



## Secondary, FE and Teacher Development

Professional Graduate Diploma in Education  
(Teaching Post-16 and Further Education)

## Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes 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 provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## Versioning of Programme Specification

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>BGU approval – date and outcome of last approval</b>	25 January 2024 (Senate) Amended September 2024
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	January 2029
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	1 September 2024
<b>4</b>	<b>Version Number</b>	1.1

## Modifications to Programme Specification

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## Cross Referencing of Programme/Module Specifications

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*



# Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>	
	Professional Graduate Diploma (pGD) in Education (Teaching Post-16 and Further Education)	
<b>1a</b>	<b>Programme Code</b>	
	PGDEFED_PT_1.0	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>	
	<p>The Professional Graduate Diploma (pGD) in Education (Teaching Post-16 and Further Education) offers education, training and development to graduates who are practicing or aspiring teachers in the education, training and skills sector such as further education colleges, private sector training providers and offender education. It provides a route into teaching in the training and skills sector for graduates, and leads to a robust teaching qualification, which is recognised in the sector. The programme develops participants' knowledge and understanding of the theory and practice of teaching, learning and assessment, and teachers' wider, professional engagement in the sector.</p> <p>The programme offers a challenging, supportive and rewarding experience to promote informed, reflective and effective teaching and professional development.</p> <p>This pGD in Education offers three specialist routes, for teachers wishing to specialise either in:</p> <ul style="list-style-type: none"> <li>• Vocational teaching, for those keen to work delivering practical knowledge and skills for trades or specific occupations.</li> <li>• Academic teaching, for those keen to deliver Access to HE, A Level or GCSE.</li> <li>• Special Educational Needs and Disabilities (SEND) for those keen to work with learners on Essential Skills, Foundation/ Entry Level Learning Programmes or alternative provision.</li> </ul>	
<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University
<b>3a</b>	<b>Programme Length</b>	2 years
<b>3b</b>	<b>Mode(s) of Study</b>	Part time

4	Home Academic School	Secondary, FE and Teacher Development		
5	HECoS/CAH2/ITT/UCAS code(s)	HECoS/CAH2 CAH22-01-02 100460	ITT n/a	UCAS n/a
6	Framework for HE Qualifications position of final award(s)	(Level 6) Professional Graduate Diploma		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Regulations for Undergraduate Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up	None		

## Awards

10	Final Award title(s)	Professional Graduate Diploma in Teaching Post-16 and Further Education (Vocational) Professional Graduate Diploma in Teaching Post-16 and Further Education (Academic) Professional Graduate Diploma in Teaching Post-16 and Further Education (SEND)
10a	Exit or Fall back Award title(s)	None
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> <li>BSc/BA (Hons) XX</li> <li>BSc/BA (Hons) XX and YY</li> <li>BSc/BA (Hons) XX with YY</li> </ul>	Not applicable

## Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		University Centre Peterborough / Stamford College (as part of the Inspire Education Group)	Validated
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

## Professional, Statutory and Regulatory Bodies

14	<b>PSRB(s) associated with final award of any route within the programme specification</b>	Following successful completion of this programme of study, all graduates of the programme will be eligible to independently undertake professional formation and status: Qualified Teacher, Learning and Skills (QTLS).
15	<b>Date and outcome of last PSRB approval/accreditation</b>	N/A
16	<b>Expiry Date of PSRB approval</b>	N/A

## SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	<p>The programme structures are aligned with:</p> <ul style="list-style-type: none"> <li>• The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ); the 'Expectations' set out in the QAA's UK Quality Code for Higher Education regarding the setting and maintaining of academic standards and the development and enhancement of academic quality.</li> <li>• The Professional Standards for Teachers and Trainers in Education and Training – England (Education and Training Foundation, 2022), Diploma in Teaching (Further Education and Skills) Qualification framework for the full teaching qualification for the Further Education and Skills sector (Education and Training Foundation, 2022).</li> <li>• Relevant BGU codes of practice and guidance on programme specifications.</li> </ul>
18	Programme Aims
	<p>The <b>Professional Graduate Diploma in Education</b> at L6 typically offers initial teacher education to graduate entrants looking to enter Post 16 teaching. The pGD in Education programme at L6 contains three possible completion awards:</p> <ul style="list-style-type: none"> <li>• Professional Graduate Diploma in Education (Teaching Post-16 and Further Education) Vocational,</li> <li>• Professional Graduate Diploma in Education (Teaching Post-16 and Further Education) Academic,</li> <li>• Professional Graduate Diploma in Education (Teaching Post-16 and Further Education) SEND.</li> </ul> <p>The specialist pathways of Vocational, Academic and SEND have been prepared in response to a demand in the sector for teachers with these specialisms. Each pathway is determined by the presence of a single, specialist pathway module throughout the programme.</p> <p>The part-time delivery model enables working professionals to access the programme. This meets a local need for trained teaching professionals in the education and training sector.</p> <p>Trainees who complete the course will be eligible to apply for QTLS (Qualified Teacher Training and Skills) with the Society for Training. This is an additional qualification, undertaken following successful completion of the PGCE. It is equivalent to QTS and is suitable for those who may consider teaching post-16 learners in the school sector.</p>

19	Programme Specific Outcomes
<p><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of the Professional Graduate Diploma in Education (Teaching Post-16 and Further Education) trainees will be able to:</p> <p><u>Knowledge and Understanding</u></p> <p>KU1: Demonstrate a systematic and critical understanding of recent thinking on when and why effective learning occurs and how to act on this knowledge in your subject, curriculum and pedagogy according to the specialist pathway being followed.</p> <p>KU2: Demonstrate applied knowledge and critical understanding of the processes involved in learner progression and strategies for meeting the needs of all learners according to the specialist pathway.</p> <p>KU3: Demonstrate a critical understanding of potential barriers to learning and possible solutions according to the specialist pathway.</p> <p>KU4: Demonstrate critical knowledge and apply detailed understanding of how technology can be applied to engage learners and support learning, within the specialist pathway.</p> <p><u>Subject Professional Skills</u></p> <p>SPS1: Plan, prepare, deliver and critically evaluate relevant evidence-based teaching, learning, assessment and feedback activities in their own specialist pathway for the benefit of all learners.</p> <p>SPS2: Evaluate techniques for creating an inclusive and positive learning environment and adaptations for a diverse range of learners.</p> <p>SPS3: Develop, apply and critically evaluate strategies that engage learners to establish appropriate standards of behaviour, mutual respect and safe working within the specialist pathway.</p> <p>SPS4: Critically analyse and challenge a range of potential barriers to learning that exist for learners, devise and implement appropriate strategies to support successful learning within the respective specialist pathway.</p> <p><u>Transferable Skills</u></p> <p>TS1: Reflect on own acquired skills and knowledge to improve professional practice in the respective specialist pathway.</p> <p>TS2: Lead communication adapting communication style, method and terminology to reflect the needs of the audience and specialist pathway/context.</p> <p>TS3: Develop yourself and promote in others transferable skills, encompassing statutory requirements within the respective specialist pathway.</p> <p>TS4: Critically evaluate the concept of collaborative practice and working with others, as an effective approach to practice.</p>	

### Intellectual Skills

IS1: Critically reflect on and evaluate current pedagogic research, theory and evidence-based practice in order to develop an informed approach to subject pedagogy within the respective specialist pathway.

IS2: Work collaboratively with colleagues and peers to deconstruct and challenge practice with the specific purpose of improving their own practice and professional development.

<b>20</b>	<b>PGCE or Exit Award Learning Outcomes</b>
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Trainees enrolling at Level 6 who leave the programme prematurely will receive a transcript of accrued credits, but there is no premature exit award for this programme at this level.

## SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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### LEVELS AND PATHWAYS

	Vocational	Academic	SEND
Level 6	Professional Graduate Diploma in Teaching Post-16 and Further Education (Vocational)	Professional Graduate Diploma in Teaching Post-16 and Further Education (Academic)	Professional Graduate Diploma in Teaching Post-16 and Further Education (SEND)

#### Level 5

##### Year 1

Semester 1	ETFE601_1.0 Teaching my subject 15cr	ETFE602_1.0 Learners and learning 15cr
Semester 2	ETFE603_1.0 Teacher and teaching 15cr	ETFE606_1.0 Professional Practice 1 in Post-16 and Further Education: Vocational or ETFE607_1.0 Professional Practice 1 in Post-16 and Further Education: Academic or ETFE608_1.0 Professional Practice 1 in Post-16 and Further Education: SEND 15cr

##### Year 2

Semester 1		ETFE604_1.0 Effective digital and on-line pedagogies 15cr
Semester 2	ETFE605_1.0 Responsive Teaching 30cr	ETFE609_1.0 Professional Practice 2 in Post-16 and Further Education: Vocational or ETFE610_1.0 Professional Practice 2 in Post-16 and Further Education: Academic or ETFE611_1.0 Professional Practice 2 in Post-16 and Further Education: SEND 15cr

<b>21b</b>	<b>Module Structure</b>
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### Level 5

Core Modules				
Code	Status	Module Title	Year	No of credits
ETFE601_1.0	CORE	Teaching my subject	1	15
ETFE602_1.0	CORE	Learners and Learning	1	15
ETFE603_1.0	CORE	Teachers and Teaching	1	15
ETFE604_1.0	CORE	Effective digital and on-line pedagogies	2	15
ETFE605_1.0	CORE	Responsive teaching	2	30
Pathway Modules				
<i>Choose ONE from options listed</i>				
ETFE606_1.0	PATHWAY	Professional Practice 1 in Post 16 and Further Education: Vocational	1	15
ETFE607_1.0	PATHWAY	Professional Practice 1 in Post 16 and Further Education: Academic	1	15
ETFE608_1.0	PATHWAY	Professional Practice 1 in Post 16 and Further Education: SEND	1	15
ETFE609_1.0	PATHWAY	Professional Practice 2 in Post 16 and Further Education: Vocational	1	15
ETFE610_1.0	PATHWAY	Professional Practice 2 in Post 16 and Further Education: Academic	1	15
ETFE611_1.0	PATHWAY	Professional Practice 2 in Post 16 and Further Education: SEND	1	15

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

### 22 Curriculum Design

The programme combines teaching practice, academic learning, and personal, professional development.

This pGD in Education offers three pathway routes, for students to specialise either in:

- Vocational teaching, for those keen to work delivering practical knowledge and skills for trades or specific occupations.
- Academic teaching, for those keen to deliver Access to HE, A Level or GCSE
- Special Educational Needs and Disabilities (SEND) for those keen to work with learners on Essential Skills, Foundation/ Entry Level Learning programmes, or alternative provision.

Throughout the programme, modules are delivered concurrently to the trainee's teaching practice in their specialist pathway, which is identified at the start of the programme, allowing the trainee to make robust connections between theory and practice and develop the habit of reflective evaluation. All modules re-enforce the concept of reflective practice as essential to effective teaching and learning, and personal, professional development.

The programme has four short units: *Teaching My Subject*, *Learners & Learning*, *Teachers & Teaching* and *Effective digital and on-line pedagogies*. The principles introduced in these modules continue to be developed throughout the programme. Their content informs the *Responsive Teaching* and *Professional Practice* modules. In this way, general considerations of both teaching and learning are consolidated and applied within the context of the trainees' actual teaching practice/specialist pathway.

There is a distinct focus in the programme on digital technology to promote the specific skills of online (remote) learning and teaching.

#### Year 1

Teachers My Subject	Learners and Learning
Teachers and Teaching	Professional Practice 1 in Post 16 and Further Education

#### Year 2

Effective digital and on-line pedagogies	Responsive teaching
Professional Practice 2 in Post 16 and Further Education	

The curriculum design takes account of BGU Graduate Attributes, for example:

- Academic Literacies – use of established and contemporary theories and research to inform own teaching and pedagogy, within the chosen specialist pathway.
- Global Citizenship - developing awareness of the wider influences on education policy; accessing international peer-reviewed journal(s) such as The Journal of Further and Higher Education.
- Information Literacy – Accurate use of a wide range of source materials including curriculum frameworks, policies and sector guidance.
- Digital Fluency – Use of digital technologies in teaching and learning.
- Employability – Working with the Professional Standards to develop expected competencies and behaviours.

## 23 Learning and Teaching Strategies

The structure of the programme allows the trainees to study progressively, from initial teaching skills development, teaching and learning theory, and application in the development of their own teaching practice. Year 2 aims to develop the specialist practitioner, with an opportunity to focus on the trainee's chosen specialism.

All modules contain elements of theory and practice and require the trainee to take responsibility for her/ his progress by maintaining a personal development portfolio and teaching practice portfolio, tracking their progression. A named personal tutor, cohort learning sets and online learning materials via the delivering institution's VLE are available, to support all trainees. They will also have a work-based mentor, relevant to the subject area.

The trainees' learning experience is comprised of an alternating blended model of in-person and online learning in which all modules are delivered in-person apart from ETFE504, Effective digital and on-line pedagogies. This module is digital-by-design and is delivered online, in keeping with the module content. Trainees will usually undertake one day a week of delivery on campus and at least 250 hours across the programme with their employer or placement (Normally 3 days per week). Trainees will also be expected to undertake independent study such as additional reading, lesson preparation, planning for assignment tasks. This is in keeping with recommended Guided Learning Hours for similar programmes of study, as detailed in 'Updated guidance for teaching qualifications in the further education and skills sector' (Education and Training Foundation 2023).

This framework recommends the placement should be of at least 250 hours in duration, of which at least 150 hours would be teaching practice. The remaining time includes wider professional practice activities such as team meetings, collaborative planning, interviews, assessment meetings and observations. The purpose of the professional practice hours is to gain a full sense of the wider activities of a teacher on a day-to-day basis.

### Breakdown of teaching practice hours:

Of the 150 teaching practice hours, at least 100 hours must be in the trainee's subject area, with at least 80 hours being delivered in-person, face to face. As part of their teaching practice all trainees must gain experience of remote teaching: the Covid-19 pandemic highlighted the need for all staff to have these skills at their disposal. Therefore, a minimum of 20 hours of remote synchronous [i.e. live] delivery should be included, alongside a minimum of 80 hours face to face delivery, within an

overall total of 150 hours teaching practice. Up to 50 of these hours may be in another subject area.

For example, a trainee on the Vocational pathway might experience the following:

- BTec Sports (vocational) teaching - 100 hours
- On-line revision sessions on nutrition - 20 hours
- A level Biology - 30 hours

The placement requirement includes two locations: the teacher trainee should gain experience in more than one teaching location. This is in order to improve the breadth of experience as practices vary. The second placement must be for at least 20 hours and ideally would be at a different provider but if this is not possible for example in service trainees who are at a large provider, this could include a different subject area and/or venue within the same provider. It should be noted that the 20 hours at the second placement are not specified as teaching hours so could be observation and other activities to give a sense of the approach within that area.

All trainees should have the support of 2 mentors at their placement in addition to the support of their course tutor. The first mentor is the subject mentor and must be competent and teaching in the trainee's subject area. This enables the provision of subject specific support. This mentor must have time to support the trainee [recommended 30 minutes per week] and additionally time to engage in assessment, particularly of the subject specific element. The second mentor is a local pastoral support mentor for more general areas of advice and support. This mentor may support more than one trainee in the placement, maybe acting for a group of trainees. This mentor must have sufficient time to support trainees [recommend 30 minutes per week]. This mentor would be expected to liaise with the provider re ongoing trainee progress reports. (Where the placement is small and resources are insufficient, the second mentoring role can be provided by a member of centre staff providing that sufficient additional time is allocated to this role).

The assessment strategy attaches specific teaching practice time to specific modules, to enable teaching to be observed and assessed, and to emphasise module-specific outcomes.

In addition to directed learning, teaching practice, observed teaching and review meetings with tutors and mentors, trainees will be expected to engage in personal study time, for example, lesson preparation. In many cases where the trainee is an employed teacher, study time may incorporate teaching hours beyond the course minimum requirement and wider professional engagement in the context of their work. Self-managed study will also include, for example, reading, research, assessment preparation, portfolio building, group projects, action planning, CPD events and maintaining industry connections.

Portfolios of professional development and evidence or observed, teaching practice are integral to the trainees' learning experience, assessment and achievement and will be one of the primary means through which trainees demonstrate their development. Teaching practice and professional development tasks part of the Professional Practice Modules 1 and 2 (ETFE506-511). The delivering institution is required to facilitate an appropriate means for collating such portfolio, electronic or paper-based, in consultation with BGU as the awarding body, to ensure that the portfolio format and accessibility is appropriate to the needs and demands of the programme.

## 24 Assessment Strategies

The Professional Graduate Diploma in Education (Teaching Post-16 and Further Education) is a pass/fail award. It is assessed through two means, teaching practice and assessed assignments.

The guiding principle of the assessment strategy is based on a combination of both formative and summative assessment. It seeks to enable the trainees to engage with and evaluate a range of professional, authentic assessment techniques. Each module carries one or two assessment components, utilising a range of assessment techniques. Assessment will typically include such tasks as case study, reflective reports, individual presentations, peer review, action planning and evaluation of day-to-day teaching practice.

Teaching practice is integral to successful completion of the programme. The programme assessment strategy requires that each trainee undergo ten observations of their teaching practice across the duration of the programme (the majority of which should be to a group of at least 10 learners). All observations should be at least 45 minutes each. Up to two observations may be of live remote delivery. Additionally one other session may be observed remotely [i.e. the observer not present] but appropriate arrangements must be made for prompt feedback and discussion. The observations should be conducted by the provider tutor and/or the subject specialist/placement mentor.

Tutors will work together with mentors and trainees to identify suitable opportunities for observation, dialogic review and feedback. Trainees will be encouraged to engage with the evaluation process, to promote rich reflection that contributes to the development of a sound, personal pedagogy and professional identity.

The planning, evaluation and feedback for each of the observations will be compiled into the trainee's teaching portfolio. Observed teaching practice forms part of the assessment of the Professional Practice 1 modules ETFE 506-508 and Professional Practice 2 module ETFE 509-511.

Assignments are assessed against the generic mark schemes as per the BGU Code of Practice for Assessment of Students, in accordance with the academic level of the programme and the pass mark values for academic work as laid down in BGU's regulations.

The assessment model to be used on this qualification requires all trainees to satisfactorily pass all modules by means of appropriate assessment except the Professional Practice module. The Professional Practice modules differs in the following regard to assessment:

- The candidate must complete and evidence all their practice hours as stated elsewhere.
- The candidate must complete a portfolio of evidence relating to the placement[s] which is submitted to the module assessor.
- The portfolio will feature a cross reference matrix demonstrating where the candidate has met the occupational standards in their professional practice, counter signed by their course [placement mentor] tutor.
- The candidate will participate in a final assessment involving a 15-minute oral discussion relating to any aspect of professional practice.

- The final judgement will be that the trainee has or has not meet the Occupational Standards The examination should be conducted in person by two qualified teachers – one from BGU and another either from the placement– and they will share the questioning and agree a final result.

Trainees will also maintain a professional development portfolio, which promotes personal, professional development. The components of this portfolio are aligned to module assessments and include, for example, reflective accounts, peer observations and a structured, personal development plan. The teaching portfolio and professional development portfolio will be assessed in Professional Practice 1 ETFE506-508 and Professional Practice 2 ETFE509-511.

All assessment is subject to the processes for internal and external moderation as set out in the BGU Code of Practice for Assessment of Students.

### **Assessment Structure**

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
ETFE601_1.0	Teaching my subject	15	1	-	100%	-
ETFE602_1.0	Learners and learning	15	1	-	100%	-
ETFE603_1.0	Teacher and teaching	15	1	-	-	100%
ETFE604_1.0	Effective digital and on-line pedagogies	15	2	-	100%	-
ETFE605_1.0	Responsive Teaching	30	2	-	-	100%
ETFE606_1.0	Professional Practice 1 in Post-16 and Further Education: Vocational	15	1	-	40%	60%
ETFE607_1.0	Professional Practice 1 in Post-16 and Further Education: Academic	15	1	-	40%	60%
ETFE608_1.0	Professional Practice 1 in Post-16 and Further Education: SEND	15	1	-	40%	60%
ETFE609_1.0	Professional Practice 2 in Post-16 and Further Education: Vocational	15	2		40%	60%
ETFE610_1.0	Professional Practice 2 in Post-16 and Further Education: Academic	15	2		40%	60%
ETFE611_1.0	Professional Practice 2 in Post-16 and Further Education: SEND	15	2		40%	60%

### **Indicative Assessment Strategy**

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission Load	Indicative Assessment Date
ETFE601_1.0	Teaching my subject	15	Micro Teaching Session	20 mins	Sem 1 Dec
ETFE602_1.0	Learners and	15	Presentation	20 mins	Sem 1 Jan

	learning				
ETFE603_1.0	Teacher and teaching	15	Reflective analysis	2000 words	Sem 1 Jan
ETFE604_1.0	Effective digital and on-line pedagogies	15	Presentation	20 mins	Sem 2 April
ETFE605_1.0	Responsive Teaching	30	Case Study	5000 words	Sem 2 May
ETFE606_1.0	Professional Practice 1 in Post-16 and Further Education: Vocational	15	Professional Practice Portfolio Oral	1000 word equivalent 15mins	Sem 2 June
ETFE607_1.0	Professional Practice 1 in Post-16 and Further Education: Academic	15	Professional Practice Portfolio Oral	1000 word equivalent 15 mins	Sem 2 June
ETFE608_1.0	Professional Practice 1 in Post-16 and Further Education: SEND	15	Professional Practice Portfolio Oral	1000 word equivalent 15 mins	Sem 2 June
ETFE609_1.0	Professional Practice 2 in Post-16 and Further Education: Vocational	15	Professional Practice Portfolio Oral	1000 word equivalent 15 mins	Sem 2 June
ETFE610_1.0	Professional Practice 2 in Post-16 and Further Education: Academic	15	Professional Practice Portfolio Oral	1000 word equivalent 15 mins	Sem 2 June
ETFE611_1.0	Professional Practice 2 in Post-16 and Further Education: SEND	15	Professional Practice Portfolio Oral	1000 word equivalent 15 mins	Sem 2 June

## 25 Inclusive Practice and Personal Development Planning

For those entering the sector or those who are working within it unqualified, this course is designed to be pragmatic in content and assist in strengthening pedagogical approaches for new and existing lecturing staff.

To support this transition, the delivering institution will allocate each trainee to a personal tutor. All trainees should have the support of 2 mentors at their placement in addition to the support of their course tutor. The first mentor is the subject mentor and must be competent and teaching in the trainee's subject area. This enables the provision of subject specific support. This mentor must have time to support the trainee [recommended 30 minutes per week] and additionally time to engage in assessment, particularly of the subject specific element. The second mentor is a local pastoral support mentor for more general areas of advice and support. This mentor may support more than one trainee in the placement, maybe acting for a group of trainees. This mentor must have sufficient time to support trainees [recommend 30 minutes per week]. This mentor would be expected to liaise with the provider re ongoing trainee progress reports (Where the placement is small and resources are insufficient, the second mentoring role can be provided by a member of centre staff providing that sufficient additional time is allocated to this role).

The delivering institution will ensure that trainees have an opportunity through the admissions process to declare support needs. The delivering institution will respond to these through its mechanisms for student support. The delivering institution will ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme.

## **26 Technology Enhanced Learning**

This programme is designed for in-person delivery and face to face teaching is the primary means of delivery at all institutions. Nevertheless, ETF guidance highlights trainees must gain experience of remote teaching and highlights the need for all staff to have online skills at their disposal. To support trainees to develop an understanding of remote teaching and the skills required, up to 50% of the 'Effective digital and on-line pedagogies' module will be delivered through online delivery and in each of the other modules, one session per module may be delivered online.

Across all modules, the Virtual Learning Environment (VLE) is used to augment in-person learning and teaching through the upload of additional resources and directed tasks such as pre-reading, suggested current articles and news items, post-session follow-up tasks and opportunities to self-reflect. The use of electronic libraries and databases enables access to journals and specific subject-related learning resources. Indicative reading lists of current sources are included within individual module specifications, and these are routinely reviewed and updated on an annual basis, to maintain their currency.

All trainees will work to complete an electronic portfolio evidence teaching practice. The delivering institution is required to facilitate an appropriate means for electronic or paper-based portfolio, in consultation with BGU as the awarding body, to ensure that the portfolio format and accessibility is appropriate to the needs and demands of the programme and the trainees. Whilst the requirements for this are based on the BGU eRPD, the delivering institution will establish its own best-fit model (for example OneNote or Google Docs) to satisfy the needs and requirements of the portfolio within its own IT systems.

The programme offers further opportunities for trainees to explore and gain confidence with technology enhanced learning through the trainees' own classroom practice and authentic interaction with learning and teaching technologies, in the workplace.

## **27 Work-related Learning and/or Placement**

All applicants on the part-time programme will need to be in employment in the sector to gain the required 150 hours practical teaching experience (there must be at least 75 hours of teaching practice attached to each year of study), an interview and two appropriate references.

All trainees should have the support of two mentors at their placement in addition to the support of their course tutor. The first mentor is the subject mentor and must be competent and teaching in the trainee's subject area. This enables the provision of subject specific support. This mentor must have time to support the trainee [recommended 30 minutes per week] and additionally time to engage in assessment, particularly of the subject specific element. The second mentor is a local

pastoral support mentor for more general areas of advice and support. This mentor may support more than one trainee in the placement, maybe acting for a group of trainees. Again this mentor must have sufficient time to support trainees [recommend 30 minutes per week]. This mentor would be expected to liaise with the provider re ongoing trainee progress reports. Where the placement is small and resources are insufficient, the 2nd mentoring role can be provided by a member of centre staff providing that sufficient additional time is allocated to this role.

Teaching practice will be undertaken through the trainee's usual employment. Each trainee will identify or be allocated a work- based mentor. Typically, the mentor will be a professional colleague with expertise in the trainee's subject or a closely allied area. Mentors will be registered, monitored and guided by the programme team to assist in supporting trainees and the observation of teaching.

Placements and relationships with trainees' existing employers will be managed under the BGU Code of Practice for Work Based Learning, additionally enhanced by the local codes of practice at the delivering institution.

## **28 Employability**

This programme has been written in direct consultation with two further education colleges and considers their perspectives as employers. Wider consultation has taken place with sector representatives outside BGU's partnerships. Guidance has been sought through the sector's professional body, the Education and Training Foundation, specifically, the Professional Diploma in Teaching (Further Education and Skills) Qualification framework for the full teaching qualification for the further education and skills sector March 2022. In addition the Learning and Skills Teacher (LST) Occupational Standards have been used to inform the module content and assessment strategy.

Progression from this programme has many routes, whether that is onto further study at Masters' level or into employment.

Following successful completion of this programme of study, all graduates of the programme will be eligible to independently undertake professional formation and status: Qualified Teacher, Learning and Skills (QTLS). This will require the submission of a portfolio of evidence as required by SET. In the longer term, qualified teachers in the sector may apply for the status of Advanced Teacher, also through SET.

The programme will ensure graduates are prepared to teach in the Further Education and Skills sector. They will be qualified to teach in FE colleges, secondary schools (post-14 only if QTLS status not held), sixth form colleges, academies, training providers, offender learning/prison education, or in the voluntary sector. Since April 2012, FE-trained teachers with QTLS have been recognised in legislation as equivalent in status to teachers with QTS in schools, opening up opportunities for career development and wider employment. Schools and local authorities remain responsible for decisions on employing QTLS holders. SET will maintain the national register of QTLS holders, including those teaching in schools.

The part-time programme builds upon the past success of the former Diploma in Education and Training (L5), which BGU has previously validated at two partner colleges. Typically, part-time

trainees at a partner college will be already employed at the delivering institution. This allows the employing institution to recruit teaching staff with strong potential and to be directly involved in the professional development and nurturing of its own staff, whilst having the external quality assurance of university validation of the programme, by BGU. This is a well-established model of teacher development in the further education, training and skills sector. Alongside these internal trainees, there is a history of external part-time trainees needing to undertake initial teacher training through the DET or similar programme at partner colleges. These trainees who work elsewhere in the learning and skills sector, for example, prison education. For both internal and external trainees, the programme offers a robust professional development route to QTLS and further development of careers.

The delivering institution, whether BGU or a collaborative partner will enable trainees to access relevant and appropriate careers advice, guidance and support both during and on completion of the programme.

## SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<p>The minimum qualification applicants need to gain entry to the Professional Graduate Diploma of Education (Teaching Post-16 &amp; FE) at Level 6 is a bachelors Degree and at least a Level 3 Qualification in the subject(s) that applicants intend to teach.</p> <p>The ETF also highlight that trainees should have achieved Level 2 or equivalent in Mathematics and English.</p> <p>In exceptional circumstances, the University will consider applicants who have signed up to complete the relevant Level 2 qualifications or equivalent, which will allow them to meet the Learning and Skills Teacher (LST) Occupational Standards to become an FE teacher.</p> <p>All applicants must have access to a minimum of 150 teaching hours over the period of the programme. On the part-time route, this should be no fewer than 75 hours in any one year. Although not a formal requirement, applicants may be asked to complete a minimum of 5 days experience shadowing a professional in an appropriate setting, if they have no prior experience of the role. Applicants will also need to provide an appropriate reference and have completed an appropriate Disclosure and Barring Service (DBS) check. (This will normally have been carried out by the employer). All applicants will need to identify or be assigned a workplace mentor; normally a qualified and experienced colleague teaching the applicant's subject. Guidance will be offered relating to the role of the workplace mentor.</p> <p>Applicants will apply and be guided at interview to the appropriate specialist pathway which starts from the very first modules and first set of placements.</p> <p>In summary:</p> <p><b><u>Entry to the pGD in Education (Level 6 ):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Bachelor's Degree</b></li> <li>• <b>Typically, minimum Level 3 in the subject the trainee intends to teach.</b></li> <li>• <b>Level 2 or equivalent in Mathematics and English *</b></li> <li>• <b>Employment in the Sector with access to a minimum of 150 hours of teaching, over the period of the programme with suitable DBS documentation and an identified mentor.</b></li> </ul> <p><i>* In exceptional circumstances, trainees who do not hold these or equivalent qualification/s, may be considered if they can evidence that they have signed up to obtain the relevant qualification/s by the end of the programme.</i></p> <p>These entry requirements must be followed precisely by all delivering institutions. This will be monitored in the Annual Monitoring Reports for programmes delivered at validated partner institutions.</p>

30	<b>Programme Specific Management Arrangements</b>
	<p><u>General</u></p> <p>This programme is subject to BGU Codes of Practice and Regulations, including admissions criteria, quality assurance, external examining and awards. The programme is managed within a cognate programme area of the academic faculty at BGU. It will have a named programme leader within the Education, Training and Skills subject team.</p> <p><u>Collaborative Partnerships</u></p> <p>The part-time Professional Graduate Diploma in Education (Teaching Post-16 and Further Education) is designed to enable effective collaborative provision. Typically, the part-time programme forms part of college based HE at one or more of BGU's local Further Education College partners. This collaboration is executed under the terms and conditions of individual institutional partnership agreements and the BGU Code of Practice for Collaborative Provision. Any future partnership development with other bodies will necessarily be subject to relevant processes and formal agreements being implemented.</p> <p>Whenever the programme is delivered collaboratively at a partner institution, it remains subject to the BGU Code of Practice for Collaborative Provision, and the roles and responsibilities set out therein. As set out by the Code, a Programme Management Committee will convene three times yearly at the delivering institution, to undertake routine monitoring of the programme and provide a forum for student voice. Additionally, a Programme Steering Group is facilitated by the Subject Link Tutor at BGU to promote effective communication and information sharing with college-based Course Leaders and relevant colleagues. This group focuses particularly on regulatory sector frameworks such as Ofsted.</p> <p>The programme is evaluated annually through the mechanism of the Annual Monitoring Report under the relevant BGU codes of practice and guidance.</p> <p><u>Quality Assurance:</u></p> <p>Assessment and moderation practices will align with the relevant BGU Codes of Practice. This will include cross-moderation between the delivering institution and BGU as the awarding body. External examining will be undertaken in accordance with the BGU Code of Practice for External Examining. BGU is responsible for appointing an external examiner for the programme.</p> <p>The programme is subject to Ofsted inspection in accordance with the Ofsted <i>Initial teacher education inspection handbook</i>. This is undertaken separately as a discreet inspection at the delivering institution.</p>
31	<b>Staff Responsibilities</b>
	<p><u>Collaborative</u></p> <p>In keeping with the BGU Code of Practice for Collaborative Provision, whenever the programme is delivered collaboratively with a partner institution, the programme leader at the delivering institution is responsible for the day-to-day organisation, teaching, learning and assessment of the programme.</p> <p>The named programme leader within the subject team (or delegated team-member) at BGU will act</p>

as the subject-specialist link tutor. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

#### Staff requirements

Staff at the delivering institutions(s) must be qualified appropriately for the level of delivery. Typically, staff delivering at Level 6 will hold at least a bachelor's degree and QTLS or equivalent suitable qualification and professional background with substantive teaching experience in Post 16 and Further Education, e.g. QTS with demonstrable experience of teaching in Post 16.

In keeping with the established codes of practice, all staff appointed to teach on BGU-validated programmes at partner colleges will be subject to approval by BGU, before the individual commences teaching on the programme.

### **32 Programme Specific Academic Student Support**

It is acknowledged that there may be students returning to Higher Education after some time away from formal learning. Entry to the programme will involve an interview process to explain the rigour of the programme and identify any support needs, which will be provided by the delivering institution. For all trainees, and particularly those who have not previously studied at HE level, the teaching and learning on the programme provides guidance in key academic skills such as reflective writing and use of sources. Additionally, trainees may receive support for their academic development needs through the institution's usual academic support resources. This will be monitored by the programme leader in partnership with any relevant support services that are provided at the delivering institution.

Support for trainees will be a standing agenda item on the Programme Management Committee to ensure that the programme provides trainees with opportunities to gain the academic skills associated with higher education, and that they are enabled to achieve their potential and qualification.

### **33 Programme Specific Student Evaluation**

Whenever this programme is delivered by a collaborative partner institution, a Programme Management Committee will convene three times yearly at the delivering institution, to undertake routine monitoring of the programme and provide a forum for student voice.

Collaborative partners will undertake module evaluation and further opportunities for capturing student voice in accordance with their internal quality cycle. Where appropriate, this will involve the student body at the delivering institution, and/or a course representative system.

The programme is evaluated annually through the mechanism of the Annual Monitoring Report under the relevant BGU codes of practice and guidance, as a means of carrying forward student voice into deliberative actions to improve the programme and student experience.

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## SECTION F – MAPPING

MAP I

### ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	TS1	TS2	TS3	TS4
Teaching my subject	x		x		x					x	x	x		
Learners and Learning	x	x	x		x			x		x		x		
Teachers and Teaching	x		x			x		x	x	x	x	x	x	
Effective digital and on-line pedagogies	x	x		x	x	x	x		x	x	x	x		x
Responsive teaching	x	x			x	x	x		x	x	x	x		x
Professional Practice 1 in Post 16 and Further Education	x	x		x	x	x	x	x	x	x	x	x		x
Professional Practice 2 in Post 16 and Further Education	x	x		x	x	x	x	x	x	x	x	x		x

## SECTION G

## MAP 2

### Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	TS1	TS2	TS3	TS4
Academic Literacies	x	x	x	x	x	x	x		x	x	x	x	x	x
Global Citizenship			x		x									
Information Literacy	x	x	x		x	x	x	x	x	x	x	x	x	x
Digital Fluency	x	x	x	x	x	x	x		x	x	x	x	x	x
Employability	x						x	x		x	x		x	
Being Enterprising			x			x				x			x	x

### Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work.
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically.
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society.
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life.
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation.

NB the above align to the Employability outcomes on the module specifications

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>
V1.1 Sep24	Clarification of Admissions statement in relation to L2 maths / English qualifications.	04.09.2024	Sept 2024	

SECTION I

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

## SECTION J – MAPPING AGAINST THE – Occupational KSB requirements

### ASSESSMENT /OUTCOMES MAP

Module Name	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25
Teaching my subject																									
Learners and Learning																									
Teachers and Teaching		x						x		x															
Effective digital and on-line pedagogies		x																							
Responsive teaching								x																	x
Professional Practice 1 in Post-16 and Further Education		x						x				x		x											
Professional Practice 2 in Post-16 and Further Education		x						x				x		x											

Module Name	B1	B2	B3	B4	B5	B6
Teaching my subject						
Learners and Learning						
Teachers and Teaching	x	x	x	x	x	x
Effective digital and on-line pedagogies						
Responsive teaching						
Professional Practice 1 in Post-16 and Further Education	x	x	x	x	x	x
Professional Practice 2 in Post-16 and Further Education	x	x	x	x	x	x