

APPLICATION FOR VALIDATION OF OFF-CAMPUS PARTNERSHIP PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way. NB. Major and minor routes (including prescribed routes) should be listed on a separate specification.

Examples of programme variants include:

- a. BSc Computer Science – *single honours degree*
- b. BSc Computer Science with a Year in Industry – *single honours variant*
- c. BSc Computer Science with a Year Abroad – *single honours variant*
- d. BSc Computer Science with a Foundation Year – *single honours variant*
- e. BSc Computer Science (Games Development) – *single honours with pathway*
- f. BSc Computer Science (Games Development) with a Year in Industry – *single honours with pathway with variant*
- g. BSc Computer Science (Games Development) with a Year Abroad – *single honours with pathway with variant*
- h. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- i. MEng Computer Science – *integrated masters*
- j. MEng Computer Science (Games Development) – *integrated masters with pathway*
- k. Diploma Computer Studies – *named exit award*

A	GENERAL INFORMATION		
1	<p>Programme awards and titles State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here e.g. k.</p>		
	(a) ProfGCE (Professional Graduate Certificate in Education) - Teaching in the Lifelong Learning Sector		
2	<p>Portfolio to which the programmes and their variants belong</p>		
	Teacher Education		
3	<p>Type of programmes Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Single honours</td> <td style="width: 50%;"></td> </tr> </table>	Single honours	
Single honours			

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	Major			
	Minor			
	Major-Minor prescribed			
	Minor-Major prescribed			
	Triple Minor			
	Combined			
	Integrated Masters			
	Taught Masters			
	MRes			
	Foundation Degree			<i>Please indicate articulation routes:</i>
	Preliminary Stage			
	Certificate Stage			
	Diploma Stage			
	Honour Stage (Top-up)			
	Placement Year			
	Year Abroad			
	Other	x	<i>Please detail Professional Graduate Certificate in Education:</i>	
4	UCAS codes <i>Please include the UCAS code that these programmes will be advertised under.</i>			
5	JACS codes <i>If known, please include the appropriate JACS codes for the programmes. For further information, please contact your SDU representative.</i>			
6	Awarding Institution			
	University of Hull			
7	Primary Faculty and School/Department <i>State the faculty and school/department that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes e.g. FASS/History; FoSE/Chemistry.</i>			
	Faculty of Arts, Cultures and Education, School of Education and Social Sciences			
8	Programme Director's name and email <i>Please identify one lead person per programme.</i>			
	Suzanne Blake (suzanne.blake@hull.ac.uk)			
9	Associate Faculty and School/Department 1			

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		<i>For combined, major-minor or triple minor programmes, please include the other relevant faculty/department e.g. FASS/History; FoSE/Chemistry.</i>						
		None						
10	Associate Faculty 1 Academic Lead name and email							
		None						
11	Associate Faculty and School/Department 2 <i>For combined, major-minor or triple minor programmes, please include the other relevant faculty/department e.g. FASS/History; FoSE/Chemistry.</i>							
		None						
12	Associate Faculty 2 Academic Lead name and email							
		None						
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the primary location of the programme delivery. Please also state if a period abroad or placement applies e.g. Hull with a placement in Chicago; Hull with a placement at Siemens.</i>							
	<p>This programme operates as a validated programme, running simultaneously at four partner colleges. It runs as a single, unified programme under a single University of Hull programme director (Suzanne Blake) with course leaders at each centre.</p> <p>The centres are:</p> <ul style="list-style-type: none"> • East Riding College • Grimsby Institute of Further and Higher Education • Rotherham College of Arts and Technology • University Centre, Doncaster • Yorkshire Coast College 							
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Full-time</td> <td style="width: 30%;"></td> </tr> <tr> <td>Part-time</td> <td></td> </tr> <tr> <td>Full and Part-time</td> <td>(a)</td> </tr> </table>		Full-time		Part-time		Full and Part-time	(a)
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15	Modes of study							

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	<i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>							
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Online/Distance								
Other	Please specify: <input style="width: 100%;" type="text"/>							
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>							
	1 year full-time, 2 years part-time							
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Trimester 1 – T1</td> <td style="width: 40%;">(a)</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>(a)</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table>		Trimester 1 – T1	(a)	Trimester 2 – T2	(a)	Trimester 3 – T3	
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Trimester 2 – T2	(a)							
Trimester 3 – T3								
18	Number of weeks per academic year <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks each programme and variant will use for delivery. N.B. default is 15 weeks per trimester.</i>							
	36 weeks							
19	Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i>							
	Part-time – 30 credits per semester Full-time – 60 credits per semester							
20	Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).</i>							
	n/a							
21	Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i>							

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	n/a																																																							
22	<p>Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>																																																							
	<p>The programme upon which this is based was endorsed by Lifelong Learning UK (LLUK) prior to its disbandment in 2012. The sector is now deregulated and so no professional body has formal responsibility for how programmes are developed. However, all Teacher Education is subject to a tri-annual OfSTED inspection and this defines the framework we are expected to work within.</p> <p>We are evaluated according to how effectively we prepare trainees to meet the professional standards developed by the Education and Training Foundation. These 20 professional standards form the basis of the 10 learning outcomes associated with this programme and the additional 10 learning outcomes that inform the preparation of trainees' Practical Teaching File.</p>																																																							
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>																																																							
	<p>QAA (2015): Subject Benchmark Statements for Education Studies QAA (2015) UK Quality Code for Higher Education</p>																																																							
24	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>																																																							
	<p>ETF (2014) Professional Standards for Further Education Teachers University of Hull Strategic Plan</p>																																																							
25	<p>Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years of provision.</i></p>																																																							
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26	<p>Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i></p>																		
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27	<p>Requested initial periods of validation <i>Using the relevant programme identifiers (a,b,c etc.), please indicate requested initial periods of validation. Please also indicate your rationale for this choice (e.g. aligns with Professional Body re-accreditation).</i></p>																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Identifier</th> <th style="width: 15%;">Rationale</th> </tr> </thead> <tbody> <tr> <td>Initial 3 year validation period</td> <td></td> <td></td> </tr> <tr> <td>Initial 4 year validation period</td> <td></td> <td></td> </tr> <tr> <td>Initial 5 year validation period</td> <td></td> <td>The programme has been delivered for some time and we have a strong working partnership. While specific details of the programme may change, a five year period allows us to establish the new programme, monitor its effectiveness and work towards attracting new college partners.</td> </tr> </tbody> </table>		Identifier	Rationale	Initial 3 year validation period			Initial 4 year validation period			Initial 5 year validation period		The programme has been delivered for some time and we have a strong working partnership. While specific details of the programme may change, a five year period allows us to establish the new programme, monitor its effectiveness and work towards attracting new college partners.						
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B	<p>PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in the Award section.</i></p>																		
28	<p>Programme Overview <i>Provide a brief introduction to the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice that are encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in physics, to becoming an emergent physicist, or leaving with a degree in economics to becoming an emergent economist?</i></p>																		

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	<p>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</p>
	<p>The programme is based on five big ideas as follows:</p> <ol style="list-style-type: none"> 1. Reflective practice: working in post-16 education and training is both exhausting and exhilarating. Encompassing all educational provision – formal, non-formal and informal – anything that falls between schooling and universities, there are no pre-defined pedagogic models for trainees to assume. They emerge as professional when they are able to situate themselves within and critique the interconnections between context and how it is shaped by research, policy and practice. 2. Equity, diversity and inclusion: trainees may work in contexts as diverse as parents in a primary school or vulnerable learners in a high security prison; in multi-lingual and multi-faith inner city locations or mono-cultural rural communities. What defines post-16 professionalism is a commitment to education for all and the dexterity to move between these cohorts with ease. 3. Professionalism: post-16 education is a recently professionalised occupation and as policy unfolds its claim on this status is open to interrogation. It is not conclusive that post-16 teaching as a profession is either desirable or possible however, this programme aims to highlight the positive role of teaching in post-16 education and its wide ranging area of employment opportunities. Threaded through the programme is an exploration of what this concept means, how it has changed and developed and what its implications are for critical reflection and considerations of social justice. 4. Pedagogy, curriculum and assessment: trainees will explore and critique current issues as well as acquire technical competence in approaches to the three central concepts of pedagogy, curriculum and assessment. Exploring and critiquing rather than assuming the mantle of the ETF professional standards, they will appreciate distinctions between assessment of, for and as learning. 5. Collaboration: The programme will be developed through a process of close partnership working with feedback from trainees, mentors and employers. Our partnership model means that FE Colleges, as employers are fully involved in the setting up and management of provision. We work towards a common set of principles protocols and standards to ensure the programme has academic rigour and professional relevance. The partnership also contributes to the shared SED and all work together to meet the demands of Ofsted, including the collation and analysis of data relating to student achievements. In this way if any centre seems to be producing results which are out of line with other centres this is quickly identified and measures put in place to further ensure parity.
29	<p>Programme Aims <i>As a guide, you should have four to six programme aims. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in the Award section.</i></p>

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	<ul style="list-style-type: none"> To enable students to critically engage with and meet the Professional Standards as defined by the Education and Training Foundation. To enable students to develop their own judgement of what works and does not work in their teaching and training. To develop trainees deep and critically informed knowledge and understanding in theory and practice. To develop trainees' expertise and skills to ensure the best outcomes for learners. To develop students' understanding of the relationships between education and other social phenomena. 										
<p>30</p>	<p>Programme Outcomes</p> <p><i>As a guide you should have six to eight programme outcomes. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p>										
	<table border="1"> <thead> <tr> <th data-bbox="188 1514 300 1554">POs</th> <th data-bbox="300 1514 1465 1554">Programme Outcome Text</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1554 300 1671">1.</td> <td data-bbox="300 1554 1465 1671">Critically reflect on changes in your subject and/or vocational area and their implications for teaching.</td> </tr> <tr> <td data-bbox="188 1671 300 1787">2.</td> <td data-bbox="300 1671 1465 1787">Critically analyse the relationship between theory and effective practice in teaching, learning and assessment drawing on research and other evidence.</td> </tr> <tr> <td data-bbox="188 1787 300 1904">3.</td> <td data-bbox="300 1787 1465 1904">Critically evaluate your practice with others and assess its impact on learning.</td> </tr> <tr> <td data-bbox="188 1904 300 2029">4.</td> <td data-bbox="300 1904 1465 2029">Develop effective strategies to manage positive learner behaviour.</td> </tr> </tbody> </table>	POs	Programme Outcome Text	1.	Critically reflect on changes in your subject and/or vocational area and their implications for teaching.	2.	Critically analyse the relationship between theory and effective practice in teaching, learning and assessment drawing on research and other evidence.	3.	Critically evaluate your practice with others and assess its impact on learning.	4.	Develop effective strategies to manage positive learner behaviour.
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5.	Critically analyse how your understanding of teaching, your professional role and responsibilities has changed over time.
6.	Collaborate with learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
7.	Critically analyse appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
8.	Improve your teaching and training expertise and vocational skills through collaboration with employers.
9.	Evaluate the practical and theoretical implications of the post-16 teachers professional standards.
10.	Maintain a practical teaching file to a standard which demonstrates the extent to which you exceed the requirements of the post-16 professional standards.
31	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p> <p><i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i></p>
	<p>The pedagogic approach assumed by this programme is one that requires trainees to develop both academic rigour and professional competence. The purpose of academic content is to promote a teaching practice underpinned by theories, concepts and empiricism. Trainees will explore the broadest possibilities of post-16 professionalism and its social, political, and cultural implications that may enhance their future employment opportunities.</p> <p>The programme will be delivered partly face-to-face and partly online via the VLE. This will encourage students to become independent learners. The current programme has used this approach very successfully and it is envisaged that this will continue. Students on this programme are working in the field of learning support and the flexibility of blended learning allows them to successfully combine study with work. It also gives them the opportunity to share practice amongst others in the same field and thus develop new ways of examining their own practice. Assessments require them to formulate their</p>

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	<p>arguments in appropriate styles and formats, thus improving their opportunities for future successful study.</p> <p>A key feature of this programme is that the Professional Graduate Certificate in Education, Post Graduate Certificate in Education and the Certificate in Education are each taught alongside each other as one cohort.</p> <p>The design of the programme is constrained by the need to ensure that trainees are able to meet the ETF professional standards. The professional standards are embedded within the programme learning outcomes while others are incorporated as outcomes within the Professional Practice Teaching File.</p>
<p>32</p>	<p>Assessment Approach</p> <p><i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please refer to Briefing Note C: Transforming the Experience of Students Through Assessment (TESTA)</i></p>
	<p>The approach to assessment is defined as</p> <ol style="list-style-type: none"> a) Varied and creative: we are working to enable students to develop both academic rigour and professional confidence which means offering an assessment strategy that does not over privilege a single mode of communication. Students are formally assessed through writing, presentations, posters, micro-teaching, video essay, blogging and whatever new modes of demonstrating knowledge and skill emerge as appropriate. The assessment regime requires this degree of flexibility to allow us to respond to unanticipated changes in our working environment, ensuring that trainees are equipped to manage these. b) Re-contextualised: trainees work in an extraordinarily diverse range of contexts from formal FE colleges to a women’s refuge to hostels for the homeless. The assessment strategy therefore needs to be flexible enough to allow trainees working in each of these contexts to make a direct connection between their specific interest and concerns and the core competences required from an FE teacher. This implies an assessment that is relevant to the specific context while simultaneously broad enough to develop an awareness of unknown future contexts. c) Balanced: in a time when the professionalism of teaching is no longer assumed we are committed to modes of assessment that encourage questioning and critique. It is important that trainees developing know-how is assessed but the context for the next few years equally demands that they have critical insight into knowing-what and why with a reflexive appreciation of where their own professionalism sits within knowing, doing and being. d) <i>Where there is more than one assessment method in a module, students who fail one assessment and pass the other(s) will only have to be reassessed in the failed component (if the University Board offers a reassessment opportunity).</i>

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33	<p>Key Areas of Study <i>Please use up to 250 words to describe the key topics and foci of study of the programmes proposed on this form. This information may be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>The content is organised over four modules that incorporate both academic content and professional practice.</p> <ul style="list-style-type: none"> • Principles and Practice in Post Compulsory Education – the programme offers all trainees the opportunity to gain both breadth and depth in their understanding of professional practice. The defining feature of post-16 pedagogic practice is its diversity and understanding the implications of this for practice is a core component of the programme. • Practical Teaching and Learning – as well as an overview of post-16 education, the different spaces and places within which it is located, trainees are required to connect theory to practice and develop their practical teaching – emphasis is placed on developing a pedagogy that is sensitive to context. A student may complete the course while working in FE but will gain a good knowledge and through networking experience of other relevant context within which they may practice as a teacher, thereby enhancing their employability. • Exploring Specialist Teaching – while the programme allows trainees to work alongside subject specialists from the many disciplines found in FE close attention is paid to developing and maintaining their own subject or industrial expertise. The University is committed to developing <i>dual professionalism</i>: trainees are able to develop pedagogic expertise whilst ensuring they maintain expertise in their original industry or subject discipline. • Advanced Professional Practice in Context – while there is a strong academic core to the programme which enables students to become confident in the concepts, theories, research and empiricism that defines their practice – equal value is placed in developing context based professionalism. Trainees will work closely with practicing post-16 teachers and network with trainees across the region to develop knowledge based on practice. <p>Trainees will develop the critical understanding they need to teach in the Education and Training Sector, enabling them to devise and plan creative learning opportunities. A research-informed appreciation of different learning theories and principles underpins their professionalism.</p>
34	<p>Curriculum Structure <i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Balance: <i>the balance within the programmes of a number of elements, e.g. academic, personal development and practical/professional elements, sequence, breadth and depth of subject material, and subject themes that link particular modules within the programmes;</i>

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	<ul style="list-style-type: none"> Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i> 																							
	<p>The programme offers in-course progression opportunities ensuring at each stage intellectual demand and an appropriate and supportive scaffold.</p> <table border="1"> <thead> <tr> <th></th> <th>Principles and Practice in PCET</th> <th>Practical Teaching and Learning</th> <th>Exploring Specialist Teaching</th> <th>Advanced Professional Practice in Context</th> </tr> </thead> <tbody> <tr> <td>Certificate in Education</td> <td>Level 4</td> <td>Level 4</td> <td>Level 5</td> <td>Level 5</td> </tr> <tr> <td>Professional Graduate Certificate in Education</td> <td>Level 5</td> <td>Level 6</td> <td>Level 6</td> <td>Level 6</td> </tr> <tr> <td>Post-Graduate Certificate in Education</td> <td>Level 6</td> <td>Level 6</td> <td>Level 7</td> <td>Level 7</td> </tr> </tbody> </table> <p>The programme is based on a well-established partnership of further education colleges and University Centres. Our delivery partners draw on a wider network of colleges, training providers and organisation for the placement of trainees.</p> <p>Practical/professional balance is maintained by each trainee having a workplace mentor who shares their subject specialism to support the development of their subject specific pedagogy. At least one of the four assignments they complete is premised on developing their subject specific expertise. Alongside their University lectures, they teach for a minimum of 100 hours. Those following the full-time route observe a peer teaching – to gain an appreciation of contexts other than their own. This option is open to those on the part-time route but their working conditions mean it is unlikely that they will be able to take up this opportunity. Once placed within a college or workplace trainees are encouraged to participate in college life as much as possible and to attend staff meetings, CPD sessions and professional updating as if they were a paid member of staff. This is viewed as an important aspect of the professional learning and feeds into the academic programme as well as enhancing their employability skills.</p> <p>Given the diverse contexts with which post-16 practitioners work to ensure that trainees have breadth of experience we host a Professional Practice Conference during which trainees present their curriculum development projects to other trainees across the partnership.</p> <p>All three courses are taught as a single cohort.</p>					Principles and Practice in PCET	Practical Teaching and Learning	Exploring Specialist Teaching	Advanced Professional Practice in Context	Certificate in Education	Level 4	Level 4	Level 5	Level 5	Professional Graduate Certificate in Education	Level 5	Level 6	Level 6	Level 6	Post-Graduate Certificate in Education	Level 6	Level 6	Level 7	Level 7
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35	<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>																							
	<p>All modules are non-compensatable. This is a professional qualification and to ensure students have met the statutory requirements to qualify as a teacher it is important that they pass beyond a minimal level each learning outcome.</p>																							
36	<p>Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>																							

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	<p>All modules are non-condonable. This is a professional qualification and to ensure students have met the statutory requirements to qualify as a teacher it is important that they pass beyond a minimal level each learning outcome.</p>
<p>37</p>	<p>Internationalisation</p> <p><i>‘Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society’ (HEA, 2014). Please outline the programmes’ approaches to internationalising the curriculum.</i></p> <p>Please refer to Briefing Note F: Internationalising the Curriculum</p>
	<p>The programme does not directly lend itself to internationalisation, since it is premised on a local and parochial policy frame to prepare teachers for working in a UK context. However, the PGCE is an internationally regarded qualification and upon completion we have had former students have opted to work overseas.</p> <p>An international perspective is embedded in the programme through:</p> <ul style="list-style-type: none"> • A recognition that education and educational policy are only intelligible when considered within a global context. The discourse of global competition provides a momentum for and outcome of vocational accomplishment and trainees need to understand this as an important frame from within which their professionalism is situated. The trainees need to be aware of and evaluate the influence of the global economic, social and political influences on their subject specialism. • The programme continues to attract students from diverse backgrounds, disciplinary traditions and regions. Although few fall into the category of ‘international’ students – students encounter, and engage with global perspectives in terms of their colleagues and the cohorts they work with. This is particularly true of some subject teachers (ie English for speakers of other languages) but is also true for any teacher working in an inner city area. Most trainees eventually work within the region, but their international cultural fluency equips them to work in a multi-faith, multi-cultural, multi-ethnic or international context.
<p>38</p>	<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded universities are required to meet the Single Equality Duty 2011.</i></p> <p>Please refer to Briefing Note E: Developing an Inclusive Curriculum</p>

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	<p>The programme aims to be inclusive through:</p> <ul style="list-style-type: none"> • The formal discussion of inclusion and what it means as an object of study and an explicit learning outcome that students are required to critically explore. • Offering a multi-modal assessment strategy that is varied and does not rely solely on extended pieces of writing. • An approach to grading that values both academic output and pedagogic capacity. The programme aims at facilitating confident, competent and creative pedagogues rather than sound scholars. • The teacher educators who lecture on the programme embody what they teach; they demonstrate a professional commitment to equity and social justice in their teaching and are able to reflexively articulate this stance. • Our formal evaluation process – driven in part by a triennial OfSTED inspection process requires us to look at the programmes data and address any statistical imbalances on student outcomes if they suggest that identifiably different students are not achieving comparable outcomes. • A careful recruitment and selection process means that students with support needs are identified upon entry to the programme and the support they need put in place prior to the start of their course.
39	<p>Employability</p> <p><i>Please outline the approach taken by the programmes to engage students in achieving the Graduate Attributes listed in the Hull Graduate Attributes Statement.</i></p> <p><i>Please refer to Briefing Note D: Embedding Graduate Attributes and Employability in the Curriculum</i></p>
	<p>The programme is explicit in its connections to the workplace and for full-time pre-service trainees the programme is in part an ‘extended interview’. They have the opportunity to be in a workplace, develop the skills competences and dispositions required from an FE teacher. The in-service trainees are already employed as a requirement for undertaking the programme and the programme instead supports the security of their role as well as their opportunity for promotion.</p> <p>Our employment data is good with some 70% of students stating that they have either secured employment (pre-service trainees) or secured better employment (in-service trainees) within two months of completing the programme.</p>
40	<p>Student engagement in curriculum and pedagogic design</p> <p><i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>The programme provides several successive opportunities for students to feedback on their experiences of the programme. This includes providing module evaluations, and at the end of their course a one-to-one exit interview and a progression survey. In addition students’ views and experiences of the programme are</p>

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	<p>actively sought during moderation visits. Students are formally represented on the programme Joint Board of Studies.</p> <p>To date student feedback has helped shape the programme and we have responded to the request by</p> <ol style="list-style-type: none"> Introducing an annual student conference which is now an established part of the programme. Developing a more varied assessment regime to include activities other than essay writing. Focussing reflective writing so that it is less repetitive. Devising a less intense assessment regime leading to fewer, larger modules (four instead of eight) evenly paced with hard deadlines throughout the academic year. Integrating the most practical elements of the programme – their teaching file which includes observations and teaching records into a formal assessment regime.
41	<p>Ethical issues and risk</p> <p><i>Universities research and develop programmes which deal with issues that may be sensitive or involve ethical considerations. As with research, our institutional duty of care extends to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>The programme does not raise ethical concerns that require the involvement of the ethics committee. Students draw on their experience as practitioners to complete their written assignments and are mindful of the BERA ethical guidelines in this undertaking. However, these projects are informal and do not constitute formal research requiring ethical approval.</p> <p>The programme inevitably confronts ethical issues in terms of equity and social justice – that is ensuring the trainees fulfil their professional responsibilities in the equitable treatment of their students. Occasionally other issues may emerge – depending on the context that students work within. Support is built into the programme through the workplace mentors and regular tutorial contact with a partner college employed course tutor.</p>
42	<p>Other information/programme special features</p> <p><i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. diving qualifications) and specific student support arrangements associated with these programmes.</i></p>
	<p>The programme works with the support of subject specialist mentors – these are experienced tutors teaching the subject that trainees are qualifying to teach. They support trainees in translating their lectures, assignments and reflections into pedagogic knowledge.</p>
C	RECRUITMENT AND ADMISSIONS INFORMATION
43	Proposed marketing strategies

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	<i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i>
	<p>The programme is delivered in partnership with local employers and a placement that continues for the full length of the course is an ideal preparation for employment; for some it is the equivalent to an extended interview.</p> <p>Our employment rates are high. According to data we have generated for OfSTED, over 70% of trainees securing employment within two months of leaving the programme; for those who are already employed on the in-service, part-time route an equal number experience some enhancements in their employment status – promotion or moving from part-time to established staff contracts.</p>
44	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects - e.g. A level Physics (Grade B) - as well as proposed tariff.</i></p>
	<p>All students will need to be competent to level 2 for English and maths, evidenced by a short assessment prior to registration. Some trainees will be advised to register for a formal level 2 qualification upon admission if they do not already have one. Those who wish to pursue their QTLS, will need formal GCSE level qualifications in English and maths.</p> <p>Students will need to have a level 3 qualification in the subject specialism they wish to teach or substantial workplace experience.</p> <p>The ProfGCE and the PGCE require degree level qualifications.</p>
45	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>
	<p>Enhanced DBS is required for the full-time pre-service route. The partner college will conduct these and maintain a record of the date, registration number and assessed risk for each student, providing the University with a copy of the details.</p> <p>For the part-time in-service route it remains the responsibility of the workplace to secure these, the partner college will confirm as an entry requirement to the programme a record that the DBS has been completed and will maintain a record of its date and registration number. If a DBS is not required, a letter from trainees' employers stating this will also be maintained. Summary details will be passed to and maintained to the University.</p>
D	IMPLEMENTATION STRATEGY
46	Implications for other areas of the University

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	<p><i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the University. Please discuss these with the relevant service area before completing this form.</i></p>												
	<table border="1"> <tr> <td>Estates:</td> <td></td> </tr> <tr> <td>Library:</td> <td>x (in person not online)</td> </tr> <tr> <td>Admissions:</td> <td></td> </tr> <tr> <td>Careers:</td> <td></td> </tr> <tr> <td>Visa Compliance:</td> <td></td> </tr> <tr> <td>Other (Please specify):</td> <td>x (monthly support and professional development meetings)</td> </tr> </table> <p>This programme is only offered in partner colleges. It draws very little from other areas of the University.</p>	Estates:		Library:	x (in person not online)	Admissions:		Careers:		Visa Compliance:		Other (Please specify):	x (monthly support and professional development meetings)
Estates:													
Library:	x (in person not online)												
Admissions:													
Careers:													
Visa Compliance:													
Other (Please specify):	x (monthly support and professional development meetings)												
47	<p>Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i></p>												
	None												
E	POST PROGRAMME OPPORTUNITIES												
48	<p>Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other faculties. If none exist, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i></p>												
	Some students who undertake this programme may wish to progress onto an MA in Education or MA Pedagogy and Practice at Hull or –where it is offered - any one of our partner colleges.												
49	<p>Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELI) data.</i></p>												
	Teaching – though this may be undertaken in several different contexts associated with post-16 education from FE colleges, to prisons and including voluntary sector community organisations.												

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F

CURRICULUM MAPS

Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.

Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.

*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*

*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*

*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).*

*In **Column 6**, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).*

Please note:

A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.

A worked example is provided in Appendix 1.

KEY:

P/V= Programme or Variant PO = Programme Outcome

PW = Pathway T1,2,3 = Trimester 1,2,3

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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS																	
Programme/Variant Titles and Identifiers: Professional Graduate Certificate in Education																	
1	2	3	4	5			6										
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
Certificate Stage																	
T1																	
Principles and Practice in PCET	5	20	Part (a) Presentation – 50%	C	C							P				P	
			Part (b) Essay – 50%	C	C									P	P		
Practical Teaching and Learning	6	40	Part (a) Presentation (ILP) – 40%	C	C				P		P					P	
			Part (b) Practical Teaching File – 60%	C	C						P					P	
T2																	
Advanced Professional Practice in Context	6	20	Part (a) Poster Presentation – 40%	C	C			P	P								
			Part (b) Video Essay – 60%	C	C								P	P			
Exploring Specialist Teaching	6	40	Part (a) Presentation – 60%	C	C						P			P	P		
			Part (b) Practical Teaching File- 40%	C	C					P			P				