

# | Middlesbrough College

## | Professional Graduate Certificate in Education and Training

### | Programme Specification

November 2021



# Programme Specification

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Professional Graduate Certificate in Education and Training
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	N.A.
<b>Date of latest OU (re)validation</b>	N.A.
<b>Next revalidation</b>	N.A.
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	N.A.
<b>Programme start date</b>	September 2022
<b>Underpinning QAA subject benchmark(s)</b>	Education Studies (2019)
<b>Other external and internal reference points used to inform programme outcomes</b>	ETF standards SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code ITT Core curriculum
<b>Professional/statutory recognition</b>	None
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	<b>FT</b> Face-to-Face <b>PT</b> Face-to-Face
<b>Duration of the programme for each mode of study</b>	FT: 1 year PT: 2 years
<b>Dual accreditation (if applicable)</b>	N.A.
<b>Date of production/revision of this specification</b>	October 2021

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational aims and objectives

The overall aims of the programme are to:

- prepare trainee teachers for teaching across a range of educational and training contexts demonstrating proficiency in their teaching, training and professional responsibilities;
- support the development of the teaching toolkit so trainees can apply effective learning, teaching and assessment strategies in their practice to motivate and inspire learners to develop skills, progress and succeed;
- develop a sound understanding of social and cultural diversity in trainees and to incorporate an ethos of equality and inclusivity into their own teaching;
- promote collaborative working practices between trainees and a range of professionals to support teaching, learning and sector-wide practices;
- develop the trainee teachers' ability to use evidence-informed approaches to reflect effectively on all aspects of their practice and the experience of their learners, in order to promote the value of continuous improvement and development;
- give trainee teachers an understanding of the importance of continued professional development and its impact upon their practice and the development of their learners;
- provide trainee teachers with the employability skills necessary for educational contexts and to enable trainees to develop the employability skills of their own learners;
- develop the skills of trainee teachers in the areas of technology, English and maths, building their confidence to promote and advance these skills in their learners;
- provide trainees with the skills necessary to contextualise aspects of education and educational providers and to be able to evaluate the impact of policies, PSRB requirements and quality processes.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

### 2.1 Background

The Professional Graduate Certificate in Education and Training replaced the Level 4 Preparing to teach in the Lifelong Learning Sector (PTLLS) and Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS). This revalidation is of the existing Certificate in Education and Training that is currently validated by the OU in 2018.

## 2.2 Professional Standards

The course has strong links to the [Education and Training Foundation Professional Standards](#). Teachers and trainers are 'dual professionals'; they are both subject and/or vocational specialists and experts in teaching and learning. To facilitate the development of teachers and trainers in education and training as dual professionals, the Professional Standards set out clear expectations of effective practice in education and training. They aim to:

- enable teachers, trainers and other practitioners to identify areas for their own professional development
- support initial teacher education
- provide a national reference point that organisations can use to support the development of their staff.

The standards are embedded within modules in the form of intended learning outcomes. Trainees also self-assess their teaching practice and professional development using the standards as benchmarks. The standards are as follows:

<b>PROFESSIONAL VALUES &amp; ATTRIBUTES</b> <i>Develop your own judgment of what works and does not work in your teaching and training.</i>	<b>PROFESSIONAL KNOWLEDGE &amp; UNDERSTANDING</b> <i>Develop deep and critically informed knowledge and understanding in theory and practice.</i>	<b>PROFESSIONAL SKILLS</b> <i>Develop your expertise and skills to ensure the best outcomes for learners.</i>
<b>1.</b> Reflect on what works best in your teaching and learning to meet the diverse needs of learners.	<b>7.</b> Maintain and update knowledge of your subject and/or vocational area.	<b>13.</b> Motivate and inspire learners to promote achievement and develop their skills to enable progression.
<b>2.</b> Evaluate and challenge your practice, values and beliefs.	<b>8.</b> Maintain and update your knowledge of educational research to develop evidence-based practice	<b>14.</b> Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.
<b>3.</b> Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.	<b>9.</b> Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.	<b>15.</b> Promote the benefits of technology and support learners in its use.
<b>4.</b> Be creative and innovative in selecting and adapting strategies to help learners to learn.	<b>10.</b> Evaluate your practice with others and assess its impact on learning.	<b>16.</b> Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
<b>5.</b> Value and promote social	<b>11.</b> Manage and promote	<b>17.</b> Enable learners to

and cultural diversity, equality of opportunity and inclusion.	positive learner behaviour.	share responsibility for their own learning and assessment, setting goals that stretch and challenge.
<b>6.</b> Build positive and collaborative relationships with colleagues and learners.	<b>12.</b> Understand the teaching and professional	<b>18.</b> Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
		<b>19.</b> Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.
		<b>20.</b> Contribute to organisational development and quality improvement through collaboration with others.

The course is also mapped to the QAA Benchmark statements for Education Studies 2019, which are listed below:-

#### Knowledge and understanding

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

#### Application

- analyse educational concepts, theories and issues of policy in a systematic way
- identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts • accommodate new principles and understandings
- select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
- use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice
- apply theories and concepts to a range of real-world educational contexts.

#### Reflection

- the ability to reflect on their own and others' value systems
- the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- an understanding of the significance and limitations of theory and research.

## Transferable skills

### Communication and presentation

- organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.

### Technology

- use technology effectively to enhance critical and reflective study.

### Application of numerical skills

- collect and apply numerical data, as appropriate • present data in a variety of formats, including graphical and tabular
- analyse and interpret both qualitative and quantitative data.

### Working with others

- the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

### Improving own learning and performance

- articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.

### Analytical and problem-solving skills

- process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

## 2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N.A.

## 2.4 List of all exit awards

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### 3. Programme structure and learning outcomes

The PgCE has the following programme structure:

Trainees begin the course by completing two modules at Level 5, one worth 20 credits and the other 40. They then progress to Level 6 modules, completing two further modules for the remainder of the programme, both at 30 credits each. This gives an overall total of 120 credits for the programme. The module details and delivery structure are detailed below for both the full-time and part-time versions.

<b><u>Programme Structure FT - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Introduction to Learning and Teaching	20			No	1
Developing curriculum, pedagogy and assessment in the subject specialism	40			No	1

<b><u>Programme Structure FT - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Wider Professional Practice	30			No	2
Action Research project	30			No	2

<b>Programme Structure PT - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Introduction to Learning and Teaching	20			No	1 (yr 1)
Developing curriculum, pedagogy and assessment in the subject specialism	40			No	2 (yr 1)

<b>Programme Structure PT - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Wider Professional Practice	30			No	1 (yr 2)
Action Research project	30			No	2 (yr 2)



Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<b>A1:</b> Analyse a range of up-to-date key concepts/knowledge/skills required within a specific subject or vocational area and the ways in which this can be learnt and taught	<b>A1:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to analyse a range of up-to-date key concepts/knowledge/skills required within a specific subject or vocational area and the ways in which this can be learnt and taught
<b>A2:</b> Analyse a variety of up-to-date, evidence-based theories and approaches to learning, teaching and assessment in the post 16 education and training sector.	<b>A2:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to analyse a variety of up-to-date, evidence-based theories and approaches to learning, teaching and assessment in the post 16 education and training sector.
<b>A3:</b> Examine a range of approaches to promoting and attaining positive student behaviour and outcomes within the post 16 education and training sector.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to examine a range of approaches to promoting and attaining positive student behaviour and outcomes within the post 16 education and training sector.

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A4:</b> Examine the roles and professional responsibilities of teachers in the 21 <sup>st</sup> Century, working in the post 16 education and training sector.	<b>A4:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to Examine the roles and professional responsibilities of teachers in the 21 <sup>st</sup> Century, working in the post 16 education and training sector

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>B1:</b> Assess your practice, values and beliefs and evaluate their impact on inclusive learning	<b>B1:</b> At Level 5, students are re-introduced to a range of academic and cognitive approaches to enable them to assess their practice, values and beliefs and evaluate their impact on inclusive learning. The aim of each session is to further develop student led/centred activity where trainees can practice and develop their research skills and/or analysis of journals or provided data.
<b>B2:</b> Gather and record and assess data/evidence on teaching and learning from a variety of sources	<b>B2:</b> At Level 5, students are re-introduced to a range of academic and cognitive approaches to enable them to gather and record and assess data/evidence on teaching and learning from a variety of sources. The aim of each session is to further develop student led/centred activity where trainees can practice and develop their research skills and/or analysis of journals or provided data.

<b>3B. Cognitive skills</b>	
<b>B3</b> Present justified reasoning and balanced explanations in support of propositions and arguments through research relating to teaching and learning contexts and practice.	<b>B3:</b> At Level 5, students are re-introduced to a range of academic and cognitive approaches to enable them to present justified reasoning and balanced explanations in support of propositions and arguments through research relating to teaching and learning contexts and practice. The aim of each session is to further develop student led/centred activity where trainees can practice and develop their research skills and/or analysis of journals or provided data.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>C1:</b> Use detailed reflection when developing teaching and learning practice.	<b>C1:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided opportunity to practice how to Use detailed reflection when developing teaching and learning practice, within each session
<b>C2:</b> Plan and deliver learning programmes in a safe and inclusive environment drawing on research and other evidence	<b>C2:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided opportunity to practice how to plan and deliver effective and innovative learning programmes for diverse groups or individuals in a safe and inclusive environment, within each session

<b>3C. Practical and professional skills</b>	
<b>C3:</b> Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.	<b>C3:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided opportunity to practice how to apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement, within each session.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>D1:</b> Use technology to enhance the delivery of teaching and learning	<b>D1:</b> Students are guided by module tutors on how to use technology effectively to enhance the delivery of teaching and learning. This activity is supported through independent research and practice in class sessions. Students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to deliver teaching and learning.
<b>D2</b> Organise and articulate complex ideas and arguments clearly and fluently using appropriate academic style and vocabulary	<b>D2:</b> Students are guided by module tutors on how to organise and articulate complex ideas and arguments clearly and fluently using appropriate academic style and vocabulary This activity is supported through independent research and practice in class sessions. Students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to deliver teaching and learning.

<b>3D. Key/transferable skills</b>	
<b>D3:</b> Collaborate as part of a community of practice	<b>D3:</b> Students are guided by module tutors on how to collaborate as part of a community of practice .This activity is supported through independent research and practice in class sessions. Students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to deliver teaching and learning.
<b>D4:</b> Demonstrate an effective range of verbal and non-verbal skills in performance, group discussion and individual presentations	<b>D4:</b> Tuition assisting and guiding students' presentation skills i.e. informal, formal, short or extended presentations exposing students - is embedded into all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials also assist learners in identifying further need for development.

**[Please insert here title(s) of exit award(s) at Level 5, if applicable]**

**Intended learning outcomes at Level 6 are listed below:**

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>A1:</b> Critically analyse a variety of up-to-date, evidence-based approaches to learning, teaching and assessment in the post 16 education and training sector.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to critically analyse a variety of up-to-date, evidence-based approaches to learning, teaching and assessment in the post 16 education and training sector.
<b>A2:</b> Critically analyse a range of contemporary societal, policy and organisational issues that influences of the delivery of teaching and learning in the post 16 education and training sector.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to critically analyse a range of contemporary societal, policy and organisational issues that influences of the delivery of teaching and learning in the post 16 education and training sector.
<b>A3:</b> Critically examine the purpose and key concepts of delivering pastoral support in post 16 education and training sector.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, timed tests, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position individually to critically examine the purpose and key concepts of delivering pastoral support in post 16 education and training sector.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>B1:</b> Critically evaluate your practice, values and beliefs and assess their impact on inclusive learning	<b>B1:</b> At Level 6, students are expected to be more independent in their abilities to critically evaluate your practice, values and beliefs and assess their impact on inclusive learning. The aim of each session is to further develop student led/centred activity where trainees can practice and develop their academic and cognitive skills and/or analysis of journals or provided data.
<b>B2:</b> Critically analyse, apply and interpret data/evidence on teaching and learning theories, contexts and practice from a variety of sources	<b>B2:</b> At Level 6, students are expected to be more independent in their abilities to critically analyse, apply and interpret data/evidence on teaching and learning theories, contexts and practice from a variety of sources. The aim of each session is to further develop student led/centred activity where trainees can practice and develop their academic and cognitive skills and/or analysis of journals or provided data
<b>B3</b> Present justified reasoning and balanced explanations in support of propositions and arguments through research relating to teaching and learning contexts and practice.	<b>B3:</b> At Level 6, students are expected to be more independent in their abilities to present justified reasoning and balanced explanations in support of propositions and arguments through research relating to teaching and learning contexts and practice. The aim of each session is to further develop student led/centred activity where trainees can practice and develop their academic and cognitive skills and/or analysis of journals or provided data

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>C1:</b> Use a range of reflective models when evaluating teaching and learning practice	<b>C1:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided opportunity to practice how to use a range of reflective models when evaluating teaching and learning practice, within each session.
<b>C2:</b> Plan and deliver effective and innovative learning programmes for diverse groups or individuals in a safe and inclusive environment drawing on research and other evidence	<b>C2:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided opportunity to practice how to plan and deliver effective and innovative learning programmes for diverse groups or individuals in a safe and inclusive environment drawing on research and other evidence, within each session.
<b>C3:</b> Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.	<b>C3:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided opportunity to practice how to apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement, within each session.
<b>C4:</b> Contribute to organisational development and quality improvement through collaboration with others	<b>C4:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance



<b>3C. Practical and professional skills</b>	
	gradually towards more independence and self-direction. Students are also provided opportunity to practice how to contribute to organisational development and quality improvement through collaboration with others, within each session.

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>D1:</b> Use technology effectively to enhance the delivery of teaching and learning	<b>D1:</b> Students are guided by module tutors on how to use technology effectively to enhance the delivery of teaching and learning. This activity is supported through independent research and practice in class sessions. Students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to deliver teaching and learning.
<b>D2:</b> Apply a range of numerical and statistical skills.	<b>D2:</b> Students are guided by module tutors on how to apply a range of numerical and statistical skills. This activity is supported through independent research and practice in class sessions. Students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to deliver teaching and learning.
<b>D3</b> Organise and articulate complex and sustained ideas and arguments clearly and fluently using appropriate academic style and vocabulary	<b>D3:</b> Students are guided by module tutors on how to organise and articulate complex and sustained ideas and arguments clearly and fluently using appropriate academic style and vocabulary. This activity is

<b>3D. Key/transferrable skills</b>	
	supported through independent research and practice in class sessions. Students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to deliver teaching and learning.
<b>D4:</b> Demonstrate an effective range of verbal and non-verbal skills in performance, group discussion and individual presentations	<b>D4:</b> Tuition assisting and guiding students' presentation skills i.e. informal, formal, short or extended presentations exposing students - is embedded into all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials also assist learners in identifying further need for development.

**[Please insert here title(s) of exit award(s) at Level 6, if applicable]**

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#### 4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

##### 4.1 Building Communities of Practice through placement practice and subject specific mentoring

A significant advantage offered by the programme is the clear and detailed on-going support and guidance trainees receive throughout the year, beyond the classroom, using communities of practice. A key feature of the programme is an entry requirement for Trainees to have voluntary or employed experience in a role within the education sector during the programme, together with the requirement that Trainees have a placement mentor through which they can gain subject specific support through regular meetings, as well as the completion of placement mentor subject specific lesson observation and feedback.

Mentors are highly committed to ensuring that good teachers are trained and work in an area which experiences historically high levels of unemployment and low levels of basic skills. The use of mentors in the workplace setting is to support trainees in the delivery of their subject specific areas. The Programme Team, through the new post of Mentor Co-ordinator, provides regular support and guidance for subject specialist mentors through training, a regular on-line newsletter, a dual observation processes and regular contact. The key aim here is to ensure that mentors are aligned with the curriculum delivery in the classroom so that they can support and guide their mentees more effectively and frequently.

This requirement ensures that students thoroughly explore professional practice and develops such practice so that once the programme is completed, students have subject knowledge, academic ability and professional experience. More importantly, this requirement provides students with a critical insight to their professional practice. Where possible, the college can offer placement opportunities for trainees and will assist them in procuring a college-based placement, however, it is the responsibility of the trainee to secure a placement before commencement of the course.

Trainees are provided with weekly online community of practice fora after each session via the VLE, facilitating knowledge extension and understanding of the session themes. These fora allow both students and staff to contribute to broader discussions and offer peer and academic support as trainees progress through the course.

##### 4.2 Flexible Delivery

The programme offers applicants great flexibility by offering full-time and part-modes and the option to start the programme on a part-time basis in January. In addition, all part-time sessions are in the evening. The latter point also makes it far easier for students to complete their teaching placement hours.

A key feature of the programme delivery is that both the Certificate in Education and Training, and the Professional Graduate Certificate in Education and Training trainees, may be taught together in teaching sessions. Similarities in modules across both courses, facilitates the simultaneous delivery of academic and theoretical indicative content but more importantly exposes trainees to a wider peer experience and the chance to exchange ideas and perspectives. Trainees with varying abilities develop their knowledge and understanding of teaching, learning and assessment by working together across the programmes to support their own and their peer development. Differences in assessments account for the varying levels across the programmes and are characterised by extended and challenging active verbs to meet the intended learning outcomes from Level 5 to Level 6 modules. Trainees working at a higher level are also expected to submit higher word counts in assignments to reflect the extended intended learning outcomes.

### 4.3 Progression

Achievement of the 20-credit module *Introduction to Learning and Teaching* meets threshold standards for the sector. On completion of the full award, students have met the national requirements for teaching in the education and training sector and are able to work towards Qualified Teacher Learning and Skills status (QTLS).

### 4.4 Delivery Timetables

#### 4.4.1 Full-time

The full-time course is delivered face-to-face over two set days each week with practice placement observation and teaching taking place in blocks at other times. The nature and timing of this block delivery and placement pattern is dependent upon the distinctive requirements of the trainee's placement. However, 'taught days' remain fixed throughout the year so individual placements are organised to allow regular access to the taught elements of the course.

Modules follow a pattern of being either learning and teaching based (practical) or theory and policy based (academic). There is a clear progression between levels in order to ensure smooth and logical progression, for example, the skills developed at the lower-level act as a foundation for trainees to progress effectively and achieve at a higher level from both a knowledge and skills perspective.

Throughout the programme, there are clear overlaps and links between the content and delivery of all modules - all aspects of the course are intrinsically inter-dependent. To ensure that trainees make explicit links between all aspects of their learning at all times, practical and academic some content is delivered concurrently rather than in discreet blocks. For example, some underpinning rationale behind teaching techniques may be delivered in the *Introduction to learning and teaching* and not necessarily left to the succeeding *Developing curriculum, pedagogy and assessment in the subject specialism* module.

#### 4.5.2 Part time

All modules throughout the year are delivered face-to-face over one fixed four-hour session per week. This session can be offered as an evening session or a day

session, depending on demand and enrolments. The first L4 module is delivered in Block 1 of the first term and can be undertaken as a discreet unit. The delivery of this module is structured to gently introduce trainees to the skills that they require and to develop their ability to manage their study with their professional commitments. Trainees then study the remaining year one modules throughout the remainder of the academic year.

In the second year, students complete two modules (practical and academic).

## 5. Support for students and their learning

### 5.1 Induction

The following activities are provided in Induction Week:

- Alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve the best outcome.
- Current students from prior years are invited to induction activities to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.

### 5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to either notify the lecturer in the preceding sessions or email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Programme Leader also contacts the student with an invitation to attend a formal meeting in order to identify any support needs and to ensure a plan is in place to ensure successful completion of the study subject missed. Where attendance problems persist, the Programme Leader works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

### 5.3 Tutorial Support

Student tutorial opportunities are embedded in all modules. Lecture and seminar sessions are structured to provide input through whole class, small group or individual teaching, within which spontaneous tutorials can be held or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorials

sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

#### 5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'how do you eat an elephant?' is repeated from Induction Week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lecturers know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted).

#### 5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

#### 5.6 Year Tutors

Given the smaller numbers on this programme, and the fact that there are only two years, the need for dedicated year tutors is subsumed into the role of Programme Leader who oversees both years. In addition to standard Programme Leader and Module Tutor duties, the Programme Leader and Module Tutors provide sessions relating to the development of study skills during the summer for those progressing/joining Year 2 (Level 6) of the programme.

#### 5.7 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to this condition - attendance at many of these sessions is mandatory. Furthermore, the Programme Team are well-versed in providing nuanced and discrete support for these students in order for them to succeed. For example, staff have started to offer dyslexia-friendly/printed versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. Students declaring such a condition receive a formal assessment after which the Programme Team are advised on the steps they must take in the form of a full and detailed support plan. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

#### 5.8 Academic Support

The delivery of many modules is based upon individual sessions that consist of two aspects – knowledge input (which is built on previously required independent experience and research) and seminar discussion in which students tackle the more individualised and critical aspects of the module. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and

understanding are regularly checked, and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders & lecturers.
- The Programme Leader

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College.

#### 5.9 Programme Documentation and Online Learning Support

The Programme and Module Handbooks, that contain comprehensive information on how their course and modules are structured and delivered, are all available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE); this is available from both the College network and the internet, so students can access it at their convenience. This online resource (and a number of custom staff web sites/e-learning platforms) include lecture notes, seminar tasks and a range of audio/video materials including video (screen capture) recordings of relevant online learning resources. All submissions are uploaded to the College's VLE.

#### 5.10 Library and Learning Resources

Students can access a range of resources through the College Learning Resource Centre (LRC). As well as access to general physical and on-line learning resources, students can access specific sessions with the Subject Information Team Leader with regard to advanced academic and research skills. This is introduced as part of the induction activities at the start of each year but can be re-visited again throughout the year either through refresher sessions, printed factsheets or on-line tutorials.

Open access computers are available at various locations throughout the College and in all of the buildings where teaching takes place. In addition, there is a quiet room in the College LRC exclusively for higher education students. Access is dependent upon demand but is provided on a drop-in basis.

#### 5.11 Student Services

All students are able to access the College Student Services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the Student Services team also provide; counselling, financial support, learning support, sign posting to additional or partner services. Trainees are introduced to the Student Services and the support services available are

outlined to them at induction. This support is also referred to within written assessment feedback. If a specific educational need is recommended for a student e.g. assessment for dyslexia this is highlighted to the Programme Leader, who liaise with the Disability Co-ordinator, who is responsible for arranging the referral and supporting the student through the process. The outcome of this activity is fed back to the student and Programme Leader so that any specific needs/resources can be addressed.

#### 5.12 HE Student Centre

All HE students have areas in the College that are exclusively for their use. In the Institute of Technology building all HE students have access to the HE centre, which includes private study areas, tutorial rooms and study classrooms.

#### 5.13 Virtual Learning Environment

Trainees are supported through the use of the College VLE, which can be accessed onsite and at home. Many trainees find this useful in accessing course materials 24/7. In addition, from Sept 2021 Middlesbrough introduced its MC Click service, a service designed to support students with any access or digital literacy issues.

#### 5.14 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardio vascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance is available during opening hours from experienced staff.

## 6. Criteria for admission

Applicants must satisfy all admission criteria listed below:

- GCSE (or standard equivalent) in English, grade 4 or above.
- First degree (minimum of a 2:2). In exceptional cases prospective students who are able to demonstrate suitable significant experience and/or further study may be considered for the programme.
- A satisfactory DBS check.
- A teaching placement of at least 100 hours in an appropriate context.
- Attendance at a formal interview

A Level 2 maths qualification is not required at entry. This is consistent with other Further Education ITT programmes locally and nationally. Trainees are strongly advised, and supported, to achieve a level 2 qualification by the end of the award to aid progression into employment. The College can assist with meeting this requirement as trainees can access the college-wide maths curriculum offer, outside of their main



programme of study.

Students who have previously completed Teacher Training Awards or Certificates (or equivalent) within 5 years of the programme start date can gain entry onto the programme by completing the college's Accreditation of Prior Learning and Experience procedure. In order to become a direct entry to year two of the Certificate in Education and Training programme, trainees must have completed equivalent awarding body qualifications to L5. Year 2 applicants also require a teaching placement of at least 60 hours in an appropriate context.

#### 7. Language of study

English

#### 8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

#### 9. Methods for evaluating and improving the quality and standards of teaching and learning.

##### 9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2022, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach.

### 9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSE](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity. The current policy and procedure is nearing the end of a recent review and redevelopment ready for a September 2017 launch.

### 9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

### 9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning.

### 9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable for all staff

and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

#### 9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

#### 9.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice within the HE Staff Centre. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College is adding a new post for the start of 2021 of HE digital champion as well as teaching and learning managers, to guide the mentors already in place. The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

### 10. Changes made to the programme since last (re)validation

*Re-writing of programme learning outcomes*  
*Re-designation of module titles, level and indicative content*  
*Re-designing of module assessment*

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

## Annexe One - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (·) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
5	Introduction to Learning and Teaching				·	·			·	·	·	·	·		
	Developing curriculum, pedagogy and assessment in the subject specialism	·	·	·	·	·	·	·	·				·	·	·

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
6	Wider Professional Practice		·	·	·	·	·	·			·	·		·	·
	Action Research Project	·			·	·	·	·	·	·		·	·	·	

## Annexe Two: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.