or Professional Experiential Learning	40	9	1

Postgraduate Certificate in Tertiary Education with Teaching Qualification (Further Education)

CODE	Title	Credit	Level	Teaching Days
TQFP001	Learner Identity and Diversity	40	11	3
TQFP002	Teaching and Assessment	40	11	3
TQFP003	Professional Practice	40	11	2 (plus online discussion)
TQFPPA3	Or Accreditation of prior PDA	20	11	1
TQAP001	Or Adult Education	40	11	2
TQFP004	Or Professional Experiential Learning	40	11	1

Exemptions for students with PDA

Students follow the taught programme above, or may take a combination of taught and APL modules agreed with the Programme Director.

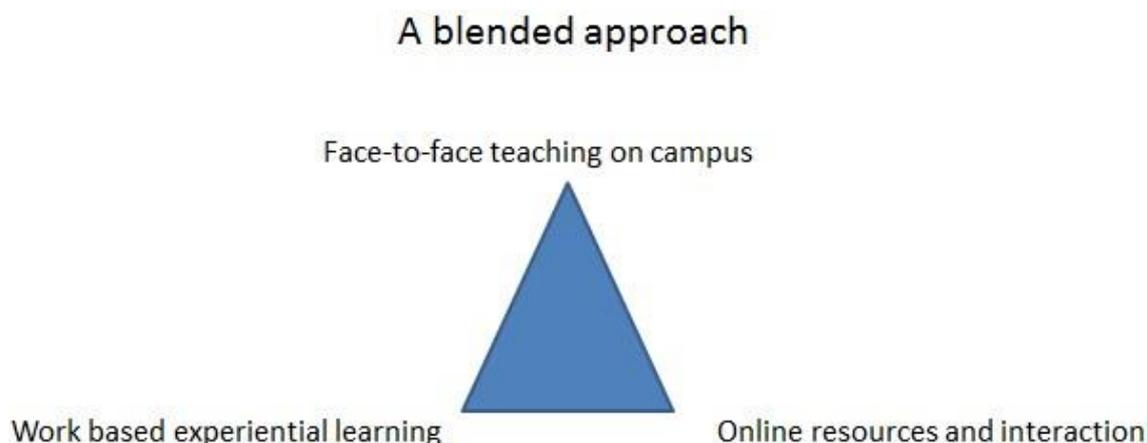
If students have any of the following PDA's they will be given exemption to 'Professional Practice' or 'Professional Experiential Learning' and will do a 20 credit APL module instead:

- Group Award Code: G85D 18 'Advanced Diploma Teaching in Further Education'
- Group Award Code: GG87 49 'PDA Teaching Practice in Scotland's Colleges'
- Group Award Code: GG82 49 'Developing Teaching Practice in Scotland's Colleges'

The programme modules are linked closely to the 'Professional Standards for Lecturers in Scotland's Colleges' available online at:

<http://www.gov.scot/Publications/2012/03/6519>

Key features of the TQFE programme at Stirling



Underpinning principles

Key principles that underpin the Stirling TQFE programme include:

- Enhancing awareness of appropriate professional values and attributes of the vocational educator.
- Encouraging innovation in teaching/learning and wider professional practice.
- Supporting the development of a 'professional enquiry' approach throughout and beyond the programme.

Teaching Staff - expertise

Teaching staff have considerable experience and expertise in relation to FE.

Contribute to various bodies involved in FE. All staff engage in scholarship and research on an international basis and are involved in EU / ESRC / JISC funded projects.

The staff who teach on the programme draw upon their professional and research experience to inform and enhance the student learning experience.

Research projects that staff have been involved in include:

Learning to Learn

A JISC funded project (£300K) involving collaborative research with four colleges in the central-belt. The project contributed to the development of the JORUM repository and highlighted opportunities and challenges in relation to sharing digital learning resources.

Literacies for Learning; Exploring Literacies for Assessment Practices in Further Education; Curriculum making in Schools and Colleges

These three projects involved collaborative research with local colleges and colleges in England. The findings from these projects have been drawn upon and inform aspects of teaching & learning on the TQFE programme.

REAL

The REAL (Recognition of Experiential and Accredited Learning www.realrpl.eu) project is an EU funded project involving 'Learning Link Scotland', SCQF and organisations in Romania, Estonia and the Republic of Ireland. One of the outcomes of the project was to develop a toolkit which enables adult educators to have their informal learning validated.

Teaching Schedule:

All dates are provisional until the university teaching timetable is confirmed in August.

FRI 1-SEP 2017	Administrative induction / registration
FRI 15-SEP 2017	Learner Identity and Diversity (Day 1)
FRI 29-SEP 2017	Learner Identity and Diversity (Day 2)
FRI 13-OCT 2017	Learner Identity and Diversity (Day 3)
FRI 17-NOV 2017	Teaching and Assessment (Day 1)
FRI 1-DEC 2017	Teaching and Assessment (Day 2)
FRI 19-JAN 2018	Teaching and Assessment (Day 3)
Teaching days for the third (and final) module depend on which option is chosen. One module is chosen from: <ul style="list-style-type: none">▪ Professional Practice▪ Accreditation of prior PDA▪ Adult Education▪ Professional Experiential Learning	
FRI 23-FEB 2018	Adult Education (Day 1) Professional Experiential Learning
FRI 2-MAR 2018	Professional Practice
9-MAR / 16-MAR / 23-MAR 2018	Professional Practice – online discussions
FRI 9-MAR 2018	Accreditation of Prior PDA
FRI 23-MAR 2018	Adult Education (Day 2) Professional Practice (Day 2)

Assessment deadlines

All dates are provisional until the university teaching timetable is confirmed in August.

MON 6-NOV 2017 (21:00)	Learner Identity and Diversity
MON 12 FEB 2018 (21:00)	Teaching and Assessment
MON 16-APR 2018 (21:00)	Professional Practice Accreditation of Prior PDA Adult Learning Professional Experiential Learning

All assignments are submitted in digital format via CANVAS/Turnitin.

Please note the following in relation to support available through the university's 'Information Centre':

- Core service for staff and students is 08:45-17:00 Monday-Friday
- Evening and weekend service (Mon-Fri 5-8 and Weekends 11-5) is primarily in support of students and users of the Library building. Staff calls may be logged to the daytime staff if the assistant on duty is unable to assist.

The Information Centre can be contacted on 01786 467250 or information.centre@stir.ac.uk

Student Support

The university provides a number of support services and facilities. The Student Support Service (SSS) provides students with access to advice, guidance and support from staff in the following areas:

- Accessibility and Inclusion
- Money advice team
- Counselling and Wellbeing

The Student Support Services website is available at:

<http://www.student-support.stir.ac.uk/>

Academic support is provided directly by TQFE tutors and additionally TQFE students can access support through Student Learning Services (SLS). The SLS team provides:

- Support for academic writing
- One to one (face-to-face or remotely) support
- Assignment workshops

The SLS website is available at:

<http://www.stir.ac.uk/sls>

Prior to the formal start of the programme an 'administrative induction/registration day' is provided at the start of September. This day includes:

- Overview of programme
- Online systems and facilities
- Library services for part-time off-campus students
- Student Support Services
- Enrolment / registration

Throughout the TQFE programme opportunities are provided to engage with TQFE staff and fellow students through:

Lectures / workshops / seminars / meetings with tutors

The on-campus sessions provide an invaluable opportunity for students to exchange ideas and experiences with their fellow students through informal and formal discussions.

Prior to the end of the current academic year a diagnostic assessment (a short piece of academic writing) will be issued to students. This writing task will be followed up by a process of self / peer and tutor assessment as a mechanism for offering guidance on areas of academic research / writing that may need to be developed prior to the start of the programme.

TQFU9E1: Learner Identity & Diversity

This is a core module within the BA TQFE programme. The module provides an essential foundation for the TQFE course with its emphasis on a critical understanding of the diversity of students and the implications of this for pedagogic and professional practice. Having studied this module students will have developed a clear appreciation of concepts such as 'learner identity', 'learner biography', 'cultural diversity', 'differentiated provision' and the relationship between these concepts and their practice as professional educators.

The broad purpose of the module is that the students, employed as lecturers in Further Education colleges in Scotland (UG), will gain deeper and more critical understanding of their role and practices in the support and guidance of their students and in learning support. To this end the module aims to develop student understanding of the significance of learner identity in engagement in learning, to identify and critically assess their role and practices in support and guidance and learning support to particular students and groups, and to research and critically evaluate current institutional and wider practices, policies and research regarding support and guidance and learning support.

This module draws upon the Professional Standards for Lecturers in Scotland's Colleges (2012) with particular reference to the Initial Professional Standards for Guidance and Support.

Planned Learning Outcomes:

Specific knowledge and understanding:

- The diverse student body within the modern FE sector.
- Key concepts and detailed knowledge of related institutional practices regarding learner support and guidance systems and in the assessment and satisfaction of learning needs.
- Key legislative and policy changes in relation to the role of the lecturer in supporting diverse students and learner diversity.
- The meaning and significance of learner identity in learning.
- The relevance of research at the forefront of the field in understanding practices for learner support and guidance and the support of learning. Generic skills:
- Develop information and research skills relevant to practice (such as sourcing, summarising and critically evaluating policy/good practice writings such as HMIE advice).
- Manage different forms of communication for improving practice (such as online discussion, classroom discussion or networking).

Cognitive:

- Identify and source evidence in order to critically reflect on research and practice.
- Critical evaluation of various types of evidence in analysing the role of the FE lecturer in supporting and guiding students and learning in FE.
- Academic writing.

TQFU9E2: Teaching and Assessment

The module aims to provide students with an active learning space for professional enquiry into teaching and learning processes, skills and awareness, and the assessment of learning in post-compulsory contexts. Teaching and Assessment draws upon the theories and concepts of teaching and learning with a particular focus on assessment in the Autumn and in Spring on vocational education pedagogy and Curriculum for Excellence.

The content of the module has been organised as responses to the following questions:

1. What does the literature say about the main theories of learning, teaching and assessment?
2. What strategies and ideas can educators use to enable learning to be more active and assessment to be more effective?
3. How is learning and assessment of my students negotiated, managed and supported?
4. How can we evaluate and assess teaching and learning?
5. What do I need to do to meet the relevant Professional Standards for FE Lecturers in Scotland (2012)? (On planning, teaching and assessing)

In the first half of this module the focus is on using the literature to assist students in planning some form of innovation in their teaching. The written task will capture this preparation. In the second half of the module students work on enacting the innovation in practice in college and reflect on their experiences.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Plan for learning through writing lesson plans for their subject area understanding its location within a module plan.
- Explain with reflective critique how aspects of their enacted innovation relate to some of the main theories of curriculum design, teaching, and assessment, basing their ideas on others' critiques of these relationships.
- Provide a critical rationale for the use of research-informed sources, for why educators plan selected strategies, resources and approaches to teaching and assessment.
- Explain what they can do as an educator in their lesson planning and in their interactions and relations with students so that learning can take place in a challenging, rewarding and inclusive environment.

Generic:

- Write about practice in a critical, dialogical and reflective manner.
- Use oral skills and written skills mediated via ICT to engage in discussion and debate.
- Work in teams to engage in practice-related creative tasks.
- Use time effectively to manage work and studies in a professional context.
- Use learning opportunities to challenge personal assumptions and generate new personal knowledge.

Cognitive:

- Address problems found in practice contexts as starting points for professional enquiry.
- Interpret evidence found in literature and practice to inquire into professional approaches.
- Analyse ideas found in literature and theory in order to apply them in practice.

TQFU9E3: Professional Practice

This optional module encourages students to examine their own professional practice in a critical manner and to relate their practice to wider processes of quality assurance at the college, department and individual level. After an initial face-to-face induction session the module is taught online using CANVAS. A key pedagogic principle underpinning the module is that of developing a sense of a professional learning community whereby all participants are encouraged to learn with and from each other.

The module aims to enable students to critically examine their role as a vocational educator in further education and to identify areas of their practice that could be changed to improve the learning experiences of their students. Students will be encouraged to examine various debates about professionalism within further education and the implications of these debates for their own professional practice. The module will also introduce students to different frameworks of quality enhancement within further education and students will be supported in critically examining how these frameworks can enhance or hinder their professional practice. The final part of the module will focus on different approaches to professional learning with a particular emphasis on networked professional learning communities.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Interrogate models of reflective practice to identify strengths and weaknesses.
- Demonstrate a critical understanding of the principles, purposes and processes of quality assurance, improvement and enhancement and explain the challenges of working as part of a team to improve teaching/learning processes.
- Identify and critically evaluate various options in relation to professional development needs to achieve individual, team and organisational goals.
- Examine the concept of 'dual-professionalism' as applied to vocational educators
- Critically interrogate different conceptualisations of quality as applied to vocational education.
- Examine the impact of 'managerialism' and 'performativity' on the professionalism of the contemporary vocational educator.

Generic skills:

- Engage in critical, reflective practice using appropriate frameworks/models.
- Identify and evaluate various sources of evidence to be used to identify areas of strength and weakness in professional practice.
- Use an online, asynchronous discussion area to communicate effectively with peers.

Cognitive:

- Critically reflect on own values and deal with issues in accordance with the values and ethics that underpin professional practice and in relation to appropriate academic literature.
- Critically evaluate own professional practice, and that of colleagues using a range of approaches.
- Interpret evidence found in literature and practice to inquire into approaches to professional development.
- Analyse ideas found in literature and theory in order to apply them in practice.

TQAU901: Adult Education

This optional module addresses how adult education overlaps with or differs from other sectors of post-compulsory education in Scotland such as further education or community learning and development. Students will examine some of the defining features of adult education and what this means in concrete terms for developing their own teaching practices, focussing on two areas.

Firstly, by looking at what adult educators themselves value in their work with learners and what can be learned from this. This includes understanding how the professional standards for Adult Educators are demarcated from those for college lecturers, as well as examining current policy and practice including associated learning theory. Here students will be encouraged to highlight their own principles and values and reflect upon them. Secondly, the module will focus upon some of the ideas and traditions which continue to influence the education of adults today, including the understanding and practice of adult literacies learning. This would also involve examining and experiencing some recent informal and 'non-formal' educational practices championed by adult educators currently across Europe.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Identify the main learning theories and cultural traditions that impact on adult education.
- Assess how these key points may be translated into adult education practice.
- Identify how the theories may inform the philosophy, design and delivery of different provisions in the adult education sector.

Generic skills:

- Use writing skills to produce assignment to the required academic practice.
- Upgrade their oral skills through involvement in workshop and seminar activities.
- Display professionalism during group work, workshop and seminar activities, exercising managerial authority at times and taking responsibility for own role and others'.
- Using time effectively to manage work and studies in a professional context.

Cognitive:

- Practice routine methods of inquiry to generate new personal knowledge through their examination of theories and practice in adult education
- Recognise theoretical assumptions behind current practice
- Be able to reflect upon own practice using a variety of strategies

TQFP001: Learner Identity & Diversity

This core module provides an essential foundation for the TQFE course with its emphasis on a critical understanding of the diverse groups of students and the implications of this for pedagogic and professional practice. Having studied this module students will have developed a clear appreciation of concepts such as 'learner identity', 'learner biography', 'cultural diversity', 'differentiated provision' and the relationship between these concepts and their practice as professional educators.

The broad purpose of the module is that the students, employed as lecturers in Further Education colleges in Scotland (PG), will gain deeper and more critical understanding of their role and practices in the support and guidance of their students and in learning support. To this end the module aims to develop student understanding of the significance of learner identity in engagement in learning, to identify and critically assess the lecturers' role and practices in support and guidance and learning support to particular students and groups, and to research and critically evaluate current institutional and wider practices, policies and research regarding support and guidance and learning support.

This module draws upon the Professional Standards for Lecturers in Scotland's Colleges (2012) with particular reference to the Initial Professional Standards for Guidance and Support.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Critical and in depth awareness of the notion of identity in research on learning. □
extensive, detailed and critical knowledge and understanding of the lecturers' role in relation to a specific aspect of identity, diversity and learning;
- Critical and in depth understanding of the role of the FE lecturer in supporting and guiding students and learning in FE.
- Critical and in depth knowledge of policy and practices at various levels in relation to effective support and guidance for diverse learners.
- Extensive, detailed and critical knowledge and understanding of a specific aspect of identity, diversity and learning

Generic skills:

- Apply information and research skills relevant to critical analysis of practice (such as sourcing, synthesising, summarising and critically evaluating policy/good practice/research writings).
- Exercise high level autonomy and initiative in critical reflection of own and others' roles and responsibilities in managing communication to improve practice (such as student learner support and guidance conversation, student interview, online materials use and classroom discussion, inquiry-based research).

Cognitive:

- Identify and source appropriate evidence in order to reflect on research and practice.
- Critical and in depth evaluation, analysis and synthesis of issues regarding student support and guidance, informed by developments at the forefront of the subject through a variety of types of evidence.
- Make informed judgements on how to most effectively support learners and learning in FE contexts.
- Develop original and creative responses to problems and issues.
- Academic writing.

TQFP002: Teaching and Assessment

This core module aims to provide students with an active learning space for professional enquiry into teaching and learning processes, skills and awareness, and the assessment of learning in post-compulsory contexts. Teaching and Assessment draws upon the theories and concepts of teaching and learning with a particular focus in autumn on Assessment and in spring on vocational education pedagogy and Curriculum for Excellence.

In this postgraduate module students encounter and critically examine some of the main theories of learning, teaching and assessment. Key to the work is the idea that practice can be informed by reflection, engagement with colleagues, with the practice setting and, importantly, through relating theory to the practice to teaching and assessing learners. This module focuses on the planning and enactment of a research-informed innovation in practice.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Plan for learning through writing lesson plans for their subject area understanding its location within a module plan.
- Explain with reflective critique how aspects of their enacted innovation relate to some of the main theories of curriculum design, teaching, and assessment, generating their own critiques of these relationships.
- Provide a critical rationale, with some in-depth analysis of research-informed sources, for why educators plan selected strategies, resources and approaches to teaching and assessment.
- Explain what they can do as an educator in their lesson planning and in their interactions and relations with students so that learning can take place in a challenging, rewarding and inclusive environment.

Generic:

- Write about practice in a critical, dialogical and reflective manner.
- Use oral skills and written skills mediated via ICT to engage in discussion and debate.
- Work in teams to engage in practice-related creative tasks.
- Use time effectively to manage work and studies in a professional context.
- Use learning opportunities to challenge personal assumptions and generate new personal knowledge.

Cognitive:

- Address problems found in practice contexts as starting points for professional enquiry.
- Interpret evidence found in literature and practice to inquire into professional approaches.
- Analyse ideas found in literature and theory in order to apply them in practice.

TQFP003: Professional Practice

This optional module aims to enable students to critically examine their role as a vocational educator in further education and to identify areas of their practice that could be changed to improve the learning experiences of their students. Students will be encouraged to examine various debates about professionalism within further education and the implications of these debates for their own professional practice. The module will also introduce students to different frameworks of quality enhancement within further education and students will be supported in critically examining how these frameworks can enhance or hinder their professional practice. The final part of the module will focus on different approaches to professional learning with a particular emphasis on networked professional learning communities.

Planned Learning Outcomes:

Specific knowledge:

- Interrogate, critically and in-depth, models of reflective practice to identify strengths and weaknesses.
- Demonstrate an extensive and critical understanding of the principles, purposes and processes of quality assurance, improvement and enhancement and explain the challenges of working as part of a team to improve teaching/learning processes.
- Identify and critically evaluate various options in relation to professional development needs to achieve individual, team and organisational goals.
- Examine in a detailed and critical manner the concept of 'dual-professionalism' as applied to vocational educators
- Critically interrogate different conceptualisations of quality as applied to vocational education
- Examine the impact of 'managerialism' and 'performativity' on the professionalism of the contemporary vocational educator.

Generic:

- Engage in critical, reflective practice using appropriate frameworks/models.
- Identify and evaluate various sources of evidence to be used to identify areas of strength and weakness in professional practice.
- Use an online, asynchronous discussion area to communicate ideas clearly and effectively with peers and to contribute to the development of original and creative responses to problems and issues.

Cognitive:

- Critically reflect on own values and deal with issues in accordance with the values and ethics that underpin professional practice and in relation to a wide range of appropriate academic literature.
- Critically evaluate own professional practice, and that of colleagues using a range of approaches.
- Interpret evidence found in literature and practice to inquire into approaches to professional development and to synthesise key concepts from a wide range of academic sources.
- Critically analyse ideas found in literature and theory in order to apply them in practice in an informed and creative manner.

TQAP001: Adult Learning

This optional module addresses how adult education overlaps with or differs from other sectors of post-compulsory education in Scotland such as further education or community learning and development. Students will examine some of the defining features of adult education and what this means in concrete terms for developing their own teaching practices, focussing on two areas.

Firstly, by looking at what adult educators themselves value in their work with learners and what can be learned from this. This includes understanding how the professional standards for Adult Educators are demarcated from those for college lecturers, as well as examining current policy and practice including associated learning theory. Here students will be encouraged to highlight their own principles and values and reflect upon them. Secondly, the module will focus upon some of the ideas and traditions which continue to influence the education of adults today, including the understanding and practice of adult literacies learning. This would also involve examining and experiencing some recent informal and 'non-formal' educational practices championed by adult educators currently across Europe.

Planned Learning Outcomes:

Specific knowledge:

- Demonstrate extensive and detailed research relating to the theories and cultural traditions that impact adult education.
- Make links between theories and traditions in the context of policy of practice concerns ☐
Demonstrate originality and creativity in the translation of theory to practice.

Generic:

- Apply critical analyses and evaluation techniques in their engagement with the theory and practice of adult education.
- Deal with complex issues in relation to the course materials, including original and creative responses.
- Exercise autonomy and initiative in the undertaking of group work and assignment activity.
- Demonstrate ways of critical reflection in the engagement with complex professional issues and making informed judgements.

Cognitive:

- Use a significant range of theoretical approaches and translate these into a range of practices
- Outline a significant educational programme or project demonstrating originality and and/or creativity.

TQFP004: Professional Experiential Learning module

This optional module provides students with the opportunity to explore and examine aspects of their professional context and practice through a self-directed professional enquiry study. It is designed to provide flexibility to students in deciding what aspects of their professional context/practice they will focus upon and to examine the influence between selected contextual factors and their own professional responsibilities and development. Participants will be encouraged to share the findings and outcomes of their study with their peers.

Those students who successfully complete the module will be expected to be able to undertake a self-directed study of a chosen aspect of their professional context/practice in a scholarly manner informed by appropriate literature. The outcomes from the study will be of benefit to the local institution, TQFE peers and the student themselves. As a consequence of completing this module students will have developed independent thinking skills, the ability to identify and frame in an appropriate way issues within their professional context/practice that are of particular relevance to them and to communicate with peers and tutors clearly and effectively about their study. Successful participants will also have developed research skills that will be of benefit to them as part of their ongoing professional practice and if they proceed to postgraduate level study.

Planned Learning Outcomes:

Specific knowledge and understanding of current developments in the subject:

- Select and justify an area of interest in their professional context within the vocational education and training sector which will form the basis of their study.
- Explain the significance of their choice of study in relation to their own professional development and their institutional context.
- Identify intended outcomes from their study.
- Critically analyse the issues surrounding their chosen topic drawing upon relevant academic literature to do so.

Generic skills (e.g. Information skills/oral and written communication skills/numeracy/team working/personal organisational skills):

- Make informed judgements about their chosen area of study.
- Communicate ideas clearly and effectively via formal/informal methods to different audiences.
- Deal with issues raised within the study in accordance with professional standards and codes-of-conduct.

Cognitive: (e.g. analytical/problem-solving/interpretative/critical reasoning):

- Identify and evaluate various sources of evidence in relation to routine problems and issues as examined in the study.
- Draw on a range sources appropriate to the chosen area of study.
- Synthesise key concepts from a range of sources to inform the analysis of the chosen area of study.

TQFPPA3: Accreditation of Prior Professional Development Award (APL)

This optional module provides a mechanism whereby students can claim university credit in relation to the Professional Development Award (Teaching in Further Education). Those students who successfully complete this module are exempt from the TQFE Professional Practice module.

- Assessment of the Accreditation of Prior Learning module involves students completing a reflective, analytical review of the portfolio of evidence they submitted as part of the PDA award. The reflective review requires students to critically examine their development as a professional teacher in further education and to critically reflect upon aspects of their practice as examined within the PDA award. Students will be expected to identify and discuss particular aspects of their professional practice using supporting evidence from the portfolio submitted as part of their PDA. The examination of aspects of their professional practice will make use of relevant academic literature to enhance the discussion. Students will also be required to discuss, briefly, possible methods of professional development in relation to one aspect of the professional practice.

Ongoing tutor support will be provided via *CANVAS* / email / telephone.

Planned Learning Outcomes:

- Develop and work with a comprehensive understanding of the roles, rights and responsibilities of the FE lecturer.
- Identify and critically evaluate various options in relation to professional development needs to achieve individual, team and organisational goals.
- Develop the capacity to engage in critical, reflective practice.
- Evaluate various sources of evidence to be used in identifying areas of strengths and weaknesses within professional practice.
- Critically reflect on own values and deal with issues in accordance with the values and ethics that underpin professional practice.
- Critically evaluate own practice, and that of colleagues, in teaching/ facilitating learning and assessing using a range of approaches.
- Compile a portfolio of evidence to support the claim for their learning.

MSc Professional Education and Leadership

The MSc in Professional Education and Leadership offers the opportunity for participants to further develop their professional learning and leadership practices in a supportive, flexible, creative and challenging learning environment.

The benefits of the programme will extend not only to participants but also to colleagues and the wider education community and will lead to the development of strong professional networks both within and beyond the course.

Further information is available at:

<http://www.stir.ac.uk/postgraduate/programme-information/prospectus/education/professionaleducationandleadership/>

Contact Details

TQFE Programme Director: Dr Kevin Brosnan k.d.r.brosnan@stir.ac.uk 01786 466143

TQFE student enquiries: tqfe@stir.ac.uk 01786 467951

TQFE Tutors:

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TQFE – core text books

Avis, J., Fisher, R., & Thompson, R. (2015) *Teaching in Lifelong Learning A Guide to Theory and Practice* (2nd. ed.). Maidenhead: Open University Press.

Gregson, M., & Hillier, Y. (2015) *Reflective teaching in further, adult and vocational education* (4th. ed.). London: Bloomsbury.

Gregson, M., Nixon, L., Pollard, A., & Spedding, T. (Eds.). (2015) *Readings for Reflective teaching in further, adult and vocational education* (4th. ed.). London: Bloomsbury.

Huddleston, P., & Unwin, L. (2013) *Teaching and learning in further education diversity and change* (4th ed.). New York: Routledge.

Tusting, K., & Barton, D. (2006) *Models of adult learning: a literature review*. Leicester: NIACE.
Available from: <http://vital.new.voced.edu.au/vital/access/services/Download/ngv:19720/SOURCE4>

Weyers, M. (2006) *Teaching the FE Curriculum*. London: Continuum.

Pre-course reading

Undertaking some reading prior to the start of the course will help considerably as the volume of reading required during the course is quite significant. Some reading will be directly related to a specific assessment task but undertaking 'general reading' will also benefit you in broadening and deepening your understanding of important issues that affect further education and your role as a professional educator.

Core text books.

Try to buy / borrow the Gregson & Hillier books (the text book and the 'Reader'). Reading the first few chapters of the text book and skim-reading some of the summarised articles/chapters in the Reader will help in building/developing a good foundation.

The Avis et al. text book (*Teaching in Lifelong Learning A Guide to Theory and Practice*) provides a good introduction to quite a range of important topics – so skim reading a number of these chapters will help in developing an awareness of different perspectives on different topics

Reports

City & Guilds Centre for Skills Development, (2012) *How to teach vocational education: A theory of vocational pedagogy*

<http://learning.gov.wales/docs/learningwales/publications/140814-how-to-teach-vocational-education-en.pdf>

City & Guilds Centre for Skills Development, (2011) *Effective teaching and learning in vocational education*

<http://learning.gov.wales/docs/learningwales/publications/150304-effective-teaching-and-learning-en.pdf>

Coffield, Frank (2008) *Just suppose teaching and learning became the first priority...*

http://weaeducation.typepad.co.uk/wea_education_blog/files/frank_coffield_on_teach_and_learning.pdf

Coffield, Frank (2009) *All you ever wanted to know about learning and teaching but were too cool to ask.*

<http://learning.gov.wales/docs/learningwales/publications/140721-all-you-ever-wanted-to-know-en.pdf>

Web sites

1. College Development Network: <http://www.collegedevelopmentnetwork.ac.uk/>
2. National Improvement Hub: <https://education.gov.scot/improvement>
3. SQA: <http://www.sqa.org.uk/sqa/70972.html>

Learning Styles

Much has been written about 'Learning Styles' but some of it lacks depth and rigour. A number of reports/articles highlight the need to adopt a more cautious and critical approach to 'Learning Styles' to avoid using the idea in an overly simplistic and inappropriate way.

1. Innovative Learning: http://www.innovativelearning.com/teaching/learning_styles.html
2. Coffield, F., Moseley, D., Hall, E., Ecclestone, K. (2004). Learning styles and pedagogy in post-16 learning. A systematic and critical review. London: Learning and Skills Research Centre. <http://bit.ly/2secY0N>

SCQF level descriptor – level 9 (undergraduate level)

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

- Demonstrate and/or work with:
 - An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries.
 - A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector.
 - Knowledge of one or more specialisms that is informed by forefront developments.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

- Apply knowledge, skills and understanding:
 - In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
 - In using a few skills, techniques, practices and/or materials that are specialised and/or advanced.
 - In practising routine methods of enquiry and/or research.
 - To practise in a range of professional level contexts that include a degree of unpredictability.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

- Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector.
- Identify and analyse routine professional problems and issues.
- Draw on a range of sources in making judgements.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

- Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example:
 - Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences.
 - Use a range of ICT applications to support and enhance work.
 - Interpret, use and evaluate numerical and graphical data to achieve goals/targets.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

- Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.
- Exercise managerial responsibility for the work of others and for a range of resources.
- Practise in ways that show awareness of own and others' roles and responsibilities.
- Work, under guidance, with specialist practitioners.
- Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

SCQF level descriptor – level 11 (postgraduate level)

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

- Demonstrate and/or work with:
- Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector.
- A critical understanding of the principal theories, concepts and principles.
- Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector.
- Knowledge and understanding of the ways in which the subject/discipline/sector is developed, including a range of established techniques of enquiry or □ research methodologies.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

- Apply knowledge, skills and understanding:
 - In using a wide range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
 - In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of a subject/discipline/sector.
 - In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes.
 - To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

- Critically identify, define, conceptualise and analyse complex/professional problems and issues.
- Offer professional insights, interpretations and solutions to problems and issues.
- Demonstrate some originality and creativity in dealing with professional issues.
- Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline/sector.
- Make judgements where data/information is limited or comes from a range of sources.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

- Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example:
 - Present or convey, formally and informally, information about specialised topics to informed audiences.
 - Communicate with peers, senior colleagues and specialists on a professional level.
 - Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
 - Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

- Exercise autonomy and initiative in professional/equivalent activities.
- Exercise significant managerial responsibility for the work of others and for a range of resources.
- Practise in ways that show awareness of own and others' roles and responsibilities.
- Work, under guidance, in a peer relationship with specialist practitioners.
- Work with others to bring about change, development and/or new thinking.
- Manage complex ethical and professional issues in accordance with current

TQFE – preparation for study checklist

The TQFE programme is a challenging undertaking and requires careful planning and coordination of various commitments. Many previous students report that finding the amount of time required to undertake the necessary academic reading and writing is a significant challenge.

As a simple mechanism to help people plan ahead and prepare themselves for the programme the following checklist is offered to help you think about what you will need to do to enable you to get as much from the programme as possible.

- Attend all teaching days on-campus (8 teaching days plus administrative induction)
- Prepare for teaching sessions at the university (prior reading / research)
- Follow up on teaching days by undertaking additional tasks / reading
- Searching for relevant reading materials and research (extensive reading lists are provided for each module)
- Make use of ideas / concepts from reading material and research as part of assignment writing
- Draft and re-draft assignments to ensure they are focused and clear
- Draw upon aspects of your professional practice to contribute to your academic writing and interaction with other students
- Make use of feedback to develop areas of strength and address areas of weakness in academic writing
- Use ICT to investigate and use online resources
 - from home
 - from work(A broadband internet connection at home is very important)
- Teach at least 120 hours over the academic year on a variety of courses and be observed teaching on TWO separate occasions (once before and once after Christmas).