

Welcome to



REDCAR
CLEVELAND
COLLEGE

Welcome

Redcar & Cleveland College has over 500 enrolments each year for higher level qualifications. We offer Honours degrees, Foundation degrees, HNCs/HNDs and degree-level equivalent qualifications, across a wide range of subject areas; just take a look at the courses on offer inside.

There's a highly qualified, experienced, dedicated and friendly team of staff at the College waiting to meet you and get you started.

If you are working, we can provide more courses than ever to fit around your busy week, with learning days and times to suit you.

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Enrolling

Enrolments will take place over the summer period, please call our Student Services team for further details: 01642 473132.

Open Evenings

Open evenings are held in October and February each year. Contact us for details.

Other Publications

We also have Full-time and Part-time Prospectuses and a Business Training Solutions brochure offering a range of courses for a variety of different subject areas.

Visit our Website

www.cleveland.ac.uk

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Every effort has been made to make this prospectus as accurate as possible. However, it should only be used as a general guide to course information. Redcar & Cleveland College reserves the right to make amendments in the spirit of implementing improvements or to withdraw a course in the event of insufficient demand at any time.

A Higher Education Centre for 21st Century Learning

A whole new world of learning and qualifications has been opened up for adults in Redcar & Cleveland.

In 2010, Redcar & Cleveland College opened its new £3.5m Higher Education Centre, sponsored by Teesside University and the Sir William Turner Foundation, bringing university-standard facilities and learning to the area for the first time ever.

Built on the College's campus in Corporation Road, Redcar, the prestigious development means local people can study for a degree or other higher-level qualifications without the costs and inconvenience of travelling to university.

Redcar & Cleveland College is ideal for adult students who wish to study higher education programmes in a flexible, friendly, safe and welcoming environment.

Modern and accessible learning provision

The HE Centre is equipped with the best teaching and learning resources available, including a 250-seat lecture theatre with advanced audio visual technologies, dedicated ICT, specialist engineering workshops and learning resource facilities exclusively for the use of higher-level students.



Dedicated environment

The Centre, housed in a separate wing from the FE College students, is spacious, comfortable and conducive to study.

Its dedicated environment for higher education students features relaxation areas and quiet study zones, allowing you to make the most of your time in the Centre.

Secure, safe on-site car parking is available to all students, as is access to the College's main leisure facilities, including hair and beauty salons, a sports and fitness centre and refectory with a Costa Coffee shop.

Library Learning Centre

As a student, you will have access to our HE Library Learning Centre. This area is the perfect venue for reading reference materials, using IT equipment to



complete assignments, sourcing helpful books from the library and studying in peace and quiet. For Teesside University partnership courses, you will also have access to their extensive learning facilities, both at their Middlesbrough campus and online. Redcar's HE Library Learning Centre features facilities designed specifically to enhance the team working elements found in many higher and degree level courses. These include team study pods and enhanced ICT facilities.

Within the Library, students can utilise netbooks and laptops to access e-resources and HE specific resources to aid their studies. Some resources can be accessed 24 hours a day via our online catalogue.

Cutting edge technology

The Centre is packed with some of the most advanced and cutting-edge technology available, including robotic and process technology, ICT and sports science equipment.

Students will utilise specialist facilities and equipment within their study areas, including:

- Didactic modular IPC-200 Industrial Process control rig
- ABB industry standard robotic arm
- Dedicated NEBOSH room for health and safety training
- High specification Fitness Pro Wellness Technology equipment for students on sports courses.

New Centre
Sponsored by:



Qualifications

Foundation Degrees

Foundation degrees provide an alternative to traditional academic degrees. They are degree level qualifications designed with employer partners. They combine academic study with workplace learning and they equip people with the relevant knowledge, understanding and skills that are relevant to the 21st century and to the local, regional and national economy. They are specifically designed to improve overall performance and productivity.

Foundation degrees offer organisations, businesses and employees the opportunity to develop cutting edge skills and knowledge. They can ease problems caused by skill gaps, develop broad leadership and management potential, cut the costs of recruitment and training and encourage higher levels of staff motivation.

Honours Degrees

These qualifications are designed to provide in-depth knowledge and understanding, to develop essential abilities such as problem solving skills as well as applied/ practical learning.

HNCs/HNDs

Higher National Certificates/ Diplomas (HNCs/HNDs) are designed specifically to provide a skills/career-based qualification. These qualifications also enable people to progress to Honours degree programmes.

NVQs

National Vocational Qualifications are work-related, competence-based qualifications that are concerned with the skills and knowledge needed to do a job effectively.

Professional Qualifications

There are a broad range of higher-level professional qualifications, which will help students to progress in their present career or to gain entry into a job that they are particularly interested in.

Learning Opportunities on Higher Education Courses

Tutors of Higher Education courses use a variety of teaching methods and offer a range of learning opportunities to students. As well as traditional lectures, learners may also take part in seminars, discussions, case studies, role play or peer-to-peer teaching, where they will develop skills in problem solving and reflection.

Students will learn the appropriate study skills to enable them to carry out independent research, presentations and project work. On-line facilities are used to provide collaborative teaching and learning, such as blogs, Wikis and discussion forums. Where appropriate, learning of theoretical skills and knowledge in the subject is linked to work related activities, giving the student a full appreciation of their subject from theory to practice.

Assessment on Higher Education Courses

Assessing your work and progress on our Higher Education courses isn't just about exams. Higher education in the 21st century uses a range of assessment methods to help you demonstrate your understanding, knowledge and skills in ways that suit you, have a direct relevance to your professional role and at the same time retain the quality and rigour of the qualification you are taking.

Some examples of assessment methods used on HE courses at the College include: group work, peer and self assessment, project work and research projects, essays, dissertations and other written assignments, group presentations, practical and laboratory assessments, and work based/related assessments.

Each Higher Education programme will have its own assessment strategy so do ask the course leader about this and the course you're interested in.

All learning and assessment opportunities are in line with Teesside University's Threshold Quality Standards and Learning Teaching and Assessment Strategy, as well as our own College Learning and Teaching Strategy.

How to apply

Once you have decided which course you are interested in, you can apply for most courses on-line via the Teesside University website at

www.tees.ac.uk/sections/parttime

From there you can search for your course and then click the appropriate “Apply” button which will lead you to an on-line application form. Fill in the form, including a valid email address, and you will be sent an email giving you information on how to complete your enrolment once you have been accepted onto your chosen course.

After we have received your application you will be contacted by your tutor and invited in for an interview and an opportunity to look around the College. In order to give recognition for prior learning and achievement we will assess your current skills levels and your previous qualifications and experience to guide you appropriately to the right stage of learning.

Some courses in this prospectus are marked “Professional Qualification”. You need to apply for these courses using one of our College application forms. Simply contact Student Services on **01642 473132** for further information and an enrolment form.

Still not sure? Our friendly Student Services team can help you with your future development, just give them a call on the number above.

Fees

Details of fees will be available from August 2011. Help may be available with fees according to your circumstances. For contact information on Teesside University funding support, please see page 8.

Student Services

You will find Student Services in the main hub, and access can also be made via the Atrium. It is open all year and will provide you with a wide range of information and support services.

The College holds the Matrix Standard for its excellent information, advice and guidance service.

Student Services opening times:
Mon – Thurs 8.30am – 5.00pm
Fri 8.30am – 4.30pm

Fee grants and study grants may be available for many of the courses in this prospectus, dependent on students’ circumstances. Please call Student Services for further details: 01642 473132.



University partnership



Redcar & Cleveland College and Teesside University

Student Services

As a university student studying at a partnership college you will have the same right of access to services as those studying on the main campus. Student Services is situated at the heart of the main Teesside University campus and offers a combination of services that provide advice, information and guidance to help you take actions to manage your life and achieve your goals.

We hope that the services we provide will enhance your experience as a student of Teesside University. Full details on all the services offered by the department are available in the prospectus or on the website.

www.tees.ac.uk/studentsservices

Advisory Services

Advisory Services consists of a team of advisers available to see both prospective and existing students who wish to discuss a range of issues from finance to international student advice. In addition, the Student Funding Team may be able to offer direct financial support to students in the form of the Access to Learning Fund.

Careers Service

The careers service can help you to choose your future career, search for a job, give you advice on your applications

and tackling interviews. The service offers impartial information and advice on what you need to know when choosing a career and searching for a job from occupations, employers, CVs and further study to practice sitting psychometric tests.

The careers information area has a whole host of resources and the team of advisers provides advice by email and drop-in sessions as well as confidential guidance interviews. Further information can be obtained by visiting

www.tees.ac.uk/depts/careers/

Funding support for Part-time courses 2011/12

As a student on a Higher Education course you could get your fees paid and help towards your study costs. The Fee Grant can help to pay the full cost of your fees and the Course Grant is available to assist with travel, books and other course costs.

If you are a single student with an income below £16,845 you may be entitled to the full Fee Grant of up to £1,230 and the Course Grant of £265. The fee grant you receive will vary depending on the intensity of the course





you are attending. A single student will receive some financial help up to an income of £28,065.

If you have a partner and/or dependent children you may still be entitled to a Fee Grant and/or a Course Grant even if your income is above the levels shown in the above example. If you do live with a partner, both incomes will be taken into account when your assessment is carried out.

For more information please call in to Student Services at Teesside University or call **01642 342277**. A drop-in advice

service is available every weekday at the University or alternatively appointments can be made for more in-depth advice. If you are not able to attend the main campus for an appointment you can email your enquiry to the team.

Contact
Student Centre 01642 342277
studentfinance@tees.ac.uk

Alternatively further information on part-time funding and application forms, which are available from mid August, can be found at **www.direct.gov.uk**

Disability Services

The advisers in Disability Services offer advice and information on entitlements, facilities, specialist equipment, access and exam provision and can negotiate arrangements with other agencies or parts of the University or College. You may be eligible for external funding through the Disabled Students' Allowances to meet the cost of support such as specialist equipments, dyslexia tuition, note taking or mobility support. In the first instance you should make contact with an adviser to begin the process prior to starting your course. Support can take several months to arrange so early contact is recommended.

The Assessment Centre on Teesside (ACT) is available to any disabled people who have applied to study in further and higher education at any institution. We currently provide services to people who are visually impaired, hearing impaired, wheelchair-users or people with mobility difficulties, medical conditions, autistic spectrum disorders, mental health service users and people with specific learning difficulties (for example dyslexia). Experienced staff within ACT are trained to assess your additional support needs. This will help you to access funding you may be entitled to, such as Disabled Students' Allowances.

Contact
Student Centre 01642 342277
disability@tees.ac.uk



Built Environment

Stephanie Simcox
HNC Building Studies

“The course content is really interesting and it does help me in my current job role. I enjoy the group work and find the tutors very helpful.”

Building Studies Higher National Certificate/Diploma

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This course is suitable for those currently working as technicians/managers or wanting to progress as technicians in construction or related industries. The course explores both the construction of new properties and the adaptation and conservation of existing buildings. You will investigate all aspects of construction from inception of a project to completion.

Teaching and learning methods used include case studies, presentations, projects and discussions. There are also on-site visits, practical and laboratory work and guest speakers.

The HNC/HND in Building Studies is assessed by a combination of industry related assignments, technical reports and end examinations.

A key progression path for HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Higher National units to the degree programme in question.

Course leader
Charlie Thomas

Site Management Certificate and Diploma Level 4 Chartered Institute of Building (Professional Qualification)

This course is designed to meet the needs of those employed in, or training for, site management. The course is aimed at the mature and practical entrant. Gaining the Site Management Certificate and Diploma provides evidence to employers and clients that an internationally recognised level of study has been successfully completed.

Students will be assessed by a combination of industry related assignments and technical reports. Students will be able to progress from the Certificate in Site Management to the Diploma in Site Management, at which point they can progress to associate membership with the Chartered Institute of Building.

Having experienced site managers with the C/DSM qualification helps employers satisfy regulatory health and safety and other EU requirements.

Course leader
Dave Robson

“I’m really enjoying the course. It helps me approach my day job in a more competent manner. The tutors are good and the new HE Centre is excellent.”

Peter Dinsdale
HNC Building Studies

**Diploma in
Site Management
(CIOB)
100% pass rate**





Business and Management

Simon Welch
AAT Diploma in Accounting Level 4

“The course is very interesting and relevant to the career I wish to progress in. Tutors are enthusiastic and helpful with any issues I have.”

**Management
Diploma Level 5
Institute of Leadership &
Management (ILM)
(Professional Qualification)**

Designed for middle managers wishing to develop their skills and knowledge of management and the organisational environment. The course units cover: Understanding the Role of Management; Managing Improvement; Finance; Critical Thinking; Innovation and Change; Effective Leadership; Individual Development; Communication and Recruitment.

This course is ideal for those who want to extend their skills or those aspiring to a promotion.

Assessment for the mandatory units is based upon a work based assignment and written reports on improvement and innovation. Assessment for the optional units is a selection of work based assignments, reflective reviews, oral presentations or written reports and depend on the units selected.

On completion of this qualification candidates can progress onto ILM Level 7 Diploma in Executive Management.

Course leader
Mick Lord

**Management
NVQ Diploma Level 5
Institute of Leadership &
Management (ILM)
(Professional Qualification)**

This course is designed for middle managers with a wide span of control and accountability for performance, in particular those with responsibility for determining resource allocation and operational methods in their department or organisation.

Assessment uses evidence from the workplace which could include; observation, professional discussion, questioning/witness testimony/interviews or physical work products e.g. plans, reports and correspondence.

On completion of this qualification candidates can progress onto ILM Level 7 Diploma in Executive Management.

Course leader
Mick Lord

**Executive Management
Diploma Level 7
Institute of Leadership &
Management (ILM)
(Professional Qualification)**

This course is for potential and practicing senior managers who wish to progress to the next, higher level of management – the executive level. The course units cover: Strategic Management; the Management of Change; Leadership; and Understanding the Organisational Environment. The focus throughout is on how these key issues and themes influence and shape strategic planning, formulation and application within organisations.

Assessment for the mandatory units is based on the completion of two reflective reviews plus a consultancy report. Assessment for the optional units is a selection of; work based assignments, reflective reviews, oral presentations or written reports and depend on the units selected.

On completion of this qualification candidates can progress onto other higher level graduate programmes including degrees and post graduate degrees.

Course leader
Mick Lord

**Diploma in
Management (ILM)
100% pass rate**

Management **NVQ Diploma Level 7** **Institute of Leadership &** **Management (ILM)** **(Professional Qualification)**

This course is specially designed for senior managers with a high degree of autonomy for deploying resources and achieving strategic goals.

Assessment uses evidence from the workplace which could include; observation, professional discussion, questioning/witness testimony/interviews or physical work products e.g. plans, reports and correspondence.

Course leader

Mick Lord

“The tutors are friendly and helpful, which motivates me to make the most of my studies.”

Victoria Ridley
AAT Diploma in Accounting Level 4

Accounting **NVQ Diploma Level 4** **Association of Accounting** **Technicians (AAT)** **(Professional Qualification)**

Recognised throughout the business world as a respected and established professional body, the AAT Technician course offers practical and relevant skills in accounting. A programme suitable for those who have already completed AAT Level 3. This course covers: drafting financial statements, management accounting, audit, credit control, and managing accounting systems. Assessment will be based on four external exams, a project and a case study.

Progression after completion of the qualification includes entry to or exemptions from the qualifications of some of the Senior Accounting bodies, such as ACCA and CIMA.

Students who have successfully completed Level 3 and Level 4 of the AAT scheme and gained the relevant work experience can apply to become a member of the AAT (MAAT).

Course leader

Jayne Daniel

Diploma in
Accounting (AAT)
NVQ Level 4
100% pass rate

Customer Service **NVQ Level 4** **OCR** **(Professional Qualification)**

This is a course designed to fit within your working patterns and to help enhance the development of customer service within your business. If you are working in a senior position within an organisation that treats customer service as a priority and you are able to influence decision-making on how customer service is delivered, then this is the ideal course for you. Designed to be flexible, this course is offered on a workshop basis and gives you the opportunity to collate evidence and build a portfolio of work.

Assessment uses evidence from the workplace which could include; observation, professional discussion, questioning/witness testimony/interviews or physical work products e.g. plans, reports and correspondence. Portfolio of evidence is assessed against criteria and externally verified.

Course leader

Chris Lisle



Effective Team Building, Coaching and Mentoring

UCCE Level 4 (20 credits)

(Subject to approval)

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

This module will develop a range of skills relevant to team development and team working including; working with others, problem solving, giving and receiving feedback, motivation and sharing knowledge. It is designed to provide knowledge and understanding of the coaching and feedback process, including: the benefits of the coaching process, structuring a coaching session, how to observe, giving feedback, questioning and listening skills and using role play.

Course leader

Mick Lord

“The course is very informative and has allowed me to apply management techniques in the workplace.”

Jane Watson

**ILM Diploma in
Management Level 5**

Managing People

UCCE Level 4 (20 credits)

(Subject to approval)

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

This module introduces the student to principles and practices of human resource management and employment relations. This includes such aspects as recruitment and selection, reward, training and development, and communications. Further, it develops an understanding of some of the wider issues affecting the management of people at work, including legislation and ethics.

Course leader

Mick Lord

These two 20 credit modules can be used towards a Foundation Degree in Leadership and Management.



“The course is interesting and enjoyable, and I've met a lot of new people. My studies have helped build my confidence and improved my job prospects.”

Julie Maxwell

ILM Diploma in Management Level 5



A group of people, including a woman in a white lace top, looking at documents together. The scene is indoors, possibly a meeting or a study session. The woman in the center is smiling and looking down at a document. Other people are visible around her, some looking at the same document. The background is slightly blurred, showing other people and a water bottle.

Care, Counselling & Health

Nichola Smith
Foundation Degree in Counselling

“My experience at this college has made me want to come back and study further with the same tutors.”

Counselling Foundation Degree (FdA)

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

Want to be qualified to a professional level to pursue paid or unpaid work as a counsellor in a variety of counselling contexts?

The Foundation Degree provides professional training in counselling. Students will acquire both a sound theoretical framework and the practitioner skills required to work safely and effectively as a counsellor. The core model of the course is the person-centred approach with aspects of psychodynamic and cognitive behaviour therapy explored as comparative approaches.

Candidates must demonstrate academic and clinical competence. Assessment methods include; written academic assignments, oral presentations, observation and reflection of practice together with records of supervised clinical practice within a counselling agency and completion of individual personal therapy.

Students can progress onto the BA (Hons) in Therapeutic Counselling (top-up) through Teesside University or into paid employment or voluntary work.

Course leader
John Dixon

Therapeutic Counselling BA (Hons)

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

The BA (Hons) Therapeutic Counselling course is a progression route from the Foundation Degree in Counselling. The course aims to provide further development opportunities for counsellors to meet continuing professional development requirements from a range of statutory and voluntary agencies. Students will acquire a sound theoretical framework and develop their practitioner skills by reflecting on their practice and undertaking relevant research.

A range of assessment methods will be used including academic assignments, oral presentations, observation and reflection of practice and research dissertation.

On completion of this qualification it is possible to progress onto post graduate degree courses. Successful candidates may also wish to apply for BACP membership accreditation.

Course leader
John Dixon



FdA = Foundation Degree Arts

Leadership for Health and Social Care and Children and Young People's Services (England)

Diploma Level 5

(Professional Qualification)

(Subject to approval)

This qualification is aimed at managers and assistant managers working in Health and Social Care or Children and Young People Services in the health and social care sector. To take the course, individuals need to be working in one of the following areas: residential services for older people; residential services for younger adults, residential services for children; domiciliary care services; day services and community based services; adoption and fostering services.

The aim of the qualification is to enable students to demonstrate through their day-to-day professional work that they have the necessary skills and knowledge to deliver best practice in the management of care service.

This award is primarily work-based, which means students will be assessed in the workplace, performing real work activities. In addition to observation, there is a range of other methods of assessment, such as expert witness observation, professional discussion, accounts and case studies. The assessor will negotiate the most appropriate methods to ensure all requirements are met.

This qualification replaces the current Level 4 NVQ in Leadership and Management in Care Services and the Level 4 NVQ in Health and Social Care, which are accepted as entry requirements to a number of Higher Education programmes. These qualifications will be the accepted qualification for registration and regulation of service management and where appropriate can demonstrate continuing professional development.

On completion of this qualification it is possible to progress to Executive Management at Level 7 or other professional Diplomas and Certificates in Counselling.

Course leader

Di Pearson

“Since starting the course three years ago, I have found my confidence again, which allows me to perform at a much higher level in my job.”

Robert James Cuffe

Foundation Degree in Counselling





Engineering

Mark Farrell
HNC Chemical Engineering

“The course content provides the theory basis to apply to real plant problems, allowing a greater understanding of plant and process engineering. Tutors are able to link course modules to real life situations based on their own industry experience.”

Electrical and Electronic Engineering Higher National Certificate/ Diploma

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

Developed in consultation with local industry, this is a course for trainee technicians and engineers, designers, drawing office and production workers who are working in the electrical and electronic engineering industry, and those intending to progress onto Degree Level or entry into the industry at the higher technician level. The course emphasis is on the development of skills,

knowledge and understanding and the ability to apply these to integrative assignments. The students are actively involved in the learning process and will study modules that have an industrial application.

Teaching and learning methods used include; case studies, presentations, projects and discussions as well as practical and laboratory work. Assessment will be in the form of a combination of industry related assignments, technical reports and end examinations.

A key progression path for HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Higher National units to the degree programme in question.

Course leader
Dave Hodgson

Instrumentation and Control Engineering Higher National Certificate/ Diploma

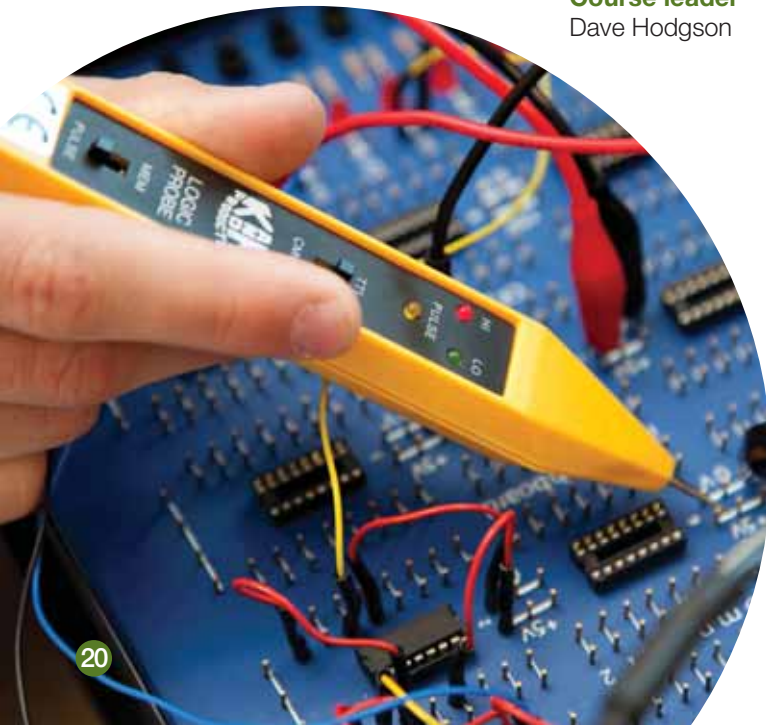
An award of Teesside University delivered in partnership with Redcar & Cleveland College.

A course developed for trainee technicians and engineers, designers, drawing office and production workers who are working in the measurement, control and production areas of industrial processes. It is also for those intending to progress onto Degree Level or entry into the industry at the higher technician level. The course emphasis is on the development of skills, knowledge and understanding and the ability to apply these to relevant work-related activities.

A variety of teaching and learning methods are used including: presentations, projects, discussions and practical and laboratory work. Assessment is carried out by industry related assignments, technical reports and end examinations.

Successful learners may progress on to a degree or honours degree programme or into employment.

Course leader
Roy Soochit





Mechanical Engineering Higher National Certificate/ Diploma

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This is a course for those intending to progress onto Degree Level or entry into the industry at the higher technician level of mechanical engineering. This course is also suitable for those likely to encounter a higher degree of responsibility and allows application for membership of professional institutions. The emphasis of the course is on the development of skills, knowledge and understanding and the ability to apply these to relevant work-related activities.

Teaching and learning methods used on the course include: case studies, presentations, practical and laboratory work and projects. Assessment is carried out by assignments, reports and end examinations.

Learners may progress to the second or third year of a degree or honours degree programme.

Course leader

Niall Mansoor



“I think the College is great. The tutors make lessons enjoyable and there are new facilities and modern equipment.”

Luke Callaghan
HNC Mechanical Engineering



Chemical Engineering Higher National Certificate

An award of Teesside University delivered in Partnership with Redcar & Cleveland College.

This is a course developed for trainee technicians and engineers, designers and production personnel who are working in a manufacturing or process environment within the chemical industry. The course aims to develop key underpinning knowledge, skills and understanding associated with chemical plant and process plant operations.

Throughout the course, a great deal of emphasis is placed on applying newly acquired knowledge and skills within the

work-place environment. Teaching and learning methods used include; case studies, presentations, projects and discussions as well as practical and laboratory work. Assessment will be in the form of a combination of industry related assignments, technical reports and end examinations.

This course will help students in further developing their career within a process, chemical or manufacturing environment.

Progression will be towards a degree programme in Chemical Engineering, which is currently offered at Teesside University. Alternatively, students may take up employment opportunities within the Chemical or Process industries.

Course leader
Dr. Stephen Hill

“The College has great modern technology and facilities to allow for a better learning experience.”

Daniel Wray
HNC Chemical Engineering





Sport

Victoria Barr

Foundation Degree Sports Coaching and Exercise

“The course content is good and tutors make the lessons interesting. My studies so far have helped me get a job.”



Sports Coaching and Exercise Foundation Degree (FdSc)

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This qualification has been developed in partnership with sports based organisations across the Tees Valley, together with Teesside University.

This part-time course is for those people already in employment (or who aim to be) in a variety of work roles in leisure and sports centres, schools, and private and public sector organisations as well as those involved in voluntary and community organisations. Skills that sports professionals have at Level 3 will be raised to Level 4 and Level 5 by this programme.

The emphasis is to develop higher level skills, knowledge and understanding and apply them to the work environment, through the completion of work-based assignments.

Students will also undertake laboratory practices, complete module reports and produce example lesson/session plans and evaluations.

Where possible, the course will integrate national governing body qualifications to improve the skills and coaching awards already held. Therefore the individual can enhance their continual professional development portfolio within the sports industry. For example, course members could obtain an FA Level 2 in football coaching, progressing from Level 1.

Foundation degrees are a new approach to learning that integrates theoretical, practical and organisational skills that today's clubs, organisations, and employers require. This course offers all these professional attributes.

A range of assessment methods will be used including presentations, essays, reports and practical observations.

On completion of this qualification it is possible to progress onto a degree programme in Sport & Exercise (Coaching Science) at Teesside University.

Course leader

Tim Ward



(FdSc) = Foundation Degree Sciences



Teacher Education & Learner Support

Kathryn Amanda Downes
Post-graduate Certificate in Education (PGCE)

“The tutors have been very supportive and have made lessons thought provoking and insightful. The course has inspired me to further my personal and professional development.”

Certificate in Education/PGCE: Teaching in the Lifelong Learning Sector

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This is a course for teachers working in the lifelong learning sector, such as colleges of further education, adult and community centres.

The award is a generic programme for those wishing to teach in post-compulsory education settings. Students will cover a wide range of topics including; planning and assessment, learners, learning and tutoring, curriculum design and innovation plus work-based experience. The course is an in-service two year part time course.

The course has a substantial element of teaching practice, which is vital to learning and development as a

practitioner. In addition to this, students will be encouraged to develop their teaching skills through observations of experienced practitioners, use of simulations and/or training classes and by watching good practice video footage. Students are assessed by a combination of written assessments, reflective teaching journals and teaching portfolios, and by observations of their teaching practice.

On completion of this qualification it is possible to progress onto BA (Hons) in Education Studies.

Course Leader

Geoff Jaggs

“I have become more aware of the theoretical models of teaching. This should enable my teaching to become more informative.”

Wendy Martindale
Post-graduate Certificate in Education (PGCE)



Education Studies BA (Hons)

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This is a course for teachers, lecturers, trainers, teaching assistants and other workers to develop knowledge of education practice and reflect on strategies to improve their professional practice.

The degree consists of five Level 4 core modules and one option module, and five Level 5 modules, giving a total of 120 credits at each level. The Level 4 modules are taken in year one and the Level 5 modules are taken in year two of the programme.

Successful graduates may progress onto a graduate teacher programme for teaching in primary settings. Graduates will also practice in a range of lifelong learning educational settings, such as FE colleges. A range of assessment methods will be used including coursework assignments.

On completion of this qualification it is possible to progress on to MA in Education.

Course Leader

Catherine McPartland

Early Years Sector Endorsed Foundation Degree (FdA)

An award of Teesside University delivered in partnership with Redcar & Cleveland College and endorsed by Children's Workforce Development Council (CWDC).

This Foundation Degree's "sector endorsed" status confirms it meets the requirements of the Children's Workforce Development Council. It is suitable for experienced practitioners working directly with young children (aged between birth and seven years) in a range of early years settings. It will provide knowledge and skills required for working with children in these settings and engaging with a multi-agency workforce. The Foundation Degree aims

"The course is very interesting and relevant to my job. The staff are very helpful and always have time to listen."

Holly Keegan

Foundation Degree in Early Years Sector Endorsed

FdA = Foundation Degree Arts

to develop subject knowledge and reflection on practical skills in relation to early years. Students will engage in reflecting on professional practice in order to develop increased expertise when working with children.

A range of assessment methods will be used including; essays, reports, case studies, research reports and portfolio.

Entry criteria: Students must be at least 18 years of age and have two years' experience of working with children in a variety of contexts.

The Foundation Degree enables students to progress onto the final year of the BA (Hons) in Education Studies at Redcar & Cleveland College.

Course Leader

Irene Walker



**Foundation Degree
Early Years Sector
Endorsed
100% pass rate**

Personal Skills in English (Literacy)

UCCE Level 4 module (20 credits)

One term part-time

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This course has been developed as an access course for those who wish to study the UCPD Teaching English (Literacy) in the lifelong learning sector but do not yet meet the standard national entry requirements in personal English (literacy) skills.

The course will enable students to develop the necessary skills via the completion of a range of learning tasks. A range of assessment methods will be used including written assignments and a presentation.

On successful completion students will be able to progress to the UCPD award.

Course leader
Angela Myers

Teaching English (Literacy) In the Lifelong Learning Sector

UCPD Level 5 module (50 credits)

Two terms part-time

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This course is approved by Standards Verification UK as meeting the new subject specifications for teachers of adult literacy. It provides the opportunity for the continuing professional development of qualified teachers working in the field of teaching adult literacy (including the 14 – 19 age range) in the lifelong learning sector.

A range of assessment methods will be used including essays, presentations, and a portfolio of work. Students will complete approximately 75 hours of teaching practice and be observed at least four times. They will also need to identify a workplace learning mentor.

Completion of this award can contribute to the maintenance of License to Practice and students can apply for Qualified Teacher Learning and Skills (QTLS) status.

Course leader
Angela Myers

Personal Skills in Mathematics (Numeracy)

UCCE Level 4 module (20 credits)

One term part-time

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This course has been developed as an access course for those who wish to study the UCPD Teaching Mathematics (Numeracy) in the lifelong learning sector, but do not yet meet the standard national entry requirements in personal mathematics (numeracy) skills. The course will enable students to develop the necessary skills via the completion of a range of learning tasks. A range of assessment methods will be used including reflective writing and skills test.

On successful completion students will be able to progress to the UCPD award.

Course leader
Sam Stelling

UCCE
Level 4 module
Personal Skills in
Mathematics
(Numeracy)
100% pass rate



Teaching Mathematics (Numeracy) in the Lifelong Learning Sector

UCPD Level 5 module (50 credits)

Two terms part-time

An award of Teesside University delivered in partnership with Redcar & Cleveland College.

This course is approved by Standards Verification UK as meeting the new subject specifications for teachers of adult numeracy. It provides the opportunity for the continuing professional development of qualified teachers working in the field of teaching adult numeracy (including the 14 – 19 age range) in the lifelong learning sector.

A range of assessment methods will be used including; essays, presentations and a portfolio of work. Students will complete approximately 75 hours of teaching practice and be observed at least four times. They will also need to identify a workplace learning mentor.

Completion of this award can contribute to the maintenance of License to Practice and students can apply for Qualified Teacher Learning and Skills (QTLS) status.

Course leader
Sam Stelling

Supporting Children with Disabilities and those with Special Needs

Level 4 module (10 credits)

(Subject to approval)

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

Students will study issues relating to children with disability and special educational needs. Students will learn how other agencies can also offer support to the child and their family.

Students can go on to study from a range of other Level 4 University modules.

Students will be assessed through a written 1500 word assignment outlining legislation, guidance and codes of practice relevant to children with rights and inclusion.

Course leader
Irene Walker

UCPD
Level 5 module
Teaching English
(Literacy) in the
Lifelong Learning
Sector
100% pass rate



Teacher Education & Learner Support

Professional Development Portfolio

UCAPD Level 4 module (60 credits)

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

This module explores the relationship between professional development and academic reflection in Early Years. The module enables learners to reflect on their practice in order to identify skills development. This means that reflective practice is at the centre of the module. The module is assessed by answering competency statements that are collated in a Professional Development Portfolio.

Students will need at least two years experience working with children and a Level 3 child care qualification.

Course leader
Irene Walker

*UCAPD = University Certificate in
Advanced Professional Development*

Child Development **UCCE Level 4 module (20 credits)**

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

An essential course for all practitioners working with children.

Child Development is a 20 credit module, at Level 4, which applies psychological and sociological perspectives in explaining child development. The module explores a range of theories about child development.

End of course assessment is an essay outlining how a selected theoretical perspective can help to explain child development.

Course leader
Irene Walker

“I enjoy the child development and pedagogy elements of the course. The knowledge gained has been very useful in my present job.”

Louise Westgarth
**Early Years Sector Endorsed
Foundation Degree**

*UCCE = University Certificate in
Continuing Education*

Enhancing Learning in Early Years **UCCE Level 5 module (20 credits)**

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

Enhancing Learning is a 20 credit module at Level 5. This module explores how learning can be enhanced within Early Years. The module analyses ways of maximising children’s learning. This means that good practice within learning and teaching are central themes of the module. The module content investigates learning strategies within Early Years, emphasising the importance of play as a key factor enabling child development.

Students will consider how children learn within the age groups of 0-3, 3-5 and 5-8. The module is assessed by a retrospective longitudinal case study that explores how learning is enhanced in Early Years.

Course leader
Irene Walker



Types of Learning Difficulty and/or Disability **UCCE Level 5 module (20 credits)**

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

This is a course which will be suitable for those currently working within a learning disability environment and will enable students to explore key issues that relate to their own practical experience.

The module covers a range of difficulties and/or disabilities which could be encompassed in the ‘special educational needs’ bracket. Characteristics and features of special needs are studied, as are the historical influences on integration and inclusion, including socio-economic influences, social contexts and funding implications. Legal and ethical issues are explored, and students will relate research findings to the development and underpinning of their own professional practice.

Students will be required to devise and deliver a briefing paper to a group of their peers and produce an essay which will enable them to meet the required learning outcomes for the module.

Course leader
Claire Barwick

Promoting Inclusion for Individuals with Learning Difficulties and/or Disabilities UCCE Level 5 module (20 credits)

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

This module introduces students to the needs of particular areas of learning difficulty and/or disability which may be encountered in a work setting. It will allow students to investigate the difficulties and barriers to individuals associated with particular needs.

The module aims to encourage students to consider the importance of the learner's voice and the learners' key carers perspectives on the learning experience in relation to their needs and aspirations and to evaluate the importance of this in any inclusive programme of learning.

To study this module you must be working with learners with learning difficulties/or disabilities in either a paid or unpaid capacity.

Assessment Strategy **Formative Assessment**

Students will complete a task on their practice and the types of individuals that they are involved in supporting. They will produce a poster to aid feedback to the group.

Summative Assessment 1

Students will complete a critical analysis of a pre-set case study resulting in an assessment plan being produced for an individual with learning difficulties and/or disability.

Summative Assessment 2

Each student will identify a particular individual with a learning difficulty and/or disability that can be used to develop a case study. They will research the learning difficulties/disabilities associated with the individual and undertake an assessment that will form the basis of an outline for a learning/care plan.

Course leader

Irene Walker



“The HE Centre facilities are great and the course is helping me with my job and personal development.”

Penny Ryan

Post-graduate Certificate in Education (PGCE)

Analysing Practice Relating to Learning Difficulties and/or Disabilities

UCCE Level 5 module (20 credits)

A Teesside University individual module delivered in partnership with Redcar & Cleveland College.

This module aims to develop strategies and expertise with learners who have learning difficulties and/or disabilities. The student will explore issues relating to the effective planning and delivery of sessions to meet the needs of a learner with a recognised learning difficulty and/or disability within the curriculum set by the institution. The strategies, resources and development of the individual's learning plan will be considered alongside the educational requirements of national standards. Students will investigate legislation and recommendations for particular needs identified.

Each student will identify a particular learner, assess their needs and then plan and deliver 20 hours of support for the learner. A scheme of work and lesson plans will be evaluated and the links to educational research will be explained. An agreed classroom observation will be carried out as part of the 20 hour plan.

Course leader

Irene Walker



“Overall, the College facilities are very good, with an excellent HE library. It's an easy location to get to and the free parking is good too.”

Joanna Foy

BA Hons Education Studies

What next?

We are happy to talk to you now about your interests and course options. Contact Student Services on **01642 473132** to discuss specific areas of interest. From July onwards you will be invited to visit the College for an interview before enrolment.

Main enrolment days

Tuesday 23 August

10.00am – 8.00pm

Wednesday 24 August

10.00am – 8.00pm

Thursday 25 August

10.00am – 8.00pm

Friday 26 August

10.00am – 4.00pm

Open Evenings

Open evenings are held in October and February each year. Contact us for details.

How to get here

Our campus is based on Corporation Road in Redcar. It is a five-minute walk from the Town Centre and Redcar Central Station. Access from Middlesbrough by road is via the A1085 Trunk Road.

Campus opening times:

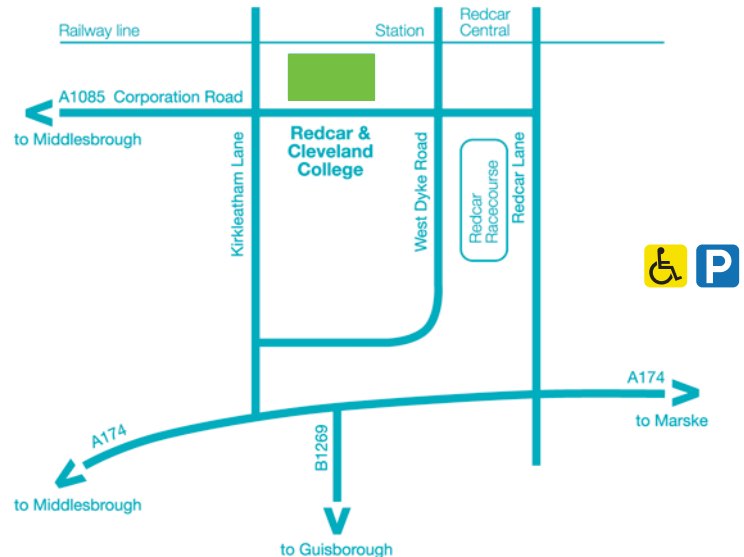
Mon – Thurs 8.30am – 9.00pm

Fri 8.30am – 4.30pm during term-time.

Redcar & Cleveland College,
Corporation Road,
Redcar TS10 1EZ

01642 473132

www.cleveland.ac.uk



If you require this Prospectus in an alternative format, please get in touch.

Other Publications

We also have Full-time and Part-time Prospectuses that offer a range of courses for a variety of different subject areas.

Keep up to date...

with news and events throughout the year – visit our website

www.cleveland.ac.uk







REDCAR &
CLEVELAND
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RAISING ASPIRATIONS
EXCEEDING EXPECTATIONS

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