

**PROGRAMME SPECIFICATION**

1. **General information**

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| **Awarding body/institution** | Leeds Trinity University  |
| **Teaching institution** | Barnsley College |
| **‘Parent’ School** *(ICE / SAC / SSHS)* | Institute of Childhood and Education |
| **Department** | School of Teacher Education  |
| **Professional accreditation body***(if applicable)* | n/a |
| **Final award** *(eg. BA Hons)* | Professional Graduate Certificate in Education (ProfGCE) |
| **Title of programme(s)** | Post-compulsory Education |
| **Subsidiary award(s)** *(if any)* | n/a |
| **Honours type** *(Single / Joint / Combined)* | n/a |
| **Duration and mode(s) of study** | 10 months full time; 22 months part time |
| **Month/year of approval of programme**  | June 2022 |
| **Start date**  (this version) *(month and year)* | September 2023 |
| **Periodic review next due** *(academic year)* | 2026/27 |
| **HECoS subject code(s)**  | 100508 – Post compulsory education and training |
| **UCAS course code & route code (available from Admissions)** | TBC |
| **SITS codes** *(Course / Pathway / Route)* **(available from Student Administration)** | TBC |
| **Delivery venue(s)**  | Barnsley College |

1. **Aims of the programme**

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| **Rationale and general aims, including what is special about this programme*(from the student’s and a marketing perspective)*** |
| A brand new programme that reflects the challenges of teaching in a post-pandemic education landscape, this ProfGCE programme will ensure you are well equipped for the teaching in post-compulsory education and training, whether this is vocational or academic subject areas. The programme has been developed with the primary position of meeting the needs of internal Barnsley College teaching staff looking to upskill to a full teaching qualification. However, the knowledge, skills and professional values developed throughout the programme are transferrable to other organisations.This programme will ensure that you develop your underpinning knowledge of what teaching and learning is, look at the contemporary issues associated within post-compulsory education (for example, covering the response to the Covid-19 pandemic and the introduction of digital technology), and ensure that you develop your teaching practice through a highly supportive and challenging programme.Upon completion of the programme, you will be ready to undertake a teaching role in a range of educational settings, be that a General Further Education College, a Sixth Form College, community learning provider or a training provider. The programme has been designed with the Education and training Foundation Professional Standards for Teachers of Learning and Skills, as shown in the learning outcomes and assessment plan of this programme. Upon completion of this programme you will be able to apply for QTLS through the Society of Education and Training. |

1. **Student learning outcomes of the programme**

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| **Learning outcomes in terms of:*** **knowledge and understanding (K)**
* **intellectual / cognitive / 'thinking’ skills (I)**
* **practical skills specific to the subject (P)**
* **employability skills (E)**

The ‘K1’, etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes. |
| On successful completion of the programme, students will be able to:K1 Demonstrate coherent and detailed subject and/or professional knowledge and understanding, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing;K2 Critically review key theories relating to pedagogy and motivation that relate to teaching, learning and assessment within the PCET context;K3 Critically analyse teaching methods within PCET;K4 Reflect upon the teaching role in relation to the three core pillars of the Professional Standards;I1 Evaluate a range of assessment methods used in teaching and learning;I2 Critically evaluate approaches to solving problems in a disciplinary context;I3 Through reflection, evaluate the utility of theiry in explaining student behaviour within a critical incident;I4 Understanding of the limits of their knowledge and the consequent influence on their analysis;P1 Reflect critically upon their own emerging practice, using triangulated feedback;P2 Plan, deliver and critically evaluate a series of lessons that utilise contemporary theory to support inclusive and active learning. E1Demonstrate 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 Demonstrate teamworking – 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 Demonstrate 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 Demonstrate 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 Demonstrate communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;E6 Demonstrate 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 Demonstrate application of information technology – the ability to identify 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 Demonstrate entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;E9 Demonstrate 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**

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| **Statement of congruence with the relevant published subject benchmark statements***(including appropriate references to any PSRB, employer or legislative requirements)* |
| All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF). Programme and student work will be reviewed by an appropriately qualified External Examiner to ensure there is parity between the programme and other, similar programmes.Education and Training Foundation Professional Standards for Teaching in Post Compulsory Education and Training are embedded within the programme, providing parity with professionals across the further education and skills sector.  |

1. **Learning outcomes for subsidiary awards**

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| There are no subsidiary/fallback awards available as part of this programme. |

1. **Content**

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| **Summary of content by theme**(providing a ‘vertical’ view through the programme) |
| The programme is designed to ensure students are developed into exceptional teachers through a comprehensive and pragmatic approach to teacher training, while developing their ability to critically evaluate their performance and development as new teachers. The main emphasis of the programme is to ensure that trainees understand how to plan, deliver and assess practical teaching informed by underpinning theory that means there is an appropriate pedagogical approach to the practice people have. There is a programme requirement of a minimum of 150 hours teaching placement. The teaching practice setting will need to be reviewed and agreed with the module leader to ensure that the setting will allow for the trainee to develop the necessary knowledge, skills and professional values. Trainees will benefit from support from high quality, trained mentors to ensure that they are receiving triangulated feedback (mentor, module tutor/observer, and self-reflection) to ensure that they develop their practice overtime. Upon graduation, trainees will be capable of leading their own teaching, assessing their students at the appropriate level for their learning, and able to confidently contribute to the teaching capacity of their organisation. |

1. **Structure**

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| **Professional Graduate Certificate in Education (Post-compulsory Education)****Duration:** 10 months full-time / 22 months part-time **Total credit rating:** 120 **Level 6** – Full time (with effect from September 2022)**Core**: Students are required to take:XBCICE6005 Planning and Assessing Learning in the PCET Context Sem 1 15 creditsXBCICE6003 Reflective Teaching Practice 1 Sem 1 30 creditsXBCICE6015 The Role of Theory and the Use of Evidence-Informed Practice Sem 1 15 creditsXBCICE6013 Exploring Contemporary Issues in PCET Sem 1 & 2 30 creditsXBCICE6023 Reflective Teaching Practice 2 Sem 2 30 credits**Level 6 Year 1** – Part time (with effect from September 2022)**Core**: Students are required to take:XBCICE6005 Planning and Assessing Learning in the PCET Context Sem 1 15 creditsXBCICE6003 Reflective Teaching Practice 1 Sem 1 & 2 30 creditsXBCICE6015 The Role of Theory and the Use of Evidence-Informed Practice Sem 2 15 credits**Level 6 Year 2 – Part time (with effect from September 2023)****Core:** Students are required to take:XBCICE6013 Reflective Teaching Practice 2 Sem 1 & 2 30 creditsXBCICE6023 Exploring Contemporary Issues in PCET Sem 1 & 2 30 credits |

1. **Learning, teaching and assessment**

**7a) Statement of the strategy for learning, teaching and assessment for the programme**

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| ***Concise*** *reference should be made to the LTA Strategy 2020-23.* *Please also refer to how graduate skills/attributes are developed throughout the programme.*Joining this programme at Barnsley College (one of the best colleges in the country, graded outstanding by Ofsted since 2010 and reaffirmed in March 2022) you will have the opportunity to learn from the very best teachers in the sector. The programme leader, module leaders and guest speakers are expert teachers in post compulsory education and training. This means, they will be able to pass on their knowledge, experience and top tips for teaching with trainees. There will be the opportunity to watch expert teachers in their own lessons, as well as to learn from their planning, delivery and assessment techniques – all with the view of making you the best teacher you could possibly be.The programme will draw upon the excellence and expertise from across the college, ensuring that guest speaker and masterclass slots are used to add value to the learning experience of the programme. Alongside the learning outcomes and the assessment critieria of the programme, we will ensure you gain exposure to financial planning in education, curriculum development, the use of digital and immersive technology, the importance of internal/external validation of assessment, preparing for external assessments (exams), developing your understanding of the inspection process assocated with further education and skills – while giving you the perfect platform for developing your teaching practice.The programme is mapped against the Education and Training Foundation Professional Standards for Post Compulsory Education and Training (2022 version), meaning that you will know that the practice you are developing while learning on this programme is current and relevant, while also allowing you the opportunity to apply for QTLS (Qualified Teacher Learning and Skills status) through the external accrediation process that is overseen by the Education and Training Foundation / Society for Education and Training.The assessment of the programme is heavily weighted towards the planning, delivery, and reflection of practical teaching. The assessment of some of the other modules will allow students to demonstrate their understanding in alternative ways than traditional essay assessment. This balanced approach to assessment will ensure that students have a rounded learning experience that enables them to be extremely successful in their next steps.Trainees will receive on-going support and guidance from high-quality, subject-specific mentors who will untake a pre-mentor training programme with Barnsley College to ensure that they provide consistent and useful support to trainees.Close consideration of the Leeds Trinity University Learning, teaching and Assessment Strategy (2020-23) has taken place during the development of this programme, which contains many features of our own strategy. |

**7b) Programme learning outcomes covered**

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|  | **Assessed learning outcomes of the programme** |  | **Skills development** |
| *Adjust LO codes as necessary. ê* | **K1** | **K2** | **K3** | **K4** | **I1** | **I2** | **I3** | **I4** | **P1** | **P2** |  | **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. | *Subject & professional knowledge* | Critically review key theories | Critically analyse teaching methods | Reflect teaching standards | Evaluate a range of assessment methods | Critical evaluation | Reflect and evaluate student behaviour | Understand limits to their knowledge | Reflect critially upon their practice | Plan and deliver teaching |  | **Self-management** | **Teamworking** | **Business & sector awareness** | **Problem-solving** | **Communication** | **Application of numeracy** | **Application of IT** | **Entrepreneurship / enterprise** | **Social, cultural & civic awareness** |
| XBCICE6005 Planning and Assessing Learning in the PCET Context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCICE6003 Reflective Teaching Practice 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCICE6023 Reflective Teaching Practice 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCICE6015 The Role of Theory and the Use of Evidence-Informed Practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCICE6013 Exploring Contemporary Issues in PCET |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Entry requirements**

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| **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)**  | Applicants are likely to be vocationally experienced and competent in their respective specialisms, and will have achieved an appropriate Level 6 qualification. It should be noted that applicants may not necessarily be teaching in the area of specialism in which they hold their Level 6 qualification or may not hold a Level 6 qualification at all.. If this is the case, applicants will be required to hold a National Vocational Qualification (NVQ) Level 3 or 4 (or an equivalent qualification), in the subject area forming their main teaching base. |

1. **Progression, classification and award requirements**

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| **Details of requirements for student progression between levels and receipt of the award(s)** (A certain level of attainment which must 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) |
| The following regulations apply, together with the General Academic Regulations * Programme Regulations for the Professional Graduate Certificate in Education

There are no subsidiary awards available on this pathway. |

1. **Prerequisites**

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

1. **Additional support needs**

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| **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 support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. |