



Train-the-Trainer

1. Formal Qualifications Required *a priori* of Tutors on UK Mediation's Course: The Mediation Practitioner's Certificate

Prior to being considered to join our training faculty, UK Mediation's potential tutors are required to hold a recognised professional qualification in adult education, such as the Postgraduate Certificate in Education (PGCE – Post-compulsory). So, before we even consider them, they have completed at least 100 hours of adult education training. They then undertake our in-house induction programme, including receiving in-house training, shadowing, co-delivery, feedback and observation.

The following is a narrative of the PGCE-post compulsory course from a UK University, which takes place over a minimum of 100 hours. This is the kind of course our TCAs have to complete prior to being considered for our faculty

Example: Content of the Post-Graduate Certificate in Education (Post-Compulsory Education) 100 hours

Overview

The PGCE Post-Compulsory Education is the professional qualification for those who wish to teach in the education and training sector, including further education colleges and adult education. Successful completion of the course allows you to apply for QTLS (Qualified Teacher Learning and Skills).

Entry Requirements for PGCE (*post-compulsory*)

Entry requirements for full-time course (one year)

Applicants are welcome from any academic discipline that is taught in FE or post-compulsory education and training.

Admission is open to those with a good undergraduate honours degree (or equivalent) or other professional / vocational qualification relevant to the subject you wish to teach.

We also accept those with relevant vocational qualifications and experience who do not necessarily possess a degree.

Entry requirements for part-time course (two years)

You will need to be teaching for at least 50 hours during each of the academic years in which you undertake the course (100 hours in total). A degree is not necessary for admission to the course but you are required to have a Level 3 qualification which may be a vocational qualification in your subject. The course requires attendance of one day per week for two academic years

Learning and assessment

Your personal tutor will support and guide you through the course using a tailored, individual learner plan. You will develop your skills as a reflective practitioner in all your teacher training and roles.

If you take the full-time course, you will undertake teaching practice in a post-16 institution. All students will be observed teaching in their setting or institution.

The course covers the following aspects of teaching and learning in the post-compulsory sector:

- assessing learners' needs
- planning and preparing teaching and learning programmes for groups and individuals
- developing and using a range of teaching and learning techniques
- managing the learning process
- providing learners with support
- assessing the outcomes of learning and learners' achievements
- reflecting on and evaluating your own performance, and planning for future practice

- working within a professional value base and conforming to agreed codes of professional practice.

Introduction to Teaching (15 credits)

Educational Theories in Learning and Teaching (15 credits)

You'll examine the principles and theories of learning that underpin recommended good practice in the sector. You'll engage with theories and principles of learning and communication, and use them to support your planning, management and evaluation of learning. Through your teaching experiences, you'll have a context in which to critically examine the theories and principles you're studying.

Digital Literacies (15 credits)

This module explores the role of digital skills in teaching and learning and the importance of developing digital literacies in the post compulsory sector. The module considers policy, theory, frameworks and research to explore the effective use of technology for learning.

Hands on activities will build your practical digital skills to become an effective teacher in the post compulsory sector. The development of digital resources for independent learning will help you embed these skills in your professional practice.

Developing Practice Through Research (20 credits)

You'll have the opportunity to investigate key issues related to your own practice in the Post Compulsory sector. You'll identify an issue and explore its wider context through the study of the relevant academic literature and policy.

- You'll gain a deep understanding of the theory and pedagogy of your area of concern.
- You will develop a rationale for a proposed intervention that may address the issues identified.
- You'll reflect on the potential impact of the intervention and identify specific areas for your own professional development.

Curriculum Design for Diversity (20 credits)

This module is an opportunity to explore a range of contexts within the Post Compulsory sector. You'll use theory, principles and models of curriculum design, to examine the requirements of an inclusive curriculum.

You will:

- analyse the significance of equality and diversity for curriculum design
- identify ways to promote equality within practice.

The emphasis will be on innovative curriculum design that considers the evolving nature of the sector. You will re/design a scheme of work within your subject specialism using your experience and the content of the module to inform this process.

Contextualising Policy within a Subject Specialism (20 credits)

You'll learn about the history and wider context of your subject specialism within the post-compulsory sector. You'll look at the sector within local, national and international contexts, and you'll explore concepts of professionalism and accountability. You may also look at other topics, such as:

- organisational culture and structure
- funding mechanisms and resource allocation
- education markets, choice and competition within the post-compulsory sector.

Developing Professional Practice (15 credits)

You will critically engage with:

- the content of the programme
- your experiences on placement
- the Post Compulsory sector
- the Professional Standards.

You will provide evidence of your continuing development as a practitioner. Focussing on the planning and assessment processes while you are in practice, documenting the dialogue between yourself, your tutor and placement mentor. While developing your professional practice throughout the programme, meeting the required Professional Standards.

2. Essential Criteria for Tutors on UK Mediation's Course: **The Mediation Practitioner's Certificate**

Anyone who is even to be considered for our training faculty must have completed a professional course equivalent to the PGCE above. To reiterate, this is at least 100 hours of adult education training, far in excess of any 'Train-the-Trainer' programme.

They then undertake our in-house induction programme, including receiving in-house training in our course, shadowing, co-delivery, feedback and observation.

Criteria to be considered for UK Mediation's Faculty

i) Initially, trainers must have passed a (~100 hour) formal Adult Education course, as described above, which will include :

- Adult learning techniques
- Participative / experiential learning principles
- Reflective learning
- Curriculum design and continual improvement
- Working with diversity and culture
- How to manage a course, including time management and group dynamics
- How to coach and give feedback
- Assessing and monitoring learners' needs
- Adapting training techniques for learners with additional needs
- Planning and preparing teaching and learning programmes for groups and individuals
- Developing and using a range of teaching and learning techniques
- Managing the learning process
- Providing learners with support
- Assessing the outcomes of learning and learners' achievements
- Reflecting on and evaluating your own performance, and planning for future practice
- Working within a professional value base and conforming to agreed codes of professional practice.

ii) They must have undertaken and achieved on the Mediation Practitioner's Certificate course themselves: passing both the written and skills assessment

iii) They must pass our assessment/induction process:

1. TCAs are firstly selected by interview, at which they are required to demonstrate a level of training skills in a mini-training session. An established TCA will be in the interview panel with Mike Talbot and another senior colleague

2. The new candidate will firstly shadow an experienced TCA, and as part of our initial selection process will be asked to lead a short session or run an exercise on that course. They receive feedback from the co-TCA.

3. They will then be trained live in how to deliver our course, bearing in mind that they are already a fully qualified Adult Education Tutor and will have undertaken more than 100 hours of formal, external training in adult education. So, they receive a 40-hour live training with an experienced TCA. The experienced TCA will coach them on-course on how to deliver and will also feed back to the new TCA and will also feed back to UK Mediation on how the new TCA has performed.

4. The new TCAs learner evaluations will be returned to Mike Talbot, who will de-brief them on the feedback from learners and from their on-course observer and if all is satisfactory they will be taken on as a faculty member.

iv) They must further demonstrate an in-depth understanding of the competency framework of the course, and how to apply the competencies consistently

v) During observation they must show that they can give effective feedback and coach effectively during a role play

vi) They must assess some learners' work and show, under observation, that they understand the assessment process and procedures

v) If selected for the faculty, they will receive ongoing feedback and observation at regular intervals, and also undertake periodic refresher training and skills updates

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