

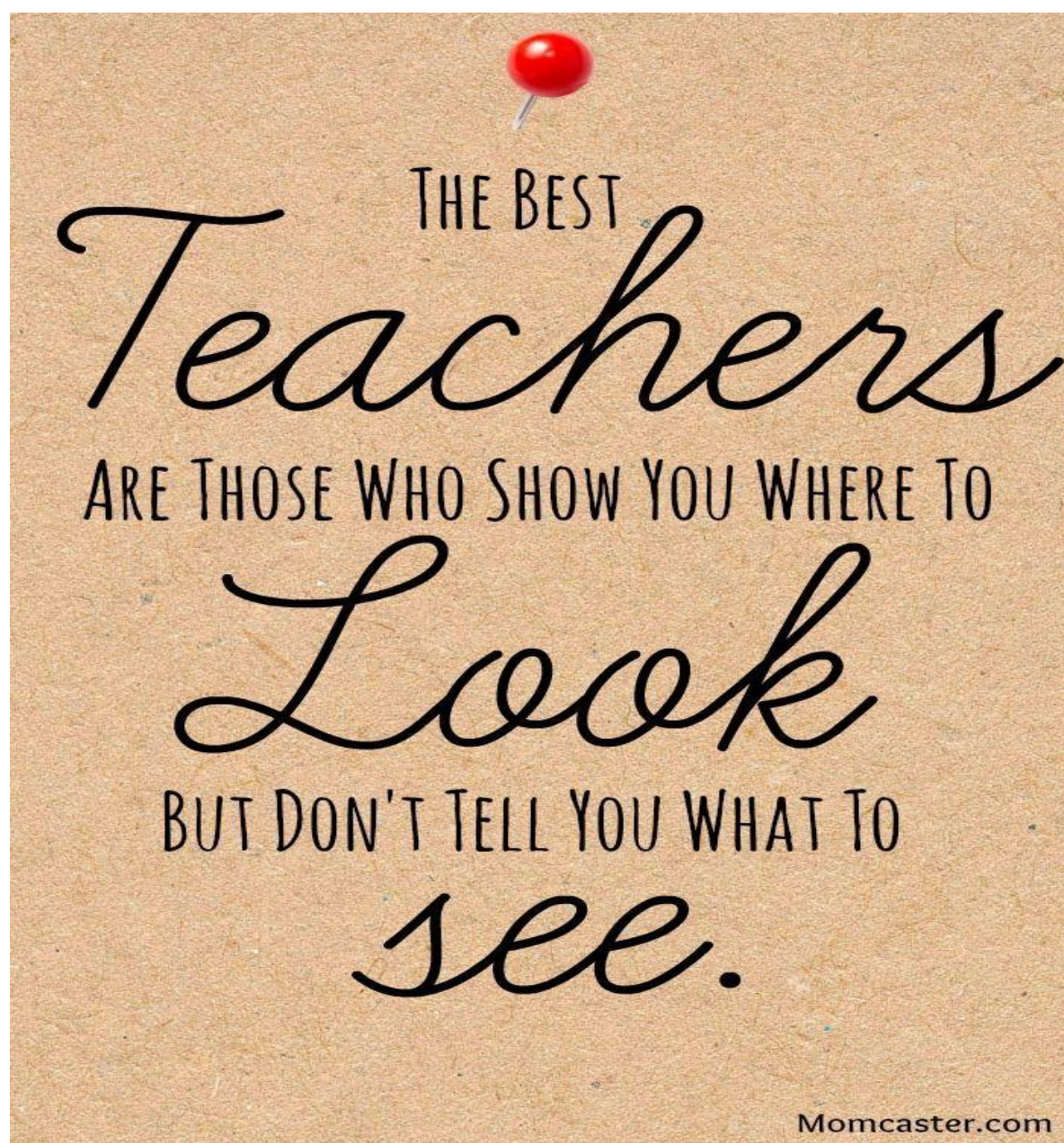
| Middlesbrough College



| Foundation Degree in Teaching and Learning

| Programme Specifications

May 2024



# Programme Specification

*(Notes on how to complete this template are provide in Annexe 2)*

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree Teaching and Learning
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	May 2024
<b>Date of latest OU (re)validation</b>	N.A
<b>Next revalidation</b>	2028/29
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	A197
<b>Programme start date</b>	September 2024
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Subject Benchmark Statement Education Studies (2019)</a>
<b>Other external and internal reference points used to inform programme outcomes</b>	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
<b>Professional/statutory recognition</b>	N.A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	PT Face-to Face including work-based practice, extended by 10 weeks with blended learning. (40 weeks)  FT Face-to Face including work-based practice. (30 weeks)
<b>Duration of the programme for each mode of study</b>	PT: 2 years (40 weeks) FT: 2 years (30 weeks)
<b>Dual accreditation (if applicable)</b>	N.A.
<b>Date of production/revision of this specification</b>	March 2024

**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 students 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 aim of the programme is:

- To develop detailed and critical knowledge and understanding required for working within the education sector.

The objectives are to:

- develop students to become independent learners;
- develop detailed knowledge and understanding required for working within the Education sector;
- enable the professional and practical skills required for working with learners and their families;
- promote awareness of inclusive practice;
- develop the ability to understand and apply the principles of research and evidence-based practice;
- enable an appropriate understanding of the theoretical, pedagogical and legislative framework of education practice;
- develop students' ability to reflect on practice and develop their skills in managing professional development;
- develop the personal and transferable skills critical to practitioners working with learners and families;
- provide full and part-time study routes to support the individual needs of the students and the organisation for which they work. It is recognised that part time study may support organisations in enabling students to be available to attend formal teaching sessions.

## **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)

Applicants will usually progress from Level 3 qualifications or equivalent from the College's Level 3 programmes in Childcare, Supporting Teaching and Learning alongside members of staff who are working within the FE sector (48 UCAS Tariff Points) and have experience including a current job/work-based practice within the sector. On completion of the foundation degree in Teaching and Learning students have the opportunity to progress a BA Honours Degree in Teaching and Learning Top Up Award which is being developed by the Programme Team continuously with this programme.

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

Students who are not currently in employment in the education sector are required to arrange work-based practice and complete 150 hours (e.g., 1 day throughout the academic year) which is a compulsory part of the program. Students will generally be encouraged to organise their work-based practice themselves, however, support will also be given for those who are having difficulties gaining a place. We have a Placement Officer, who would support the student if required. If by November the student has not obtained a placement, and there are no Extenuating Circumstances in place, then the student will be allocated a placement by the College [Work Placements | Study | Middlesbrough College \(mbro.ac.uk\)](#). Students are told to source a work-based practice during their interview, so most have found a suitable work-based practice before commencing the programme. If work-based practice /employment should end, then the student will be given support to find another work-based practice / employment. If the student has been terminated from their employment because of misconduct consequences, then depending on the nature of the termination then further discussions with the Programme Team/HEO and Safeguarding Team may be required before a decision can take place.

NOTE: Work-based practice is a mandatory part of this programme so should the student decide not to attend, with no valid reason, the student should be aware that any decision to end a work-based practice without just cause, could result in them not meeting the requirements to successfully achieve the qualification. Extenuating Circumstances can be implemented if the student is unable to attend their work-based practice due to ill health, physical, or mental, and or where an unforeseen situation has arisen which has prevented work-based practice, or employment from taking place.

We follow QAA Contingency Planning which states that we:

- Aim to resume work-based practice whenever possible.
- Coordinate with relevant agencies and work-based practice providers, and support students to understand their options.
- Collaborate to ensure opportunities are inclusive, safe and supported.
- If work-based practice cannot run in situ, aim, where possible, to replace them with a virtual work-based practice, rather than cancel or defer them – this would be subject to a modification or reasonable adjustment.

[QAA publishes guidance for UK higher education providers to help contingency planning for work-based practice provision](#)

Placements are vetted according to college policy and procedures to ensure the suitability and safety for the students. [Essential Information | University Level | Middlesbrough College \(mbro.ac.uk\)](#) This process is explained in greater detail in the



Teaching and Learning Mentor Booklet p15-16. We also follow the procedures referred to in the UCAS Criminal Convictions Guidelines <sup>[1]</sup> <https://www.ucas.com/criminal-convictions-good-practice-he-providers>

**Please see the information and documents provided below:**

## Placement Agreement

**Name of Agency (name and address):**

**Work-based practice dates: From:** **To:**

**Work-based Contact:**  
(Name and contact details)

### **Key Aims and Opportunities**

#### **1. Student's Core Aims for this work-based practice**

Identify your key development goals

#### **2. Key activities/opportunities at work base**

List sessions/activities you may be taking part in.

### **Health and Safety & Insurance**

Employers are expected to take responsibility for the welfare of students during the agreed placement hours and all activities undertaken. The providers need to accept responsibility and confirm that existing Employee Liability Insurance and Public Liability Insurance cover this responsibility.

Student must complete the health and safety checklist prior to the commencement of their placement (please see below).

#### **Any special conditions?**

Please highlight any particular policies within in the organisation that the student should be aware of related to the nature of the work, e.g. confidentiality policies, data protection policy, lone working etc...

.....  
.....  
.....  
.....

The above agreement should be read and signed by all parties

Student: ..... Date: .....

Placement Contact: ..... Date: .....

College Tutor: ..... Date: .....

## Health & Safety Checklist

Health and Safety Checklist				
Name of Student:				
Module Title/Code:				
Organisation Name/Address				
Dates - from/to				
Health & Safety Policy and Information		Yes	No	Comments
1.1	Does the setting have its own Health and Safety Policy? (applies to organisation which employs 5+ staff)			
1.2	Has the policy and procedures been explained to you and a copy provided?			
1.3	Does the work-based practice policy ensure that a comprehensive induction will be provided?			
1.4	Where a policy is not available have you completed a risk assessment to assess the suitability of the work setting?			
Emergencies and Fire Arrangements		Yes	No	Comments
2.1	Have you been informed of the procedure to follow on discovering a fire or hearing the fire alarm, including where the fire escape routes and fire exits are in the building?			
Insurance Cover		Yes	No	Comments
3.1	Does the student experience come under the agency's current Employers' Liability Insurance?			
3.2	Are the types of activities to be undertaken during the work-based practice covered within the agency's Public Liability Insurance?			
Welfare & First Aid		Yes	No	Comments
3.1	Have you been made aware of the location of the toilets, washing facilities, kitchen & rest areas, lockers, etc (as appropriate)?			
3.2	Have you been made aware of the location of the nearest first aid box, first aid room (if provided) and			



Students are supported in practice by a Mentor and an Academic Tutor. The Mentor can either be a nominated member of staff from the practice setting who is an experienced practitioner; or a mentor employed by the University, who is also in practice within the education sector. The Mentor's role is to support the student during their work-based practice and act as a critical friend.

All Mentors sign to confirm that:

1. Any written work the student has completed is relevant to the practice setting.
2. The student has completed the required practice hours.
3. The student has behaved in a manner that demonstrates safe and effective practice relevant to their role.

The Mentor and student are also supported by the Academic Tutor, who will visit the student and Practice Mentor to discuss the student's progress. More information on this procedure is available in the Mentor Handbook.

The Academic Tutor and Placement Mentor are available for support via telephone or email at any point in the programme, particularly where the Mentor or student has concerns e.g., regarding the student's practice or the Practice Placement.

The Mentor is provided with a Mentor Handbook detailing their role and responsibilities. This Handbook also includes details of the programme and the student's learning requirements, including assessments and dates for formative meetings in practice. Practice Mentor workshops are offered biannually to provide training and introduce them to the requirements of the booklets. The workshops are also an opportunity for dialogue, sharing of good practice, and problem-solving between Mentors from different practice settings. The first workshop is offered in the autumn term once students have been allocated to a work-based practice and Practice Mentors have been identified. The aim of the meeting is to inform the Mentor of the expectations the university has of the students and defining their role. The second workshop, taking place in early Spring Term, has a 'focus on finishing' and details of payment. Emphasis is to ensure students are on track to complete the statutory element of their work – based learning, linking theory to practice within their electronic portfolio.

The full-time route for the programme is delivered over 30 weeks and the PPE modules are delivered over the full academic year. This time frame supports students who are not employed in the sector, providing a longer period in which to secure a suitable work-based practice opportunity and to achieve the required learning. The part-time study route PPE is delivered over weeks 1- 40,

#### 2.4 List of all exit awards

Cert. HE Teaching and Learning [120 Credits]  
Foundation Degree Teaching and Learning [240 Credits]



### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 4</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>
Principle of Pedagogy	20			Y	Weeks 1-10
Safeguarding in Education	20			Y	Weeks 11-20
Core Curriculum	20			Y	Weeks 21-30
Professional Practice in Education (PPE)	60			N	Year Long Weeks 1-30 FT Weeks 1-40 PT

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<b>A1:</b> Describe a range of theories and strategies relating to supporting or teaching learning.	<b>A1:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, journal presentations, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position to individually explain relevant theories and strategies relating to supporting, or teaching learning. This learning outcome will be formally addressed in the modules: <i>Principles of Pedagogy, Core Curriculum and Professional Practice in Education (PPE)</i> although students will have the opportunity to explore key perspectives informally in the remaining Level 4 modules to build up a wider picture.
<b>A2:</b> Explain relevant policies and guidelines in supporting, or teaching learners within educational settings.	<b>A2:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, journal presentations, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position to identify and explain relevant policies and guidelines used to support learners within educational settings. This learning outcome will be addressed formally in two modules <i>Safeguarding In Education and Professional Practice in Education (PPE)</i> although students will have the opportunity to explore further key perspectives informally in the remaining Level 4 modules to build up a wider picture.
<b>A3:</b> Describe methods appropriate to plan and develop practice in education.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, journal presentations, Q&A, individual and group research activities as well as feedback on formative work so that students are in a position to identify and describe appropriate methods that could be used to plan and develop practice in

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	Education. This learning outcome will be addressed formally in the modules <i>Principle of Pedagogy, Core Curriculum and Professional Practice in Education (PPE)</i>
<b>A4:</b> Explain the impact of global and contemporary developments within education.	<b>A4:</b> Student learning will be facilitated through a through a combination of tutor led lectures, academic support tasks, group discussion tasks and through work-based practice where students will be able to explore relevant global or contemporary developments with education and explain their impact. This learning outcome will be formally assessed in the modules <i>Safeguarding in Education and Professional Practice in Education (PPE)</i> although students will have the opportunity to explore relevant developments informally in the remaining Level 4 modules to build up a wider picture.
<b>A5:</b> Describe appropriate influences, or values which impact on education and professional practice.	<b>A5:</b> Student learning will be facilitated through a through a combination of tutor led lectures, academic support tasks, group discussion tasks and through work-based practice where students will be able to describe appropriate influences or values that may impact on education and professional practice. This learning outcome will be formally assessed in the Modules <i>Principles of Pedagogy, Safeguarding in Education, and Core Curriculum</i> .

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>B1:</b> Identify relevant theoretical concepts and recognise their relevant strengths within an educational context.	<b>B1:</b> While there is a large element of teacher centred/led activity, the aim of each session is to blend in student led/centred activity so learners can develop their understanding of relevant theoretical concepts and begin to explore and recognise their strengths within an educational context. This learning outcome is formally explored in the modules <i>Principles of Pedagogy, Core Curriculum Areas and Professional Practice in Education (PPE)</i> .
<b>B2:</b> Apply balanced, logical, and supported arguments to new ideas within an educational curriculum.	<b>B2:</b> While there is a large element of teacher centred/led activity, the aim of each session is to blend in student led/centred activity so learners can develop their ability to create balanced, logical and supported discussions around new ideas their understanding of the role of assessment within education. There will also be opportunities in 1:1 sessions for formative feedback. This learning outcome is formally assessed in the modules <i>Principles of Pedagogy, Core Curriculum and Professional Practice in Education (PPE)</i> although students will have the opportunity to develop their skills informally in the remaining Level 4 modules.
<b>B3:</b> Recognise and investigate information appropriate to an educational context.	<b>B3:</b> Student learning will be facilitated through a through a combination of tutor led sessions, academic support tasks, group discussion tasks and through work-based practice where students will be able develop their skills in recognising and investigating relevant information appropriate to an educational context. This learning outcome will be formally assessed in the Modules <i>Safeguarding in Education, and Professional Practice in Education (PPE)</i> although students will have the opportunity to develop their skills informally in the remaining Level 4 modules.

3B. Cognitive skills	
<b>B4:</b> Synthesise information from a number of sources to explore established issues.	<b>B5:</b> Student learning will be facilitated through a combination of tutor led sessions, academic support tasks, group discussion tasks and through work-based practice where students will be able develop their skills in synthesising relevant information from a range of sources. This learning outcome will be formally assessed in the Modules <i>Safeguarding in Education, and Professional Practice in Education</i> (PPE) although students will have the opportunity to develop their skills informally in the remaining Level 4 modules.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>C1:</b> Apply a broad understanding of the relationship between theoretical and empirical knowledge in education.	<b>C1:</b> Sessions and tutorials are designed to assist students in developing their awareness and understanding of relevant theoretical and empirical knowledge of the education sector. Opportunities to apply their skills will be found in small group sessions, contributions to discussions both orally and written, as well as being summative assessed although formative feedback will be given throughout the sessions. This learning outcome is formally assessed in the modules <i>Principles of Pedagogy, and Professional Practice in Education</i> (PPE) although students will have the opportunity to develop their skills informally in the remaining Level 4 module.
<b>C2:</b> Reflect upon personal and professional development and apply independent judgements to enhance professional practice.	<b>C2:</b> Sessions and tutorials are designed to assist students in developing their ability to reflect upon personal and professional development. The creation of a personal booklet and opportunities through lecture style sessions and 1:1 tutorials will provide students with summative and formative feedback This learning outcome is formally assessed in the modules <i>Safeguarding in Education and Professional Practice in Education</i> (PPE)

<b>3C. Practical and professional skills</b>	
<b>C3:</b> Recognise their own capabilities within the role of the practitioner as part of the learning process.	Sessions and tutorials are designed to assist students in developing their ability to reflect upon personal and professional development. The creation of a personal portfolio and opportunities through lecture style sessions and 1:1 tutorials will provide students with summative and formative feedback This learning outcome is formally assessed in the modules <i>Safeguarding in Education and Professional Practice in Education (PPE)</i> .
<b>C4:</b> Organise and communicate relevant information to educational research and practice.	<b>C4:</b> Lecture style sessions, group work, tutorials and contributions to discussion boards are designed to assist students in developing their ability to organise and communicate relevant information on educational research and practice. Students will also have opportunities to receive formative feedback to allow them to build their skills. While this learning outcome is formally assessed in the modules <i>Core Curriculum and Professional Practice in Education (PPE)</i> , students will continue to have the opportunity to develop their skills informally in the remaining Level 4 modules.
<b>C5:</b> Apply range of interpersonal methods within a professional and educational context.	The creation of a personal portfolio and opportunities through lecture style sessions and 1:1 tutorials will provide students with opportunities to identify a range of interpersonal methods within a professional and educational context. There will also be opportunities for formative feedback in these types of sessions. This learning outcome is formally assessed in the modules <i>Safeguarding in Education and Professional Practice in Education (PPE)</i> .



3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>D1:</b> Utilise research to gather, record and describe data and information from a range of sources.	<p>Key transferable and academic skills development are embedded throughout the programme.</p> <p><b>D1:</b> Students will have opportunities to access a range of relevant sources of information to support learning and their work through formative tutor and student led sessions. This will be formally assessed in modules such as <i>Safeguarding in Education and Professional Practice in Education (PPE)</i> although students will continue to have the opportunity to develop these skills informally in the remaining Level 4 modules.</p>
<b>D2:</b> Utilise appropriate citation and presentation standards in documentation.	<p><b>D2:</b> Students will have opportunities to develop their skills in citing sources of information through lecture style sessions, contributions to discussion boards, and other formative tasks and receive feedback through formative tutor and student led sessions. This will be formally assessed in modules such as <i>Core Curriculum and Professional Practice in Education (PPE)</i> although students will continue to have the opportunity to develop these skills informally in the remaining Level 4 modules.</p>
<b>D3:</b> Plan and utilise writing skills in a range of contexts.	<p><b>D3:</b> Students are supported through lecture style sessions, tutorials, contributions to discussion boards and other formative tasks to plan and utilise writing skills in a range of contexts. These skills are formally assessed in the modules <i>Principles of Pedagogy and Professional Development in Education (PPE)</i> although students will continue to have the opportunity to develop these skills informally in the remaining Level 4 modules.</p>

3D. Key/transferable skills	
<b>D4:</b> Use appropriate IT skills and demonstrate the ability to access and use a range of learning strategies.	<b>D4:</b> Tuition assisting and guiding students in how to adapt appropriate IT skills for a given purpose is embedded in all modules but formally in the <i>Core Curriculum and Professional Practice in Education (PPE)</i> . Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials will also assist in identifying any further development learners may require. The college also provides students with a range of support opportunities delivered via the VLE in addition to support at the programme and module levels.

**[Please insert here title of exit awards(s) at Level 4]**

Cert. HE Teaching and Learning [120 Credits]

<b><u>Programme Structure - 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>
Additional Needs and Inclusion	20			Y	Weeks 1-10
Research in Education	20			Y	Weeks 11-20
Subject Specialism	20			Y	Weeks 21-30
Professional Practice in Education (PPE) L5	60			N	Year Long Weeks 1-30 FT Weeks 1-40 PT

**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> Apply an understanding of a variety of appropriate theories to learning, considering equity and additional needs.	<b>A1:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, journal article reviews, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to individually explore and apply relevant theories and concepts. This learning outcome is found in the modules <i>Additional Needs and Inclusion and Professional Practice in Education (PPE)</i> .
<b>A2:</b> Recognise relevant research to solve problems relating to education.	<b>A2:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, journal article reviews, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to individually recognise relevant research which can be used to solve problems relating to education. The modules <i>Research in Education and Professional Practice in Education (PPE)</i> will formally assesses this learning outcome however students will have opportunities to informally develop skills in the remaining Level 5 modules.

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A3:</b> Apply a wide-ranging understanding of planning, interventions, in facilitating and assessing learning.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, journal article reviews, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to be able to apply a wide-ranging understanding of planning and interventions in facilitating and assessing learning. The modules <i>Additional Needs and Inclusion and Research in Education</i> will formally assesses this learning outcome.
<b>A4:</b> Apply an understanding of enhanced, teaching, learning and assessment strategies and the impact upon practice.	<b>A4:</b> Student learning is facilitated through a blend of lecture style sessions and student-led activities, supported by discussion, journal article reviews, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to be able to apply an understanding of enhanced teaching, learning and assessment strategies and consider their impact. This learning outcome will be formally assessed in the modules <i>Subject Specialism and Professional Practice in Education (PPE)</i>
<b>A5:</b> Recognise a range of teaching and learning approaches considering inclusion or multi-agency working.	<b>A5:</b> Student learning is facilitated through a blend of lecture style sessions and student-led activities, supported by discussion, journal article reviews, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to be able to recognise a range of appropriate teaching and learning approaches linked to the concept of inclusion and multi-agency. This learning outcome will be formally assessed in the modules <i>Additional Needs and Inclusion, Subject Specialism and Professional Practice in Education (PPE)</i>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>B1:</b> Interpret and apply, relevant data and justify conclusions in reflecting upon professional practice.	<b>B1:</b> The modules <i>Research in Education and Professional Practice in Education (PPE)</i> have been designed to provide opportunities for students to research, collect and synthesise information to justify conclusions linked to professional practice. They will be supported through discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work.
<b>B2:</b> Employ balanced, logical and supported arguments in analysing pedagogical strategies and learning teaching initiatives and resources.	<b>B2:</b> The aim of lecture style session and group work is to blend in student led/centred activity so learners can develop their ability to create balanced, logical, and supported discussions around when analysing key pedagogical strategies, initiatives and resources. There will also be opportunities in 1:1 sessions for formative feedback. This learning outcome is formally assessed in the modules <i>Additional Needs and Inclusion, Subject Specialism, and Professional Practice in Education (PPE)</i> although students will have the opportunity to develop their skills informally in the remaining Level 5 modules.
<b>B3:</b> Synthesise information on learners' learning experiences taking into consideration global educational trends	<b>B3:</b> Student learning will be facilitated through a through a combination of tutor led sessions, academic support tasks, group discussion tasks and through work-based practice where students will continue to develop their skills in synthesising relevant information from a range of sources and take into consideration global educational trends. This learning outcome will be formally assessed in the modules <i>Subject Specialism and Professional Practice in Education (PPE)</i> although students will have the opportunity to develop their skills synthesising information informally in the remaining Level 5 modules.



3B. Cognitive skills	
<b>B4:</b> Reflect and self-evaluate practical applications within teaching and learning or support to enhance performance and professional development.	<b>B4:</b> Students will be encouraged to use the process of reflection to evaluate practical applications within teaching and learning and consider how it can be used when considering enhanced performance and professional development in a range of contexts. Through lecture style sessions, group work and contributions to discussion boards and other formative tasks students will be encouraged to reflect on applicable practical applications. This learning outcome will be formally assessed in in the modules <i>Additional Needs and Inclusion, Research in Education and Professional Practice in Education (PPE)</i> although students will have the opportunity to develop their skills informally in the remaining Level 5 modules.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>C1:</b> Organise and communicate an understanding of the links between ideologies, culture, and practice with education.	<b>C1:</b> This learning outcome is found in the modules <i>Subject Specialism and Professional Practice in Education (PPE)</i> . Learning will be facilitated through a blend of tutor and student-led activities, supported by discussion, journal article reviews, Q&A, individual and group research activities as well as feedback on formative pieces of work.
<b>C2:</b> Apply a range of relevant pedagogical skills to enhance learning and inform professional practice.	<b>C2:</b> This learning outcome is embedded in the module <i>Subject Specialism and Professional Practice in Education (PPE)</i> . Sessions and tutorials are designed to assist the students in developing relevant pedagogical skills which can be used to enhance learning and inform professional practice and will be assessed both in formative and summative assignments.

<b>3C. Practical and professional skills</b>	
<b>C3:</b> Operate ethically and respond to the needs of learners and their families.	<b>C3:</b> The significance of operating ethically and responding to the needs of learners is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, Q&A sessions, individual and group research activities as well as feedback on formative pieces of work. This activity should enable students to be in a position individually to appreciate and operate ethically in a range of relevant contexts. This learning outcome is embedded within the modules <i>Additional Needs and Inclusion and Research in Education</i> .
<b>C4:</b> Demonstrate an understanding of the limits and boundaries when responding to working in multi-agency teams when supporting the needs of learners.	<b>C4:</b> This learning outcome is found in the modules <i>Additional Needs and Inclusion and Professional Practice in Education (PPE)</i> . Student learning will be facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, Q&A sessions, individual and group research activities as well as feedback on formative pieces of work. The overall aim is to develop students' understanding of the role of multi-agency working and of learners' rights.
<b>C5:</b> Develop relevant professional and practical skills to improve own or others' learning.	<b>C5:</b> This learning outcome is embedded in the modules <i>Subject Specialism and Professional Practice in Education (PPE)</i> . Sessions and tutorials are designed to assist the students in developing relevant practical & professional skills within the education sector and will be assessed both in formative and summative assignments.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>D1:</b> Reflect upon knowledge and understanding of personal learning in relation to teaching and learning.	<p>Key Transferable and academic skills development are embedded throughout the programme both formally and informally.</p> <p><b>D1:</b> Students are supported through tutorials and seminars as well as provided with developmental feedback on summative work. A range of assessment opportunities allow students to reflect on knowledge and understanding of personal learning. In relation to teaching and learning This activity is formally embedded in the modules <i>Additional Needs and Inclusion and Subject Specialism</i>.</p>
<b>D2:</b> Demonstrate evidence of developing a range of communication skills	<p><b>D2:</b> Students will have opportunities to use differing styles of communication within formative and summative tasks. This can be seen in modules such as <i>Research in Education and Subject Specialism</i>. Students will be supported through tutorial and 1:1 sessions to use different methods to communicate relevant information effectively.</p>
<b>D3:</b> Reflect upon employment potential and management of professional development.	<p><b>D3:</b> Students are supported through tutorials and seminars as well as provided with developmental feedback on summative work. A range of assessment opportunities allow students to address many different academic and professional skills, that will support employment potential. This activity is formally embedded in the module <i>Professional Practice in Education (PPE)</i>.</p>

**Please insert here title of exit awards(s) at Level 5**

Foundation Degree Teaching and Learning [240 Credits]

#### **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 fit 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 Full and Part Time Delivery

The Foundation Degree Teaching and Learning provides students with a wide-ranging learning experience that links to core topics, underpinning knowledge, and areas of best practice in the sector. Part-time students can opt to study the course over a 2-year period utilising an extended academic year. In response to local market demand, the College offers part-time modes of delivery for some of its programmes that enable students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programme starts in September and concludes at the end of July.
- This allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete the project or work-based element of the programme.
- The part-time programme is more flexible and is therefore usually delivered in the evening. This is to allow students to work during the day and still be able to study after work.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing this is as follows:

Each programme of study is allocated hours for formal scheduled teaching sessions and academic support;

- as well as scheduled teaching sessions, academic support hours for part-time students are delivered via the VLE;
- students are allocated tasks and activities designed to build on the content delivered in formal scheduled teaching sessions;
- part-time students are expected to complete some of these tasks away from the College;
- a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
- staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for support as well as engage in on-line discussions.

- All taught sessions are recorded so should a lesson be missed because of external responsibilities; the lesson can be watched later.

### *Part-Time Delivery Structure*

Part-time (PT) - students will be expected to attend the University Centre two evenings per week (totalling 10.5 hours teaching). Additional sessions are provided for personal tutorials, these are arranged to fit in with the needs of each individual student and can be offered face to face or online. An additional 10 weeks (4.5 hours per week) is given at the end of the traditional academic year, this is to ensure that the part time students have sufficient teaching support to complete required assessments.

Where appropriate, and in agreement with the Programme Team part time students may join sessions for full time students if they are unable to attend their designated session in any given week.

All sessions (both full-time and part-time) are recorded, this gives further opportunity to catch up with a missed session or revisit the content if required.

### *Support for Part-Time Students*

To ensure that all part-time students can engage with the delivery model, the following support will be made available:

- Initial support and guidance during induction to ensure that part-time students can log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.
- Information - both on the VLE and in the part-time Student Handbook - to guide students through the process of log-on and use of the various sections.
- Laptop loans for students that encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College.
- Recordings are made of every scheduled teaching session.
- Some teaching sessions will take place with the full-time students, where students will be encouraged to learn from one another.

### *Help for Staff supporting Part-Time Students*

Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of academic support sessions.
- Mentor support from the HE Office (Teaching and Learning) is ongoing.

### **4.1a: Pathways and Progression Routes**

There are several options open to students after completing the level 5 Foundation Degree. As this programme is a Foundation Degree, it means that it is classed as a separate qualification and as such the student can decide to suspend or end studies at this point. However, it also affords the student the opportunity to progress onto other career routes if required. Usually, they need to move from a Foundation Degree

programme in a similar discipline, and it will still require them to have an interview to check that they have the necessary requirements to complete that programme.

The other option is to progress onto the level 6 BA Top Up Degree in Teaching and Learning, after completing this programme, and the full BA degree, they can then consider routes, such as, PGCE Level 7 or practice-based teaching routes such as, the SCITT Programme, Schools Direct, or a taught PGCE in a University. There are also opportunities to qualify with the QTLS programme to teach in Education. Alternatively, they may study for the MA in Education. Other level 7 programmes may progress them towards other professions, such as, Counselling, Psychology, Nursing, or Social Work. Management qualifications may be another route to enable the student to progress their career. Some of our students used their qualification to enable them to work in a behavioural unit (PRU), or other specialised units within a school.

#### 4.2 Employability

The programme enhances the employability of students in a variety of different settings and features innovative assessment strategies that produce confident, critical and adaptable graduates. This programme offers students a wide range of learning opportunities to diversify skills to meet the needs of the current climate. A key feature is the opportunity at Level 4 and Level 5 to engage in modules which develop the students in both specialist areas such as learning needs, multi-agency working, safeguarding, policy and practice and to develop the transferable skills to enable employability in the education sector.

### 5. Support for students and their learning

#### 5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems, this includes the VLE and any other communication/file sharing tools necessary. Any required support is also provided
- Students also have an induction session with the College Learning Resource Centre staff.
- Students are provided with Programme Handbooks. The Programme Handbook provides details of learning and support resources available to students at this level of study. It also includes contact details of relevant staff and an overview of the programme, including module timetables and assessment dates.
- Students have the opportunity during induction week to meet with the programme team and staff that they may come into contact with throughout their programme.



- Induction includes information about the range of support that is available to students; this includes an explanation of the different academic staff and roles that they may encounter throughout the programme such as Programme Leader, Module Tutor, Personal Tutor, Higher Education Office staff, including the Director of HE.
- alumni speak to new students about their experience of the programme.
- a representative from the Student Union helps to elect student representatives.

### 5.2 Engagement Support

Engagement 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 email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year tutor 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, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

### 5.3 Tutorial and Pastoral Support

- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.
- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.
- The programme team is relatively small and includes the Personal Tutor and Academic Mentor (as practice link), this consistency of academic support is designed to enhance communication, feedback, and support for students across the modules and year.
- Students are introduced to the HE Student Support and Participation Coordinator (SSPC) and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g., assessment for dyslexia - this need is highlighted to the Programme Leader who liaises with the HE Support and Participation Coordinator (SSPC), who is responsible for arranging the referral and supporting the student through the process. The outcome of this

process is fed back to the student and Programme Leader so that any specific needs/resources or reasonable adjustments can be addressed.

- Academic tutorials are 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.

#### 5.4 Equality, Inclusion and Diversity

At Middlesbrough College we strive to ensure equality, diversity and inclusion in every aspect of our provision. We recognise and appreciate individual uniqueness and believe these should be embraced. We foster a culture where every individual feels supported, valued, respected and accepted regardless of their age, race, ethnicity, disability, gender identity or expression, sexual orientation, religion, or any other characteristic that makes them who they are.

Every programme reflects our commitment to create an inclusive environment where everyone has equal opportunities to achieve and succeed. Discriminatory practice, unconscious biases and systemic barriers are challenged and eliminated. We will continue to develop a learning environment where we celebrate diversity, treat everyone with respect, dignity, and fairness.

Inevitably, within this programme there will be a focus on wider structural and cultural issues that can potentially result in exclusion and disadvantage. These issues will be discussed and addressed at a module level and will be responsive to high profile events, media focus and the changing nature of society.

#### 5.5 Supporting Transition to Level 4

- Students are introduced to academic study skills and principles of evidence-based practice to enhance their searching skills in the *Theory and Practice module*. This module prepares students for the demands of higher education study and embraces the wide diversity of students attending the programme.
- Throughout the programme, key academic skills are embedded within the modules and students are encouraged to reflect upon their feedback and use this to improve their written work.

#### 5.6 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

#### 5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which introduces concepts and theory) followed by a facilitated session in which students undertake some form of research activity that encourages the increasing independence of students to find and locate academic source material. This delivery strategy ensures that theory is always applied, that key academic skills, knowledge and understanding are regularly checked, and that formative feedback is continuous as well as focussed at specific points in academic year.

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

- Members of the programme team - module leaders and lecturers.
- The programme leader & year tutors: the programme leader (who has overall responsibility for the programme) is available to discuss assessment extensions

and barriers to learning. Programme team members are identified to act as personal tutors and are available to discuss emerging issues with personal circumstances and support needs.

Students are supported throughout the programme to explore their progress and determine their continued learning needs through reflection, so developing the attributes necessary to become lifelong learners.

At key points during the academic year, students are supported to identify their continuing personal development needs and are also offered opportunities to review additional educational provision and career opportunities available to them. A Career Service is available within the College. This activity includes help with completing applications for further study or employment and interview technique.

#### 5.8 Programme Documentation and Online Learning Support

Students are provided with programme and module handbooks that contain comprehensive information on how their programme and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via the College Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of materials. Assessments are communicated to and submitted by students using the VLE. However, these facilities are seen as support tools, not as an alternative to attending lessons.

#### 5.9 Support for Part Time Students

Part-time students will receive additional support via the College VLE, as well as recordings of all the sessions that take place, which will enable the students to keep pace with the standard module delivery pattern experienced by the full-time students. Blended learning only takes place within lessons, or when activities support the student when working on their assignment – they are not a substitute for taught classroom lessons. In addition, the academic year for part-time students will be extended by 10 weeks to provide additional time to complete the Professional Practice in Educational booklet (PPE). All these sessions will be taught in the classroom and are an integral part of the part-time programme.

#### 5.10 IT Support

Students can also access remote support for learning via the college [Reboot scheme](#) and log IT support requests via the [HALO system](#).

#### 5.11 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00

- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (on M365). This is where students can search for books, e-books and e-journals, using:

- [Heritage Online](#) for books and e-books
- [Discovery](#), our one stop shop for books, e-books and e-journals
- E-resources List, which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our E-resources Guides page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information or in groups either in groups or through Teams, sessions are bookable through the [Request Tutorial](#) page on LRC Information
- For quick queries e-mail at [LRCinfo@mbro.ac.uk](mailto:LRCinfo@mbro.ac.uk), telephone on 01642 333226 or in person in the LRC

#### 5.12 Virtual Learning Environment (VLE)

Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

#### 5.13 Additional Learning Support

Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE Student Support and Participation Coordinator (SSPC) are provided to support understanding of the range of support that may be needed which will then trigger the provision required. Students declaring any additional need receive a formal assessment, after which the programme team are advised on the steps they must take.

#### 5.14 Student Services

All students can access 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 and signposting to additional or partner services.

#### 5.15 HE Student Areas

All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity. Access to the University Centre is available 08:00 – 21:00.

#### 5.16 The 'Job Shop'

The college has its own 'Job Shop' which provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work-based practice. All the support is available either through drop/bookable appointments or via on-line tutorials.

#### 5.17 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular 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 are available during opening hours from experienced staff.

#### 5.18 Other facilities

The college has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces several performances throughout the year many of which are free for students to attend.
- Hair Salon providing low-cost services.
- Beauty Spa facility which offers: jacuzzi, light therapy, sauna, steam room, flotation room, 39 private treatment rooms, and nail bar
- Fully equipped recording studios and control rooms.

#### 5.19 Laptop Scheme

Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

## 6. Criteria for admission

Typically, applicants will progress from the College's Level 3 programmes in Childcare, Supporting Teaching and Learning alongside members of staff who are working within the FE sector. Applications are also welcomed from students who have completed other related Level 3 qualifications or have an A-Level profile that demonstrates strong performance in a relevant subject and are working/have work-based practice within an educational setting. Applicants need to demonstrate that they have a strong vocational interest in developing their career in the childhood sector.

Non-standard entrants will be interviewed to assess their ability to complete the course. They will also need to participate in the 'Recognition of Prior Learning' (RPL) process to demonstrate their prior learning. This activity entails a review of any professional experience and training gained in the work-based practice to ensure that this adequately prepares them to cope with the academic level of study.

All applicants must have completed a satisfactory Enhanced Disclosure and Barring Service Check. Work-based practices may commence following induction to the module, and upon completion of a satisfactory DBS check. DBS checks are completed prior to enrolment onto the programme, however, as described above, flexibility has been built into the programme to allow students sufficient time to complete work-based practices in the event of a delay in processing the DBS application.

All applicants are required to have English and Maths at GCSE Grade 4 or equivalent such as Functional or Key Skills Level 2 Maths and English or be working towards it.

At the point of enrolment at Middlesbrough College, students are required to declare whether they have ever received, or have pending, a criminal conviction, caution, reprimand, final warning, or prosecution. Middlesbrough College has a legal and moral duty to safeguard and promote the welfare of all children and vulnerable adults. Having a criminal conviction will not necessarily prevent a student from studying this programme, however, this decision is dependent upon the background of the offence. Procedures are in place to support any student making a declaration of a criminal offence and provide appropriate guidance.

## 7. Language of study

English

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



NA

## **9. For apprenticeships in England End Point Assessment (EPA)**

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

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

### 10.1 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 and 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 is to place 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. These approaches have been further refined to form part of the college departmental review process.

### 10.2 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 [UKPSF](#) 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 college 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 students' progress, the balance gradually evolves so that the students become 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.

### 10.3 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 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. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

### 10.4 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

### 10.5 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.

### 10.6 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. 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, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

### 10.7 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

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



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 4

Level	Study module/unit	Programme outcomes																	
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
4	Principles of Pedagogy	✓		✓	✓	✓	✓	✓			✓							✓	
	Safeguarding in Education		✓		✓	✓			✓	✓		✓	✓			✓			
	Core Curriculum	✓		✓		✓	✓	✓						✓			✓		✓
	Professional Practice in Education Level 4	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 5

Level	Study module/unit	Programme outcomes																
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3
5	Additional Needs and Inclusion	✓		✓		✓		✓		✓			✓	✓		✓		
	Research in Education		✓	✓			✓			✓			✓				✓	
	Subject Specialism				✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	
	Professional Practice in Education Level 5	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓			✓

## 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.