



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Bradford College
'Parent' Faculty (<i>ICE / BCDI / SHS</i>)	Faculty of Social Sciences and Education
'Parent' School	School of Education
Professional accreditation body (<i>if applicable</i>)	N/A
Final award (<i>eg. BA Hons</i>)	Postgraduate Diploma in Education (Further Education)
Title of programme(s)	Post-Secondary Education
Subsidiary award(s) (<i>if any</i>)	Postgraduate Certificate (if 60 credits achieved)
Honours type (<i>Single / Joint / Combined</i>)	N/A
Duration and mode(s) of study	Full-time - 1 year Part-time - 2 years
Month/year of approval of programme	April 2024
Start date (this version) (<i>month and year</i>)	September 2024
Periodic review next due (<i>academic year</i>)	2027-28
HECoS subject code(s)	100508 - post compulsory education and training 100460 - further education
UCAS course code & route code (available from Admissions)	Specific to each partnership/alliance, issued by UCASTT or successor organisation(s).
SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration)	
Delivery venue(s)	Bradford College

2. Aims of the programme

<p>Rationale and general aims, including what is special about this programme (<i>from the student's and a marketing perspective</i>)</p> <p>The Postgraduate Diploma in Education (Further Education) is a recognised, advanced teaching qualification. The programme is designed to equip you with the essential knowledge, values and skills to teach your subject specialism (vocational/academic) in the dynamic Further Education sector. Available on a part-time and full-time basis.</p> <p>The principal aims of the programme are to:</p> <ul style="list-style-type: none"> Produce competent, confident and ambitious teachers who can apply subject specialist knowledge and/or vocational experience and skills to promote learning;

- Foster the development of values and skills associated with inclusive teaching and learning, aimed at facilitating individual progress and contributing to broader societal equity and justice in Bradford and West Yorkshire;
- Enable the critical evaluation of recent developments in educational research, professional body initiatives and government policy to ensure professional practice is evidence-based, engaging and contemporary;
- Equip trainees with the academic skills, attitudes and values necessary to cultivate a commitment to lifelong learning and Continuing Professional Development;
- Develop graduates who have an analytical and critically reflective approach to professional practice in which theory, academic understanding and pedagogy are inter-related and integrated through Masters level study.
- Empower educators with the knowledge, skills and mindset to effectively leverage digital tools and technologies, fostering a dynamic learning environment that embraces innovation and adapts to the evolving landscape of education through digital transformation.

The Postgraduate Diploma in Education (Further Education) delivers an ambitious, contemporary curriculum for trainee teachers in and around the Bradford area. A key strength is our position in the heart of a thriving Further Education College and our strong relationships with College teams and mentors.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

K. Knowledge and understanding

On successful completion of the programme, in addition to the sector's Occupational Standards, successful students will be able to demonstrate knowledge and understanding of:

K1 A range of contemporary theories and evidence-based pedagogical approaches to inclusive and impactful teaching and learning practice relevant to Further Education.

K2 The Further Education sector, its professional bodies, research organisations and benchmark groups and the key initiatives relevant to the enhancement of the quality of education and ongoing curriculum development.

K3 Relevant and contemporary subject specialist knowledge and skills as used in own teaching practice, informed by a range of relevant bodies and organisations.

I. Intellectual skills

On completion of the programme successful students will be able to demonstrate the ability to:

I1 Critically reflect on teaching practice and synthesise diverse knowledge, evidence and concepts in order to demonstrate the skills to plan for continuing professional development.

I2 Demonstrate the academic and research skills required for study at Masters level.

I3 Critically evaluate current issues impacting upon the Further Education sector and problem-solving in response.

P. Practical skills

On completion of the programme successful students will be able to:

P1 Critically analyse and reflect on own skills and knowledge in order to create appropriate professional development planning in relation to teaching and learning.

P2 Create effective and stimulating opportunities for learning in a subject specialism, evidencing the teaching standards.

P3 Critically evaluate your professional role, particularly in relation to working with others in order to assess efficacy and creativity.

Employability Skills (Postgraduate)

E1 Self-management - the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2 Team-working - the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3 Business and sector awareness - an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4 Problem-solving - a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5 Communication - the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 Application of numeracy - a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7 Application of information technology - the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;

E8 Entrepreneurship/enterprise - the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9 Social, cultural & civic awareness - embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Bradford College programmes validated by Leeds Trinity University are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

Course development has been informed by the new framework of guidance for the Diploma in Teaching (Further Education and Skills) which is based on the occupational standards for Learning and Skills Teachers (2021). The framework has been developed on behalf of, and approved by, the Initial Teacher Education (ITE) Forum, which is convened by the Education and Training Foundation (ETF).

On successful completion of the qualification, graduates may wish to apply for the sector's professional status Qualified Teacher Learning and Skills (QTLS) which has parity with QTS but is applied for post-qualification. The eligibility criteria for QTLS is managed and updated by the Society for Education and Training.

4. Learning outcomes for subsidiary awards

<p>Guidance</p>	<p>Learning outcomes for the award of <u>Postgraduate Certificate</u>:</p> <p>On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> (i) Develop new skills related to supporting learning in the Further Education sector and develop advanced knowledge and understanding of educational theory and pedagogy; (ii) Approach complex educational issues in a systematic and creative manner and make sound judgements in the absence of comprehensive data; (iii) Communicate judgments and conclusions related to teaching and learning within the subject specialism to both specialist and non-specialist audiences; (iv) Develop the attitudes, values and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 7.</p>	

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

On the full-time route, Years 1 and 2 are studied together. Both routes provide a well-structured progression, ensuring that you build and consolidate knowledge and skills towards mastery in teaching practice. Teaching placements begin in semester 1 alongside the first module. The intentional design of the curriculum facilitates meaningful connections between established educational theory and your evolving teaching practice. The ongoing portfolio development ensures a comprehensive evidence base aligned with sector standards.

Year 1: Part-time

1. Teaching, Learning and Assessment (2 semester module)

- An introductory module supporting you in developing essential teaching skills to take your first steps in the classroom.
- Opportunities for 'microteach' sessions and exploration of assessment and planning techniques for inclusive teaching within the subject specialism.
- A specialist subject audit which will support you to engage in further research within the subject specialism to meet the needs of your learners.
- Ongoing portfolio development throughout the year to reflect continuous growth, with explicit reference to contemporary policy and legislation, ensuring robust adherence to safeguarding principles and practices.
- An introduction to academic skills relevant for Level 7.

2. Innovating Specialist Practice (Semester 1: Sept-Dec)

- Introduction to contemporary issues in education.
- Encourages proactive, ambitious, and creative responses, including the use of digital technology.
- An exploration of contemporary approaches within a supportive community of practice to ensure your emerging practice is relevant and impactful.

3. Theories of Learning (Semester 2: Jan-May)

- Critical evaluation of relevant and contemporary learning theories.
- Application of theories to specialist teaching practice.
- The strong focus on educational theory is pivotal for bolstering your confidence in teaching, as it ensures that your approaches and methods are rooted in evidence-based practices.

Year 2: Part-time

4. Developing Professional Practice (2 semester module)

- Focused on the development and enhancement of professional practice.
- Completion of a comprehensive portfolio to showcase mastery in teaching skills, with explicit references to relevant standards, policy and legislation, demonstrating a thorough understanding of their impact on effective teaching practice.

5. Designing and Developing the Curriculum (Semester 1: Sept-Dec)

- Dedicated to understanding and shaping curriculum development.
- Exploration of contested ideological perspectives on the purpose of education.
- Integration of theoretical concepts with practical implementation.
- Focus on equality and diversity to ensure your curriculum is inclusive and meets students' needs with consideration of important initiatives such as sustainability, social justice and employability.

6. Improving Practice through Action Research (Semester 2: Jan-May)

- Empowers you to conduct small-scale Action Research.
- Focuses on driving improvements in professional teaching practice for best student outcomes through research.

6. Structure

Duration: 1 year full-time, 2 years part-time
Semesters: Semester 1 (Sept-Dec), Semester 2 (Jan-May)
Total credit rating: 120 (60 ECTS)

Programme structure

Full-time programme

Trainees must achieve 120 credits to complete the programme. You will work alongside part-time trainees on the pre-service and in-service cohorts. Placement starts in Semester 1 and continues throughout the academic year and you will be supported by qualified mentors in the workplace and a designated link tutor from the teaching team.

Full-time (Pre-Service)

Level 7

All Core modules - 20 credits each:

Semester 1	Semester 2
Teaching, Learning and Assessment	
Innovating Specialist Practice	Theories of Learning
Developing Professional Practice	
Designing and Developing the Curriculum	Improving Practice through Action Research

Part-time programmes (In-service/Pre-service)

Studying on a part-time basis across 2 years allows you to work alongside the course. Trainees must achieve 120 credits to complete the programme. You will work alongside full-time, pre-service and in-service cohorts. Placement starts in Semester 1 and ends at the culmination of Year 2. You will be supported by qualified mentors in the workplace and a designated link tutor from the teaching team.

Level 7 - with effect from September 2024

Year 1 - All Core modules - 20 credits each

Semester 1	Semester 2
Teaching, Learning and Assessment	
Innovating Specialist Practice	Theories of Learning

Year 2 - All Core modules - 20 credits each

Semester 1	Semester 2
Developing Professional Practice	
Designing and Developing the Curriculum	Improving Practice through Action Research

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

Informed by the LTAE Strategy 2022-26, the approach to learning, teaching, and the academic experience aims to foster curiosity, courage, confidence, and aspiration among all students. It emphasises the centrality of student well-being in every aspect of provision. The programme articulates clear expectations and intentions, appropriate to the postgraduate level of study and emphasises the cultivation, application, and exchange of knowledge, expertise, and skills within the specialised domain of education.

Teaching Approach: The teaching approach involves student-centred group sessions led by module tutors who demonstrate and model application of theory to practice. These face-to-face sessions are complemented by technological tools, making the learning experience contemporary and engaging. Tutors act as facilitators, encouraging peer learning and exchange of ideas, enabling trainees to take responsibility for their own learning. The trainees are expected to engage in wider background reading to facilitate deeper analysis and evaluation during teaching sessions.

The strategies employed include whole class teaching, teaching practice or placement, group discussions, virtual learning environments, workshops, observations of teaching, and reflective practice. Peer observations, micro-teaching, and mentor support contribute to a comprehensive learning experience. Visiting speakers, written and verbal feedback, action planning, video/podcasts, social networks, and peer support are integrated to enhance the learning environment.

Wellbeing: The programme provides ample space for engaging in meaningful dialogues related to practical aspects of teaching, fostering well-being and connections among students. This collaborative approach is essential, particularly in the field of teaching.

Scheduled Learning: Scheduled sessions specifically address professional development in teaching practice, covering essential topics such as safeguarding, embedding maths and English, supporting specific needs, working with support staff, and adhering to government requirements on British Values.

Guided Independent Study: Guided independent study involves planning sessions, creating teaching resources, and studying academic modules. Trainees are required to track progress against the standards in a portfolio, with small group and individual tutorials provided for support.

Masters Level Reflection: Given the Masters level of the programmes, trainees engage in critical reflection and these skills are developed throughout the course of study. Tutors facilitate learning, encouraging trainees to question assumed knowledge and apply concepts to real-world scenarios. Background reading is essential to allow sessions to focus on analysis and evaluation.

Assessment Strategy Academic: The assessment strategy aligns with the Masters level requirements, requiring the development of personal academic skills alongside teaching skills. Written work must demonstrate a broad range of reading from academic sources, promoting research-led thinking and questioning. The integration of theory into practice stands as a central

aspect, requiring not only critical reflection but also the ability to provide personalised responses to assignment briefs. The assessment requires trainees to apply theory to practice, fostering critical reflective skills. The assessment standards are set at Masters level, demanding a comprehensive understanding of research and academic texts.

Our assessment approach prioritises student progress and workload management by employing staggered hand-in dates for portfolio work across two 20-credit modules: Teaching Learning and Assessment and Developing Professional Practice. Portfolio submissions are assessed formatively at regular intervals, allowing students to receive ongoing support and feedback. This structure enables students to iteratively refine their work before the final summative submission, fostering continuous improvement and a deeper understanding of the subject matter, in line with their evolving teaching practice.

Assessment Strategy Teaching Practice: You will be assessed on teaching practice via observations conducted by teacher educators in collaboration with specialist mentors. Constructive developmental feedback will be provided to guide you on areas for improvement in your practice, ensuring that by the end of the programme you are teaching at the expected level according to occupational standards. The process nurtures the cultivation of teaching skills; as you progress, it is reasonable to expect that your competence will increase. The impact of training on both trainees and their students is closely monitored.

In summary, the learning, teaching, and assessment strategy is designed to provide a holistic and robust training experience for teacher trainees, focusing on professional development and well-being, academic excellence, and practical application of knowledge. The integration of various strategies and assessments ensures a well-rounded preparation for the challenging and dynamic field of teaching.

7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓	Assessed learning outcomes of the programme											Skills development								
	K1	K2	K3		I1	I2	I3		P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Educational theory/ pedagogical approaches	The FE sector	Subject specialist knowledge and skills		Critical Reflection	Academic/Research	Evaluate Issues		Planning for development	Stimulating learning	Professional role and collaboration	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
Teaching Learning and Assessment																				
Innovating Specialist Practice																				
Theories of Learning																				
Designing and Developing the Curriculum																				
Improving Practice through Action Research																				
Developing Professional Practice																				

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	No
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>Admissions criteria</p> <ul style="list-style-type: none">▪ Honours degree. Candidates will normally be required to have at least a 2:2.▪ Level 3+ subject relevant qualification.▪ An eligible GCSE/Level 2 Maths and English qualification or equivalency* in line with ETF expectations.▪ Relevant experience/prior learning.▪ Enhanced DBS and health check, successful interview. <p>*full list of eligible maths/English quals: Eligible maths and English qualifications Society for Education and Training (et-foundation.co.uk)</p>

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<p>Postgraduate assessment regulations apply with the following variance:</p> <p>All modules on the qualification must be passed to ensure trainees meet the necessary occupational/professional standards and are not eligible for compensation/condonement. In addition, where a module is assessed by more than one component, all components must be passed at a minimum of 50%.</p>

10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

11. Additional Support Needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal College support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.