

# Chartered Teacher Programme Prospectus

## Master Professional Practitioner Award for Chartered Teachers in Scotland

The Partnership of City & Guilds and Rocket Learning, in association with Western Isles Council offers a workbased programme - the Master Professional Practitioner Award for Chartered Teachers in Scotland- leading to the achievement of Chartered Teacher status. Achievement of the Master Professional Practitioner Award also leads to the award of Membership of the City & Guilds Institute (MCGI).

Candidates begin by undertaking a self-evaluation module Professional Development: Review, Reflection and Planning that will enable them to identify their own strengths and development needs in terms of the Standard for Chartered Teacher. They will then complete the programme, according to their own preferences and needs, by selecting from a menu of core, optional and project based modules. Accreditation of Prior Learning (APL) is also available.

### Structure and Content of Programme

The programme comprises four core modules, a range of option modules (from which candidates would select four) and two double or one quadruple workbased project. All modules are designed to require 150 hours of student effort at SCQF Level 11.

#### Core

- Professional Development: Review, Reflection and Planning
- Learning and Teaching
- Education for All
- Working Together

#### Options

- Using ICT and Multimedia to Enhance Learning
- Core Skills Learning
- Classroom Communication
- Personal Guidance
- Curricular and Vocational Guidance
- Enterprise Education
- Science in Primary Schools

Other option modules are currently under development.

# Chartered Teacher Programme

## Prospectus

### Work Based Project(s)

The final piece of work a candidate undertakes must be a workbased project. Professional theme(s) to be selected by candidate.

### Option Moduler

The option modules have been chosen to provide a varied range of professional development opportunities. Modules such as *Using ICT and Multimedia To Enhance Learning*, *Core Skills Learning* and *Classroom Communication* build on the core module on Learning and Teaching and pursue a focus on learning in greater depth. Two modules are included in the field of student guidance, given its importance in respect of social inclusion. Further planned modules such as *Quality Assurance and Innovation* and *Leading Successful Project Teams* build on the core module *Working Together* by focussing on the professional leadership role of the Chartered Teacher.

Candidates will be encouraged to make option choices that create a coherent programme of learning and development. The emerging strands outlined above are designed to offer possible coherent pathways.

### Workbased and Flexible Delivery

Delivery of the programme is designed to be flexible and responsive to candidate needs and circumstances. To achieve both Chartered Teacher status and the Master Professional Practitioner Award a candidate must develop and present a portfolio of evidence showing that he/she has met the requirements of the Standard for Chartered Teacher.

Candidates are supported throughout in the development and maintenance of their portfolio of evidence. Each module begins with a negotiation between candidate and tutor of a 'Module Action Plan' (MAP) in which the learning activities and support required are agreed and related to the candidate's specific requirements in respect of the CT Standard.

Delivery arrangements differ according to the requirements of each module. In addition to the tutorial support for the MAP and portfolio processes, support will be provided through face to face tutorials, module-specific materials and study guides, CD-ROM multimedia materials and review workshops

Where the number of candidates undertaking a module within an area is large, a programme of 'twilight' tutorial support sessions will be organised. Where this is not possible or candidates are unable to attend tutorial support will be provided by telephone and e-mail. An online candidate forum will also provide for candidate to candidate information exchange and support.

It is recommended that candidates should have access to email and the internet.

The programme has a strong workbased focus and candidates will be expected to undertake and review a significant number of practical tasks and investigations in their own classrooms/professional situations. Training and support is provided for the workbased elements.

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## Routes to Chartered Teacher Status

All candidates must enter the programme by completing Module 1: Professional Development: Review, Reflection and Planning. An outcome of Module 1 for all candidates will be an identification and analysis of possible routes through which they may be able to demonstrate - through professional actions - their competence to meet the knowledge, skill and attribute requirements of the Chartered Teacher Standard.

Three principal routes to Chartered Teacher status will be available to those who complete Module 1 successfully.

### Route 1: APL Claim to GTC for Whole Award

- by submitting, directly to the GTC, a claim for the accreditation of prior learning (APL) demonstrating their competence to meet the full requirements of the Standard (Route available only for five years following the introduction of the programme in 2003)

### Route 2: Programme of Modules

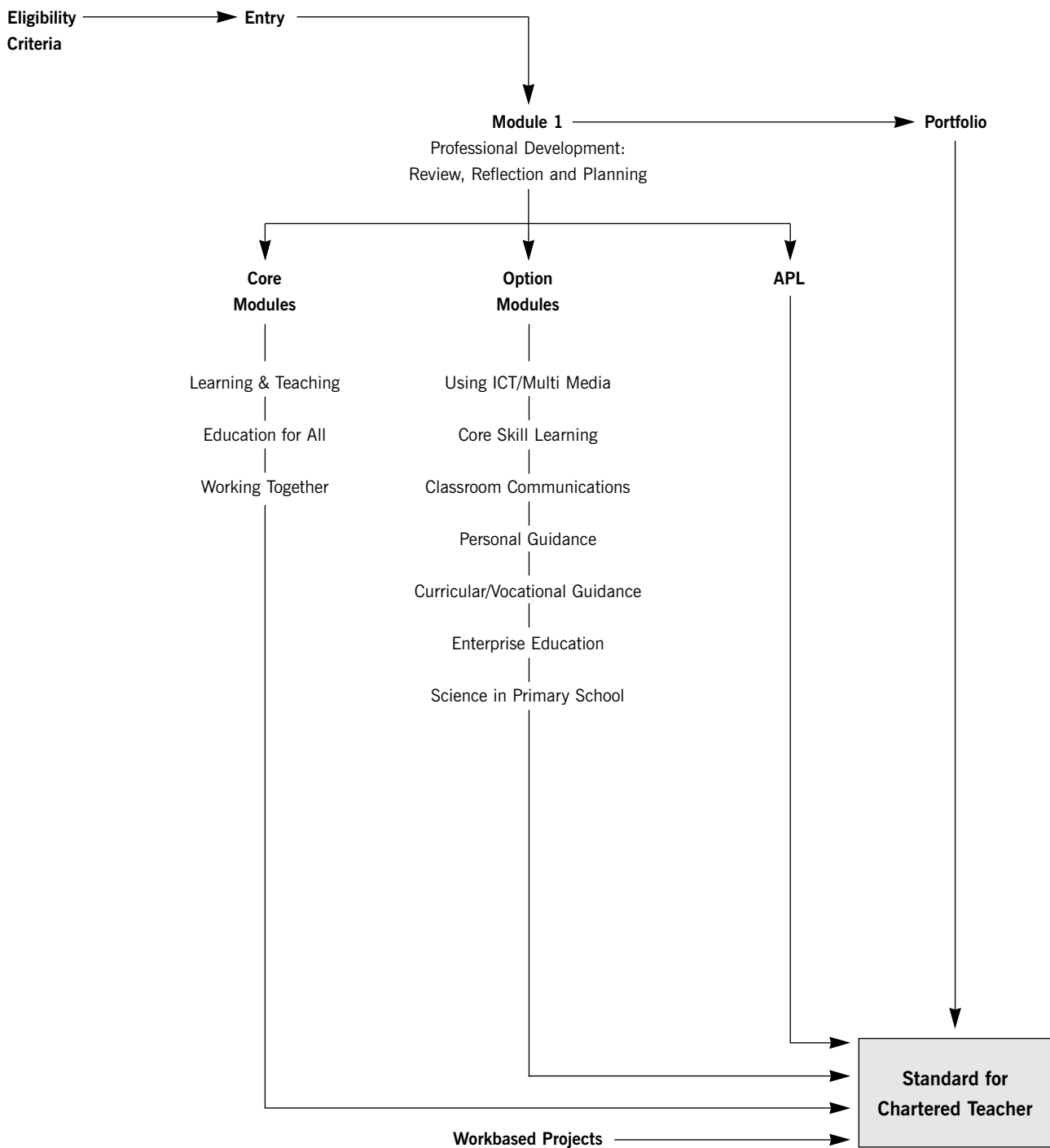
- by completing a programme of formal and/or 'project based' modules from one or more of the nationally approved Chartered Teacher programmes

### Route 3: Programme of Modules including partial credit for APL

- by completing a programme of formal or project based modules from one or more of the nationally approved Chartered Teacher programmes - including a claim, to the awarding body, for APL in respect of part of the requirement for Chartered Teacher Standard - up to a maximum of half of the credit value of the award.

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## Programme Outline



### Notes

- 1 Continuity and progression maintained by portfolio
- 2 Module 1 is entry for all candidates
- 3 A workbased project is final element for all candidates