

Teaching Qualification (Further Education)

Pre-Service Programme

2017/18

BA in Teaching Qualification for Further Education and University Diploma

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

This course is accredited by the General Teaching Council for Scotland



CONTENTS

BA in Teaching Qualification for Further Education and University Diploma	2
Postgraduate Diploma in Tertiary Education with Teaching Qualification (Further Education)	2
TQFE – entry requirements.....	3
TQFE ‘exit qualifications’	4
Bachelor of Arts qualification:	4
Postgraduate Diploma qualification:.....	4
Key features of the TQFE programme at Stirling	5
Teaching Days	6
Assessment deadlines.....	7
Student Support Service (SSS)	8
Student Learning Services (SLS)	8
TQFU901 Learner Diversity	9
TQFU902 Teaching and Assessment 1	10
TQFU9PL Link Practice	11
TQFU903 Teaching and Assessment 2	12
TQFU904 Professional Development.....	13
TQFPP01 Learner Diversity	14
TQFPP02 Teaching & Assessment 1.....	15
TQFPP03 Link Practice	16
TQFPP04 Teaching & Assessment 2.....	17
TQFPP05 Professional Development	18
MSc Professional Education and Leadership	19
Student Awards Agency Scotland – funding.....	20
Contact Details.....	21
TQFE – core text books	22
Pre-course reading.....	23
SCQF level descriptor – level 9 (undergraduate level).....	24
SCQF level descriptor – level 11 (postgraduate level)	25
Self-evaluation checklist for TQFE pre-service course	26

BA in Teaching Qualification for Further Education and University Diploma

AUTUMN SEMESTER				
Code	Title	Credit	Level	Teaching Days
TQFU901	Learner Diversity	20	9	3
TQFU902	Teaching and Assessment 1	20	9	3
TQFU9PL	Link Practice	40	9	8

SPRING SEMESTER				
Code	Title	Credit	Level	Teaching Days
TQFU903	Teaching and Assessment 2	20	9	3
TQFU904	Professional Development	20	9	2 (plus online discussion)
TQFU9PL	Link Practice	40	9	2

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

AUTUMN SEMESTER				
Code	Title	Credit	Level	Teaching Days
TQFPP01	Learner Diversity	20	11	3
TQFPP02	Teaching and Assessment 1	20	11	3
TQFPP03	Link Practice	40	11	8

SPRING SEMESTER				
Code	Title	Credit	Level	Teaching Days
TQFPP04	Teaching and Assessment 2	20	11	3
TQFPP05	Professional Development	20	11	2 (plus online discussion)
TQFPP03	Link Practice	40	11	2

TQFE – entry requirements

UG 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 Diploma

Applicants for this award must have a degree or equivalent.

Literacy/numeracy/ICT requirements

Candidates must have both literacy and numeracy skills which meet 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.

TQFE 'exit qualifications'

Bachelor of Arts qualification:

Module name	SCQF Level	SCQF credit-points
Entry credit - HND	8	240
Learner Diversity	9	20
Teaching and Assessment 1	9	20
Link Practice	9	40
Teaching and Assessment 2	9	20
Professional Development	9	20
TOTAL CREDIT-POINTS		360

Postgraduate Diploma qualification:

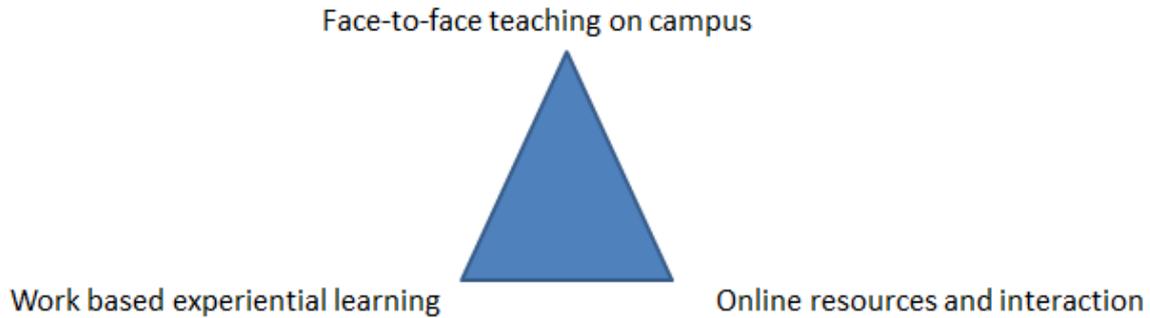
Module name	SCQF Level	SCQF credit-points
Learner Diversity	11	20
Teaching and Assessment 1	11	20
Link Practice	11	40
Teaching and Assessment 2	11	20
Professional Development	11	20
TOTAL CREDIT-POINTS		120

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

A blended approach



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 Days

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

WED 30-AUG 2017	Administrative induction / registration
MON 4-SEP to FRI 8-SEP 2017	Link Practice – Micro-teaching week
WED 13-SEP 2017	Link Practice – Preparing for placement
WED 20-SEP 2017	Learner Diversity (Day 1)
WED 27-SEP 2017	Link Practice – Assessment processes in FE
WED 4-OCT 2017	Learner Diversity (Day 2)
WED 11-OCT 2017	Learner Diversity (Day 3)
WED 18-OCT 2017	Link Practice – Classroom management
WED 1-NOV 2017	Teaching and Assessment 1 (Day 1)
WED 15-NOV 2017	Teaching and Assessment 1 (Day 2)
WED 29-NOV 2017	Teaching and Assessment 1 (Day 3)
WED 17-JAN 2018	Teaching and Assessment 2 (Day 1)
WED 24-JAN 2018	Teaching and Assessment 2 (Day 2)
WED 7-FEB 2018	Teaching and Assessment 2 (Day 3)
WED 21-FEB 2018	Link Practice – Preparing for employment
FRI 2-MAR 2018	Professional Development – introduction
9-MAR / 16-MAR / 23-MAR 2018	Professional Development – online discussions
FRI 23-MAR 2018	Professional Development – (Day 2)
WED 18-APR 2018	Link Practice – review

Assessment deadlines

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

WED 13-SEP 2017 (09:00)	Link Practice - micro-teaching week 'portfolio'
WED 25-OCT 2017 (21:00)	Learner Diversity
WED 13-DEC 2017 (21:00)	Teaching & Assessment 1
WED 28-FEB 2018 (21:00)	Teaching & Assessment 2
MON 16-APR 2018 (21:00)	Professional Development
WED 2-MAY (21:00)	Link Practice – review

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 Service (SSS)

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/>

Student Learning Services (SLS)

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 day' is provided at end of August. 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.

TQFU901 Learner Diversity

BA in Teaching Qualification for Further Education and University Diploma

This is a core module within the BA and University Diploma TQFE pre-service programme. The 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 diversity 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.

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.

Within this module students are enabled to:

1. Increase their capacity to respond positively to diversity.
2. Develop their understanding of the importance of learner identity in student engagement in learning.
3. Critically evaluate policies and practices to that end.
4. Critically evaluate evidence from the field of practice as well as research evidence.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Appreciate the meaning and significance of identity in learning.
- Awareness of the diverse student body within the modern FE sector.
- Critically examine key legislative and policy changes in relation to learner diversity.
- Critically analyse the role of the FE lecturer in supporting and guiding students in FE.

Generic skills:

- Develop information and research skills relevant to practice such as sourcing summarising and 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 skills:

- Identifying and sourcing evidence in order to reflect on research and practice.
- Critical evaluation and analysis of a variety of types of evidence.
- Academic writing.

TQFU902 Teaching and Assessment 1

BA in Teaching Qualification for Further Education and University Diploma

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 1 focuses on broad theories of learning, pedagogic strategies and assessment for/of learning.

The module relates to the Professional Standards for Lecturers in Scotland's Colleges (Scottish Government, 2012) particularly the sections:

- Planning and Preparing the Learning Experience.
- Teaching / Facilitating Learning.
- Assessment

Within this module students are enabled to:

1. Critically examine some of the main theories of learning, teaching and assessment, with some focused analysis of selected sources.
2. Relate some theories to their own teaching practice and the strategies other educators deploy with learners.
3. Identify and utilise selected academic literature to inform aspects of teaching practice with awareness of possible critiques.
4. Critically evaluate and implement strategies to promote more active learning and assessment.

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 how aspects of their plans relate to some of the main theories of curriculum design, teaching, and assessment, becoming aware of the critiques of these relationships.
- Provide a critical rationale, with some focused analysis, for why they have planned 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 skills:

- 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 skills:

- 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.

TQFU9PL Link Practice

BA in Teaching Qualification for Further Education and University Diploma

TQFU9PL provides the work-related element of the TQFE course for pre-service students. Within this module students will undertake a variety of activities that require them to make links between their experiences on placement, at the university and their development as FE teachers. The first element of Link Practice is the microteaching week on campus. During the microteaching week the students will gain experience in planning, teaching and evaluating lessons in a non-threatening environment. As they progress through Link Practice students will be given the opportunity to focus on particular aspects of professional practice enabling them to better deal with the complexity of working in FE and addressing the work-related assignments associated with particular modules. Moreover, Link Practice provides the opportunity for students to test out and reflect further on the professional learning that occurs in college and university and through their reading.

Within this module students are enabled to:

1. Draw on the relevant ideas and concepts to provide an appropriate rationale for simulated and/or placement practice as novice FE lecturers.
2. Demonstrate the development and appropriate use of work-based skills required of the FE lecturer.
3. Indicate the values and attitudes needed for working in a college environment.
4. Display the ability to progressively develop their practice through reflective processes.
5. Critically examine their development during the TQFE programme.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Identify and critique different methods of planning for student learning.
- Evaluate learning resources and their appropriateness for teaching.
- Explain a broad range of different techniques for facilitating student engagement and learning.
- Identify and justify the use of various forms of assessment (formative and summative).
- Provide appropriate support/guidance to learners in relation to their needs and aspirations

Generic skills:

- Engage in critical, reflective practice.
- Identify and use various sources of evidence to evaluate own practice.
- Provide and receive effective feedback for self-development and learner development.
- Adopt appropriate classroom behaviour in response to learner needs.
- Behave in a professional manner reflecting appropriate attitudes and values.

Cognitive skills:

- Adopt an open-minded approach when dealing with new ideas and practices.
- Rigorously examine theories/concepts/ideas/policies to identify strengths and weaknesses.
- Employ research findings to evaluate aspects of practice.
- Recognise the complexity of issues/problems in the modern further education environment.

TQFU903 Teaching and Assessment 2

BA in Teaching Qualification for Further Education and University Diploma

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 2 builds upon the theories and concepts covered in Teaching and Assessment 1 with a particular focus on vocational education pedagogy and Curriculum for Excellence.

The module relates to the Professional Standards for Lecturers in Scotland's Colleges (Scottish Government, 2012) particularly the sections:

- Planning and Preparing the Learning Experience.
- Teaching / Facilitating Learning.
- Assessment

Within this module students are enabled to:

1. Critically examine the main theories of curriculum development, learning, teaching and assessment.
2. Relate these theories to practice and the strategies educators deploy with learners.
3. Identify and draw upon relevant academic literature to inform aspects of teaching practice.
4. Evaluate and implement strategies to promote more active learning and assessment.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Describe and enact a strategy for evaluating individual lessons.
- Describe and enact an assessment of their learners and critically explain their choice of assessment instrument and the likely impact on learners.
- Provide a critical account of assessment, validity, reliability and models of assessment (norm- and criterion-referenced).
- Examine factors that are particularly relevant to the development of vocational skills and training within the FE sector.
- Critically examine the relevance of Curriculum for Excellence to the FE sector.

Generic skills:

- 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 skills:

- 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.

The 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*. An optional 'review day' is held at the end of the online discussion period. 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 professional teacher 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. As part of this process of critical reflection students will be exposed to different frameworks of quality enhancement and will be supported in examining how they can contribute to these processes as individuals and team members.

Planned Learning Outcomes:

Specific knowledge and understanding:

- 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.
- 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.

Generic skills:

- Develop the capacity to engage in critical, reflective practice.
- Identify and evaluate various sources of evidence to be used to identify areas of strengths and weaknesses in professional practice
- Use an online, asynchronous discussion area to communicate effectively with peers.

Cognitive skills:

- Critically reflect on own values and deal with issues in accordance with the values and ethics that underpin professional practice.
- Critically evaluate own professional practice using a range of approaches.
- 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

TQFP01 Learner Diversity

Postgraduate Diploma in Tertiary Education with Teaching Qualification

This is a core module within the postgraduate pre-service TQFE programme. The 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 diversity 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 pre-service students of the TQFE programme (PG) develop capacity to respond positively to student diversity in giving support and guidance to learners and for their learning. This aim is supported throughout the module with a focus on the lecturer role in relation to diverse learner identities, students and groups. The module develops student capacity to identify and critically assess their role as a lecturer in relation to 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 skills:

- 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.

TQFPP02 Teaching & Assessment 1

Postgraduate Diploma in Tertiary Education with Teaching Qualification

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 1 focuses on broad theories of learning, pedagogic strategies and assessment for/of learning. This module focuses on the planning of a research-informed innovation in practice. The module relates to the Professional Standards for Lecturers in Scotland's Colleges (Scottish Government, 2012) particularly the sections:

- Planning and Preparing the Learning Experience.
- Teaching / Facilitating Learning.
- Assessment

Within this module students are enabled to:

1. Critically examine some of the main theories of learning, teaching and assessment, with some in-depth critique and analysis of selected research-informed sources.
2. Relate some of theories to their own teaching practice and the strategies other educators deploy with learners.
3. Identify, critique, and utilise selected academic literature to inform aspects of teaching practice.
4. In an in-depth manner, critically evaluate and implement strategies to promote learning and conduct meaningful assessment.

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 plans 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 skills:

- 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 skills:

- 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 and critique ideas found in literature and theory in order to apply them in practice.

TQFPP03 Link Practice

Postgraduate Diploma in Tertiary Education with Teaching Qualification

TQFPP03 provides the work-related element of the TQFE course for pre-service students. Within this module students will undertake a variety of activities that require them to make links between their experiences in the work-place, at the university and their development as FE teachers. The first element of Link Practice is the microteaching week on campus. During the microteaching week the students will gain experience in planning, teaching and evaluating lessons in a non-threatening environment.

As they progress through Link Practice students will be given the opportunity to focus on particular aspects of professional practice enabling them to better deal with the complexity of working in FE and addressing the work-based assignments associated with selected modules. Moreover, Link Practice provides the opportunity for students to test out and reflect further on the professional learning that occurs in college and university and through their reading.

Within this module students are enabled to:

1. Draw on the relevant ideas and concepts to provide an appropriate rationale for simulated and/or placement practice as novice FE lecturers.
2. Demonstrate the development and appropriate use of work-based skills required of the FE lecturer.
3. Indicate the values and attitudes needed for working in a college environment.
4. Display the ability to progressively develop their practice through reflective processes.
5. Critically examine their development during the TQFE programme.

Planned Learning Outcomes:

Specific knowledge and understanding:

- Identify and critique different methods of planning for student learning.
- Evaluate learning resources and their appropriateness for teaching.
- Explain a broad range of different techniques for facilitating student engagement and learning.
- Identify and justify the use of various forms of assessment (formative and summative).
- Provide appropriate support/guidance to learners in relation to their needs and aspirations

Generic skills:

- Engage in critical, reflective practice.
- Identify and use various sources of evidence to evaluate own practice.
- Provide and receive effective feedback for self-development and learner development.
- Adopt appropriate classroom behaviour in response to learner needs.
- Behave in a professional manner reflecting appropriate attitudes and values.

Cognitive skills:

- Adopt an open-minded approach when dealing with new ideas and practices.
- Rigorously examine theories/concepts/ideas/policies to identify strengths and weaknesses.
- Employ research findings to evaluate aspects of practice.
- Recognise the complexity of issues/problems in the modern further education environment.

TQFPP04 Teaching & Assessment 2

Postgraduate Diploma in Tertiary Education with Teaching Qualification

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. This module relates to the Professional Standards for Lecturers in Scotland's Colleges (Scottish Government, 2012) particularly the sections:

- Planning and Preparing the Learning Experience.
- Teaching / Facilitating Learning.
- Assessment

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 enactment of a research-informed innovation in practice.

Within this module students are enabled to:

1. Critically examine some of the main theories of learning, teaching and assessment, with some in-depth critique and analysis of selected research-informed sources.
2. Relate some of theories to their own teaching practice and the strategies other educators deploy with learners.
3. Identify, critique, and utilise selected academic literature to inform aspects of teaching practice.
4. In an in-depth manner, critically evaluate and implement strategies to promote learning and conduct meaningful assessment.

Planned Learning Outcomes:

Specific knowledge and understanding:

- 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 how their innovation in teaching and assessment ensued.
- 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 skills:

- 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 skills:

- 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 and critique ideas found in literature and theory in order to apply them in practice.

TQFPP05 Professional Development

Postgraduate Diploma in Tertiary Education with Teaching Qualification

The 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. An optional 'review day' is held at the end of the online discussion period. 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.

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.

Planned Learning Outcomes:

Specific knowledge and understanding:

- 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 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 ideas clearly and effectively with peers and to contribute to the development of original and creative responses to problems and issues.

Cognitive skills:

- 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.

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/>

Student Awards Agency Scotland – funding

Information about possible sources of financial support (including course fees) is available on the SAAS web site:

<http://www.saas.gov.uk>

Regardless of what 'level' you are enrolled on for the TQFE course (undergraduate or postgraduate) the information about financial support for TQFE is available within the undergraduate pages on the SAAS web site.

http://www.saas.gov.uk/full_time/ug

Information about how previous study affects your application for funding is available at:

http://www.saas.gov.uk/full_time/ug/independent/eligibility_previous_study.htm

General information about funding is available at:

http://www.saas.gov.uk/forms/funding_guide.pdf

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
Placements co-ordinator: Danny McDougall	danny.mcdougall1@stir.ac.uk	01786 467951
TQFE Tutors:		
Dr Richard Dockrell	r.b.dockrell@stir.ac.uk	01786 467948
Dr Sarah Galloway	s.j.galloway@stir.ac.uk	01786 466140
Dr Greg Mannion	greg.mannion@stir.ac.uk	01786 467614
University Information Centre:	information.centre@stir.ac.uk	01786 477250

TQFE – core text books

Avis, J., Fisher, R., & Thompson, R. (2015) *Teaching in Lifelong Learning A Guide to Theory and Practice*. Maidenhead: McGraw-Hill International (UK) Ltd.

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

Self-evaluation checklist for TQFE pre-service course

The TQFE pre-service course is a full-time course covering one academic year (end of August to end of May) offered at both undergraduate and postgraduate levels. It is a very demanding course both in terms of its academic demands and the time commitment involved whilst on placement. It is very important that you think carefully about the demands of the course before accepting any offer that may be made.

You should read over the checklist below and respond to each question with either: YES or NO or UNSURE. If you find that you have more NOs or UNSUREs in the answer column than YESs then it might be that now is not the best time for you to consider the TQFE pre-service course.

QUESTION:	ANSWER: YES or NO or UNSURE
1. Are you able to offer 4 days during the week when you could attend a placement college (for 2 or 3 days each week)?	
2. Are you able to travel easily to a number of potential placement colleges?	
3. Are you able to attend all on-campus teaching days – starting on 31-AUG and running through to the end of April? Attendance requirements apply and failure to attend may mean you fail the course.	
4. Do you feel confident in undertaking a large volume and wide variety of academic reading in support of your studies?	
5. Do you feel confident in being able to express your ideas clearly in writing?	
6. Will you be able to work in a proactive manner whilst on placement?	
7. Will you be able to balance the demands of academic study / placement activity / paid-work and family/social life?	
8. Are you resilient enough to cope with difficulties or disappointments on placement or with your academic studies?	
9. Do you have easy access to reliable computing and internet facilities at home?	
10. Are you able to use computing/internet facilities confidently?	