



## Certificate in Further Education Teaching

### City & Guilds 7407 (Level 4)

Course Code: NCG004

The City & Guilds 7407 Certificate in Further Education Teaching is based on the FENTO (Further Education National Training Organisation) Occupational Standards, Stages One and Two. The certificate is designed for full-time and part-time teachers who are practising or starting out in post-16 education and training.

The course is an introduction to teaching skills and allows students to consider the 8 Key Areas of the FENTO standards and the underpinning values of reflective practice and ethics. Stages One, Two and Three of this qualification are all at Level 4. However, it is expected that students should demonstrate a greater depth of understanding and analysis as they move from Stage One to Stage Three.

#### Course Aims

The course aims to enable serving and new teachers to build their confidence and skills in designing appropriate courses and schemes of work and to teach these effectively.

The course is designed to prepare students for careers in the teaching/training profession. The course aims to enable teacher to teach or train students at Further Education and Higher Education levels.

#### Course Market

The course is aimed at full-time and part-time practising teachers in the Post-Compulsory Education and Training (PCET) sector, i.e. teaching those aged 16 years or over. This includes those that are employed as teachers or trainers in further, community or adult education and basic skills. It is also suitable for those beginning employment in PCET who have access to the minimum teaching hours, and those working in PCET who deliver vocational learning to groups in a range of teaching situations.

Legislation introduced in 2001 requires that teachers new to further education have the minimum of a Level 4 teaching qualification.

#### Course Structure

It is a three-stage programme, with Stages One, Two and Three together making up the full Certificate. Each stage is a qualification in its own right, and candidates may complete one or more stages according to their needs.

All modules are compulsory.

| Stage - 1                              | Stage - 2                                    | Stage - 3  |
|--|--|--|
| 101 - Assessing Learners Needs         | 109 - Identify and assess learners needs     | 119 - Assessing learners' needs                                    |
| 102 - Session Planning and Teaching    | 110 - Plan and manage the learning process   | 120 - Planning learners programmes                                 |
| 103 - Teaching and Learning Activities | 111 - Use techniques and facilitate learning | 121 - Accessing learning   |
| 104 - Select Resources                 | 112 - Principles of learning                 | 122 - Developing teaching and learning techniques                  |
| 105 - Learner Support                  | 113 - Communication Seminar paper            | 123 - Managing the learning process                                |
| 106 - Assessment Activity              | 114 - Develop resources                      | 124 - Maintaining quality  |
| 107 - Self Evaluation                  | 115 - Support and guidance                   | 125 - Providing learns with support                                |
| 108 - Observe a Teacher                | 116 - Assessment                             | 126 - Assessing the outcomes of learning and learners' achievement |
|  | 117 - Educational Issues                     | 127 - Continuing professional development                          |
|  | 118 - Personal Development                   | 128 - Working within a professional value base                     |

Level 4 Vocational course is compared to an Undergraduate program. Qualification comparisons is available through

- City & Guilds website on <http://www.cityandguilds.org.uk>  
(Here a Level 4 is an undergraduate in an Academic Stance)
- UK NARIC website on <http://www.naric.org.uk>  
(Here a C&G Level 4 is a Band 8 and Band 9 is an Bachelors (Ordinary) Degree)

**Duration**

| <b>Programme Criteria</b>   | <b>Stage One</b>  | <b>Stage Two</b>  | <b>Stage Three</b>   |
|---|---|---|--|
| <b>Total minimum number of hours of study and practice</b>                          | 65  | 130   | 180  |
| <b>Minimum number of study hours (not Including tutorial/support time)</b>          | 45  | 90  | 120  |
| <b>Number of required teaching Practice hours</b>                                   | 20  | 40  | 60   |
| <b>Minimum Observed and assessed Teaching practice of at least 1 hours duration</b> | *2 tutor observations<br>*1 observation by an experienced and qualified subject teacher | *2 tutor observations<br>*1 observation by an experienced and qualified subject teacher | *3 tutor observations (2 for candidates completing all 3 stages)<br>*2 observation by an experienced and qualified subject teacher |
| <b>Duration for Individual Stages.</b>  | 3 Months  | 6 Months  | 6 Months   |
| <b>Duration for a Combination of Stages.</b>  | Stages 1 & 2<br>12 Months   | Stages 2 & 3<br>12 Months   | Stages 1,2 & 3<br>18 Months  |

\* International students need to apply for Full-Time program with duration of more than 6 months.

**Assessment**

- City & Guilds 7407 course is assessed through observed teaching practice and preparation of a portfolio of coursework, which relates to your teaching.
- An 80% attendance is required for this course.
- The emphasis is on real activities, which provide high-level evidence of teaching capacity. Assignments may be combined; however, the centre will continue to mark assignments individually for sampling by the Internal and External Moderators and for unit certification purposes.
- Being a level 4 program, students will receive support through tutorials/lectures in language skills to develop and demonstrate their personal skill needs as this will be assessed throughout the course period.
- Each stage has a required number of tutor observation sessions and observation by an experienced and qualified subject teacher.

**Entry Requirements**

We would recommend that potential candidates hold a professional qualification in the area in which they wish to teach at least one level higher than those they will be teaching.

- Every stage has specific entry requirements.
- Your Curriculum Vitae (CV) and a covering letter outlining your specialist subject area and the level taught at.
- Ideally you should hold a GCSE in English at C, a minimum of IELTS score 5.5 (though a score of 6 is preferred) or an equivalent qualification.

**Exemptions**

No exemptions granted.

**Progression**

On completion of this course, depending on the learners' goal, achievement and experience there are various progression routes available. Some of them are:

- Personal Development.  
To meet your interest or training needs, such as: assessor and verifier awards, mentor award.
- Certificate in Education /Postgraduate Certificate in Education/Postgraduate Diploma in Higher Education  
These awards are designed to meet the needs of those intending to teach in varied stages of education. The opportunity here is not just to study and prepare for teaching but explores a variety of career options.
- **Master Professional Diploma in Strategy and Development (Education and Training)**  
This is a Higher Level Qualification No: 4445, which is assessed at an academic Level 7. This Master Professional Diploma is suitable for people who work in a variety of learning and development environments, particularly colleges, universities, training providers and schools. You can choose from units that look at, for example, the strategic environment, quality management and innovation, and the principles and practice of learning and assessment, as well as writing a research project. Assessment is by assignment. This qualification could enable progression onto a related Masters Degree programme, at a rating of 90 'M' credits.
- Masters in Education.  
Every University has its own course curriculum. Some MA in Education, the area of specialisation within the dissertation will determine your award title, which may be either: Education, Educational Management, Guidance and Counselling Skills, Human Performance (approved in principle), Information Technology In Education, Primary Education, Secondary Education, Special Educational Needs.