



## PROGRAMME SPECIFICATION

### 1. General information

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

### 2. Aims of the programme

#### Rationale and general aims, including what is special about this programme (*from the student's and a marketing perspective*)

The Certificate in Education (Further Education) is a recognised, advanced teaching qualification. The programme is designed to equip you with the essential knowledge, values and skills to teach your subject specialism (vocational/academic) in the dynamic Further Education sector. Available on a part-time and full-time basis.

The principal aims of the programme are to:

- Produce competent, confident and ambitious teachers who can apply subject specialist knowledge and/or vocational experience and skills to promote learning;

- Foster the development of values and skills associated with inclusive teaching and learning, aimed at facilitating individual progress and contributing to broader societal equity and justice in Bradford and West Yorkshire;
- Enable the evaluation of recent developments in educational research, professional body initiatives and government policy to ensure professional practice is evidence-based, engaging and contemporary;
- Equip trainees with the academic skills, attitudes and values necessary to cultivate a commitment to lifelong learning and Continual Professional Development;
- Develop graduates who have an analytical and reflective approach to professional practice in which theory, academic understanding and pedagogy are inter-related and integrated through Level 5 study.
- Empower educators with the knowledge, skills and mindset to effectively leverage digital tools and technologies, fostering a dynamic learning environment that embraces innovation and adapts to the evolving landscape of education through digital transformation.

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

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

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

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

#### K. Knowledge and understanding

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

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

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

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

#### I. Intellectual skills

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

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

I2 Demonstrate the academic and research skills required for study at Level 5.

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

#### **P. Practical skills**

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

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

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

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

#### **Attributes and Skills Outcomes (undergraduate)**

AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;

AS2 **Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;

AS3 **Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;

AS4 **Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions;

AS5 **Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;

AS6 **Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;

AS7 **Effective Communication** - the ability to work co-operatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;

AS8 **Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole;

AS9 **Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

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

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

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

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

### 4. Learning outcomes for subsidiary awards

|                 |     |
|-----------------|-----|
| <b>Guidance</b> |     |
| N/A             | N/A |

### 5. Content

#### Summary of content by theme

(providing a 'vertical' view through the programme)

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

#### Year 1: Part-time

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

- An introductory module supporting you in developing essential teaching skills to take your first steps in the classroom.
- Opportunities for 'microteach' sessions and exploration of assessment and planning techniques for inclusive teaching within the subject specialism.
- A specialist subject audit which will support you to engage in further research within the subject specialism to meet the needs of your learners.
- Ongoing portfolio development throughout the year to reflect continuous growth, with explicit reference to contemporary policy and legislation, ensuring robust adherence to safeguarding principles and practices.
- An introduction to academic skills relevant to Level 5.

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

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

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

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

### **Year 2: Part-time**

## **4. Developing Professional Practice (2 semester module)**

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

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

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

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

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

## **6. Structure**

**Duration: 1 year full-time, 2 years part-time**

**Semesters: Semester 1 (Sept-Dec), Semester 2 (Jan-May)**

**Total credit rating: 120 (60 ECTS)**

### **Programme structure**

#### **Full-time programme**

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

#### **Full-time (Pre-Service)**

##### **Level 5**

All Core modules - 20 credits each:

| Semester 1   | Semester 2  |
|--|---|
| Teaching, Learning and Assessment<br>MUL50022          |   |
| Innovating Specialist Practice<br>MUL50024             | Theories of Learning<br>MUL50026                          |
| Developing Professional Practice<br>MUL50023           |   |
| Designing and Developing<br>the Curriculum<br>MUL50025 | Improving Practice through<br>Action Research<br>MUL50027 |

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

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

**Level 5** - with effect from September 2024

**Year 1** - All Core modules - 20 credits each

| Semester 1                                    | Semester 2                       |
|---|----------------------------------|
| Teaching, Learning and Assessment<br>MUL50022 |                                  |
| Innovating Specialist Practice<br>MUL50024    | Theories of Learning<br>MUL50026 |

**Year 2** - All Core modules - 20 credits each

| Semester 1   | Semester 2  |
|--|---|
| Developing Professional Practice<br>MUL50023           |   |
| Designing and Developing<br>the Curriculum<br>MUL50025 | Improving Practice through<br>Action Research<br>MUL50027 |

## 7. Learning, teaching and assessment

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

Informed by the LTAE Strategy 2022-26, the approach to learning, teaching, and the academic experience aims to foster curiosity, courage, confidence, and aspiration among all students. It emphasises the centrality of student well-being in every aspect of provision. The programme

articulates clear expectations and intentions, appropriate to the undergraduate level of study and emphasises the cultivation, application, and exchange of knowledge, expertise, and skills within the specialised domain of education.

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

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

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

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

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

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

**Assessment Strategy Academic:** The assessment strategy aligns with the level requirements, requiring the development of personal academic skills alongside teaching skills. Written work must demonstrate a range of reading from academic sources, promoting research-led thinking and questioning. The integration of theory into practice stands as a central aspect, requiring not only reflection but also the ability to provide personalised responses to assignment briefs. The assessment requires trainees to apply theory to practice, fostering reflective skills.

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

**Assessment Strategy Teaching Practice:** You will be assessed on teaching practice via observations conducted by teacher educators in collaboration with specialist mentors. Constructive developmental feedback will be provided to guide you on areas for improvement in your practice, ensuring that by the end of the programme you are teaching at the expected level according to occupational standards. The process nurtures the cultivation of teaching skills; as

you progress, it is reasonable to expect that your competence will increase. The impact of training on both trainees and their students is closely monitored.

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



7b) Programme learning outcomes covered

| Adjust LO codes as necessary. ↓  | Assessed learning outcomes of the programme |               |   |  |            |                   |                 |  |                                       |                      |                                     | Attributes and Skills |                                |                    |              |            |                      |                         |                                   |                                 |
|--|---|---------------|---|--|------------|-------------------|-----------------|--|---------------------------------------|----------------------|-------------------------------------|-----------------------|--------------------------------|--------------------|--------------|------------|----------------------|-------------------------|-----------------------------------|---------------------------------|
|  | K1  | K2            | K3                                      |  | I1         | I2                | I3              |  | P1                                    | P2                   | P3                                  | AS1                   | AS2                            | AS3                | AS4          | AS5        | AS6                  | AS7                     | AS8                               | AS9                             |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Educational theory/ pedagogical approaches  | The FE sector | Subject specialist knowledge and skills |  | Reflection | Academic/Research | Evaluate Issues |  | Planning for professional development | Stimulating learning | Professional role and collaboration | Working Independently | Research & Thinking Critically | Digital Confidence | Adaptability | Resilience | Professional Outlook | Effective Communication | Ethics, Diversity, Sustainability | Enterprise and Entrepreneurship |
| Teaching, Learning and Assessment  |   |               |   |  |            |                   |                 |  |                                       |                      |                                     |                       |                                |                    |              |            |                      |                         |                                   |                                 |
| Innovating Specialist Practice   |   |               |   |  |            |                   |                 |  |                                       |                      |                                     |                       |                                |                    |              |            |                      |                         |                                   |                                 |
| Theories of Learning   |   |               |   |  |            |                   |                 |  |                                       |                      |                                     |                       |                                |                    |              |            |                      |                         |                                   |                                 |
| Designing and Developing the Curriculum  |   |               |   |  |            |                   |                 |  |                                       |                      |                                     |                       |                                |                    |              |            |                      |                         |                                   |                                 |
| Improving Practice through Action Research   |   |               |   |  |            |                   |                 |  |                                       |                      |                                     |                       |                                |                    |              |            |                      |                         |                                   |                                 |
| Developing Professional Practice   |   |               |   |  |            |                   |                 |  |                                       |                      |                                     |                       |                                |                    |              |            |                      |                         |                                   |                                 |

## 8. Entry requirements

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

## 9. Progression, classification and award requirements

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| <b>Details of requirements for student progression between levels and receipt of the award(s)</b><br>(A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification) |
| <p>Undergraduate assessment regulations apply with the following variance:</p> <p>All modules on the qualification must be passed to ensure trainees meet the necessary occupational/professional standards and are not eligible for compensation/condonement. In addition, where a module is assessed by more than one component, all components must be passed at a minimum of 40%.</p>         |

## 10. Prerequisites

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

## 11. Additional Support Needs

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| <b>Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme</b> |
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Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal College support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.