Programme Specification

1	**Awarding Institution/Body**	Luminate Education Group
2	**Delivery Location(s)**	University Centre Leeds
3	**Programme Externally Accredited by (e.g., PSRB)**	*N/A*
4	**Award Title(s)**	Certificate in Education (Post-14 Education and Training)
5	**UCAS Code**	77309-10 Full Time 77308-10 Part Time
6	**Apprenticeship**	
7	**HECoS Code and Description**	The course is not advertised via UCAS.
8	**Mode of Attendance**	Face to face 90% Online 10%
9	**Relevant QAA Subject Benchmarking Group(s)**	Education Studies (2019)
10	**Relevant Additional External Reference Points**	• Education and Training Foundation (2022) Professional Standards for Teachers and Trainers in Education and Training – England. London: ETF. • Keeping Children Safe in Education • 'Prevent' Duty • Certificate in Education is underpinned by the Occupational Standards of the Level 5 Learning and Skills Teacher apprenticeship. These can be found here. • Equality Act 2010
11	**Date of Approval/ Revision**	September 2024
12	**Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)**	

Entry Criteria	
Level 3	Minimum of one level 3 qualification in the subject you wish to teach.
Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application.

	**21 years and over at the start of the course*
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)

	Criteria – one from the list for English and maths must be held
GCSE English: Essential	English qualifications: ● New GCSE English (from September 2017) grades 4-9 (Language or Literature) ● GCSE English A*-C (Language or Literature) ● O Level English (Language or Literature) any pass grade (grades 1-6) ● CSE grade 1 English (Language or Literature) ● Functional Skills in English Level 2 and above (OFQUAL approved) ● Key Skills Communication Level 2 and above ● Professional Skills Test in Literacy (DfE) ● ESOL Skills for Life examinations at Level 2 (full qualification) ● Northern Ireland Level 2 Certificate in Essential Skills – Communication ● OCNW/OCN Level 2 GCSE equivalent in English ● Certificates in Essential Skills (3800) ● Equivalency Testing for Career Development (GCSE equivalent) L2 English - Grades 9 – 4 The entry requirements comply with the Society for Education and Training's requirements for QTLS. The full range of accepted qualifications can be found here.
GCSE Maths: Essential	Maths qualifications: ● New GCSE Mathematics (from September 2017) grades 4-9 ● GCSE Mathematics A*-C ● O Level Mathematics any pass grade (grades 1-6) ● CSE grade 1 Mathematics ● Functional Skills in Mathematics Level 2 and above (OFQUAL approved) ● Key Skills Application of Number – Level 2 and above ● Professional Skills Test in Numeracy (DfE) ● Associated Examining Board (AEB) Proficiency Test in Arithmetic ● City & Guilds Certificate in Mathematics Skills (14 credits)

		● City & Guilds Certificate in Mathematical Techniques (13 credits) ● Essential Skills Wales in Application of Number Level 2 ● NCFE Certificate in Basic Maths Level 2 ● Northern Ireland Level 2 Certificate in Essential Skills – Application of Number ● Certificates in Essential Skills (3800) ● University of Plymouth maths equivalency test ● Equivalency Testing for Career Development (GCSE equivalent) L2 Maths - Grades 9 - 4 The entry requirements comply with the Society for Education and Training's requirements for QTLS. The full range of accepted qualifications can be found here.
	Placements:	Students will need approx. 10-15 hours a week, voluntary or paid placement in a suitable placement on-going throughout their study. Students will also experience a second placement.
	DBS checks:	Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement on placement.
	Interviews	A successful interview required. The interview will consider the motivation for becoming a teacher as well as awareness of some of the key skills, knowledge and behaviours associated with being a teacher.
	References:	Two references are required.

13 **Educational Aims of the Programme**

The Certificate in Education (Post-14 Education and Training) aims to:

- Build a shared understanding of effective teaching and learning within a common framework for professional practice that can be implemented across the Education and Training Sector.
- Promote the solution of practice problems through use-inspired basic research.
- Critically analyse the core teaching practices around which teacher education and professional development can be organised and identify how these practices take shape in the context of subject specific teaching.
- Introduce trainees to practices that are evidence informed and have the potential to improve student achievement.
- Develop teachers who can apply evidence informed approaches into practice in their subject specialism.
- Build a culture of continuing professional develop both in teaching and subject specialist.
- Develop a common language of teaching, learning and assessment that is relevant across the multiple contexts in which trainees are currently learning to practice.
- Cultivate a sound conceptual and practical understanding of how to influence the quality of teaching, learning and assessment in the Education and Training Sector.

- Gain experience of educational settings on placement and at a second institution.
- Model practices that trainees can enact in classrooms across different curricula and changing contexts in the Education and Training Sector.

14 Learning Outcomes

The programme will enable students to develop the knowledge and skills listed below.

On successful completion of the programme, the student will be able to relate the following learning outcomes to their subject specialism.

Knowledge and Understanding

K1	Demonstrate comprehensive knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.
K2	Demonstrate comprehensive knowledge of theories and concepts associated with teaching, learning and assessment.
K3	Analyse the impact of ethical and legal issues relevant to teaching, learning and assessment.

Cognitive/Intellectual Skills

C1	B1: Propose a range of methods to address challenges relating to teaching, learning and assessment.
C2	B2: Select and apply theories relating to teaching, learning and assessment to practice.
C3	B3: Assess own practice against professional standards.

Practical/Professional Skills

P1	Operate professionally within a teaching and learning context.
P2	Demonstrate professional autonomy and identity, with limited supervision in line with occupational standards.
P3	Consistently exhibit professional skill in relation to teaching, learning and assessment.

Key Transferable Skills

T1	Systematically reflect on performance and professional aptitude and employment potential.
T2	Communicate appropriately and effectively in a range of settings.
T3	Effectively use a range of relevant software applications for different tasks within the teaching and learning context.

15 Key Learning & Teaching Strategy and Methods

A variety of teaching and learning methods will be employed in session on the course. A primary method will be modelling. Course tutors will model practice to trainees and then step out of the session to actively draw attention to the techniques and approaches used in order to discuss and critique their

use and implementation. Trainees will be invited to then consider the effectiveness and applicability to their contexts and students.

Placement and the immersion in the teaching and learning context is an enormously important strategy. Trainees will gain so much through their experiences on placement. They will learn about the real experiences of teachers which will help develop their skills, knowledge and understanding of the teaching workplace and help prepare them for a career in teaching.

Part of our drive is inclusivity. This is seen directly in the module Inclusive Education but is also a strong theme that runs through all of our other modules, most notably Behaviour, Wellbeing and Safeguarding. The strength of this theme is because of our commitment to equality, diversity and inclusivity. SEND will be a focus throughout our modules and trainees will be asked to consider the ways in which they can adapt their practice in order to make their classrooms and workshops as inclusive as possible to offer the best possible outcomes for all.

Below outlines the approaches taken and the intention behind them.

- Trainees will be encouraged to critique representations of practice by observing practitioners across the sector, including their mentors and in sessions with their course tutors. This will help develop their subject specific practice as they explore the applicability of the techniques and approaches used in sessions.
- In sessions trainees will be introduced to a variety of teaching and learning methods that model effective practice. Discussion and critique will be used to strengthen trainee understanding of how these approaches can be used in their learning sessions. The use of storytelling in the module titled Behaviour Wellbeing and Safeguarding, for example, aims to create a positive atmosphere that is rooted in experience and practice as well as offering critique of existing theories and methods.
- Experiential learning is another feature of sessions where trainees are invited to consider some of the learning experiences from a student perspective in order to develop their own approaches to deliver effective learning sessions in their own subject specialism.
- The use of guest speakers to deliver master lectures and specific content; for example, on the use of Technology Enhanced Learning (TEL) is a further method employed to engage and inspire trainees to embrace a variety of approaches when designing sessions for their own students.
- Throughout all of these approaches and practices trainees will be asked to consider their own subject specialism as well as how these might apply to students with SEND with the aim of creating a positive and inclusive learning environment.

- Learning to plan in order to meet the needs of the range of learners and planning for specific contexts are key skills that beginning teachers need to develop so teaching, learning and assessment activities in the first semester focus on the planning process. This includes the planning of learning in sequence and for the subject specialism.
- Micro-teaching is a key component of the award. Activities such as collaborative teaching have also been included in the first semester. For example, in the module titled Behaviour Wellbeing and Safeguarding to highlight the decision-making processes that ‘expert’ teachers undertake, particularly in regard to lesson planning. The microteach sessions that trainees undertake will be in their subject specialism and they will be expected to plan for a sequence of sessions. This will help develop their knowledge and skill at an early stage and provide trainees with a base experience that they will further develop on their time in their subject specific placement.

- **J**oint Practice Development is also included in the module titled Professional Practice 1 to expose the beginning teacher to the planning decisions and methodological approaches of an experienced teacher (in this case, the subject-specialist mentor). Opportunities to engage in collaborative planning (and teaching) with experienced subject-specialists are crucial.

- The mentor is critical to the development of practice. It is anticipated that mentors will role model best practice through co-teaching with the mentee. Role modelling is a key strategy and methods such as collaborative teaching and in-the-moment coaching will be used to stimulate reframing and the analysis of practice. Through these methods, trainees will be encouraged to articulate the pedagogical reasoning that accompanies their practice in their subject specialism. This may well include approaches to SEND teaching and inclusion.
- The support of host teachers, mentors and line managers on placement will provide opportunities for trainees to observe and incorporate subject specific teaching and learning strategies. This coupled with work shadowing will encourage trainees to critically reflect upon their practice, which underpins the ethos of the programme. The experience of the second placement will also enhance this opportunity to observe and absorb different approaches to teaching, learning and assessment. This will be especially useful when developing teaching and learning strategies related to inclusion and SEND and exploring any subject specific practices.
- These experiences will then feed into taught university sessions where trainees are encouraged to share their experiences and approaches in order to stimulate ideas for alternative strategies that they could employ to continuously develop their practice to be more inclusive. The aim of this is to instil this continuous development into their future careers.

- The programme aims to promote critical reflection on experience and reflective writing is a key feature of the modules titled Professional Practice 1 and Professional Practice 2 in which trainees are expected to record moments of personal and professional development. This recording will be both generic and subject specific. The reflective journal which forms part of Professional Practice 2 will ask trainees to consider key themes in education and how they impact their own subject and placement.
- The mentor has a role to play in developing the critical thinking of trainee teachers and encouraging critical reflection on professional performance. Performance review meetings between trainees and their mentors will not only focus on feedback from lesson observations, but will promote critical thought about subject-specific practice. This will also help trainees get input on making their learning environment as inclusive as possible.
- Learning Circles will be encouraged in the module titled Theories of Teaching Learning and Assessment. The term describes learning communities of teachers who are placed together in the same group and in the same site for their placement and who meet regularly for professional dialogue. Building resilience is particularly important in the teaching profession and Learning Circles are an important peer support mechanism.

- To fulfil the assessment requirements of each module, trainees are expected to develop appropriate ICT skills and to consider the issues relating to teaching and learning associated with their use.
- Digital literacy is contextualised and embedded in all of the modules through a variety of methods. It is also evidenced in the teaching of the trainees in the two teaching practice modules, titled Professional Practice 1 and Professional Practice 2 where trainees will have

	to evidence both their teaching online and their proficiency with a variety of different digital platforms. ● The use of the VLE is a key support feature that aims to model good practice and develop the use of technology by the trainees. The VLE will provide an online support network for fellow students where critical reading, resources and documents can be shared. It will also be used as a forum for professional discussion and dialogue. ● The VLE will also include short formative tasks for students to complete which will act as transition pieces between sessions and units. Modelling is a key element of the teaching and learning approach employed on the course. Coupled with discussion and critique trainees and tutors consider their practice and as a course team we seek to highlight the importance of reflective practice. In summary, the range of teaching methods used in the programme reflects the wide range of teaching and learning strategies and pedagogical approaches in use across different types of provision in the Education and Training sector. The strategies will contribute to building resilience in our trainees, the acquisition of professional knowledge, the development of critical thinking and problem-solving skills, and other aspects of professional learning.
16	**Key Assessment Strategy and Methods** The assessment strategy has been carefully considered to reflect both the rigour of the course and the workload on the trainee. **Summative assessment** ● All learning outcomes are met through a range of summative assessment methods. A variety of inclusive and challenging summative assessment methods will be used in order to meet the individual needs of trainees and to model good practice. ● E-presentations and traditional presentations are used to develop presentation skills as well as technological skill that can then be incorporated into practice to benefit the trainee's own learners. ● Reports aim to showcase the critical reading and understanding of the various topics covered. ● Practitioner portfolios aim to capture the practical elements of the programme as they provide a variety of elements that are crucial to the teaching role as well as documenting the minimum number of taught hours. ● Teaching observations are an additional area of summative assessment. They also form a significant element of formative assessment based on a crucial aspect of the programme which is the ability to plan and deliver high-quality teaching sessions. Observations of trainees will, wherever possible, be carried out with two members of staff (one from the Teacher Education team and one from the specialist department). The feedback from this is a significant development tool and feedback sessions should include rationale from the trainee about the choices made as well as inclusion of them in the discussion about the session itself. These formal observations should form only part of the observation practice that trainees encounter, with regular informal and developmental observations taking place from host teachers. **Formative assessment** ● Formative assessment takes place through whole class discussion and targeted questioning as well as activities completed in sessions on which feedback is given. ● Tutorials are available for students to discuss work and assignment submissions. Drafts of up to 25% are encouraged in order for formative feedback to be given and received.

	● We use a progress review system with our students to track their progress and offer support and intervention where necessary. These are in the form of a 1:1 which is informed by students supplying evidence of progress in their submissions. ● Feedback on summative submissions is designed to offer development points that can inform the next submission. ● The spacing of submissions is intended to be manageable for trainees and the use of two submissions per module for the first semester is intended to offer opportunities to use critical reading of material for the first submission to then be more tightly focussed and expanded upon in the second submission for that module. ● The experience of a second placement will also support the submissions as trainees will have a broader experience and more able to relate the content of sessions to different placements. ● In the second semester trainees are expected to identify areas of focus that are especially pertinent to their practice and extend their ideas, interpretations and critique of those areas in more depth. ● Observations of trainees will, wherever possible, be carried out with two members of staff (one from the Teacher Education team and one from the specialist department). The feedback from this is a significant development tool and feedback sessions should include rationale from the trainee and apprentice teacher about the choices made as well as inclusion of them in the discussion about the session itself. These formal observations should form only part of the observation practice that trainees encounter, with regular informal and developmental observations taking place from host teachers.

17	**Programme Modules**

Level 4						
Code	**Title**	**Credits**	**Core/Option**	**Non-Compensatable**	**Compensatable**	**Variance**
	Professional Practice 1	20	C	X		
	Theory of Teaching Learning and Assessment	20	C	X		
	Behaviour Wellbeing and Safeguarding	20	C	X		
Level 5						
Code	**Title**	**Credits**	**Core/Option**	**Non-Compensatable**	**Compensatable**	**Variance**
	Professional Practice 2	20	C	X		
	Contemporary Education Studies	20	C	X		
	Inclusive Education	20	C	X		

18 Programme Structure

Full time structure:

Semester 1			Semester 2		
Module title	Credit value	Hours per week	Module title	Credit value	Hours per week
Professional Practice 1	20	Wk 1-6 - 9	Contemporary Education Studies	20	3
Theories of Teaching Learning and Assessment	20	30	Inclusive Education	20	3
Behaviour Wellbeing and Safeguarding	20	3			
Semester 1 and 2					
Professional Practice 2	20	1.5			1.5

The full time course is structured in this way so that the trainees can gain a key understanding of the underpinning skills and principles of teaching before they go on placement. This is so that they are as prepared as possible for their placement.
The second placement is planned for the opening six weeks for students to gain experience of different placements and institutions. This will enhance the reference points that trainees have to relate the content of sessions to.
Professional Practice 1 is delivered in a block at the start of semester 1 and as such is an intensive module which focuses on the practicalities of teaching. It covers session planning on a short and medium term including sequencing sessions together to form a cohesive structure. There is demonstration of a variety of teaching methods as well as exploring different assessment methods. This culminates in the first submissions of the course which are the two microteach sessions and accompanying documentation which includes planning documents (a session plan and also a sequence of lessons which the microteach is part of) and reflections and a rationale as to why they have planned the sessions as they did. This structure allows for the trainees to get feedback on their planning and teaching before they go on placement which means they have some positive areas of strength and some areas to further develop when they are on placement. They are then recording all of the other elements of their teacher evidence portfolio whilst on placement.
The module Professional Practice 2 submission is the practitioner portfolio that trainees build across their time on the course. This is where trainees evidence their development of practice in their observations and reflections and the required teaching and placement hours as well as their

professional development. One portfolio will allow students to gather all of their evidence in one place and showcase their practice and development. This is introduced in year one to the students with the expectations of the submission and monitored through regular checks and tutorials throughout the course to ensure trainees are on track.

The module Theories of Teaching Learning and Assessment is where many of the underpinning theories are explored and discussed. Again, this is done in an intensive block before going on placement after October half term and then there is continued teaching and support for this module up to the hand in date. The introduction to these theories helps trainees see how they can approach their students and get the most from them with their approaches and teaching methods.

Behaviour Wellbeing and Safeguarding, follows the same delivery pattern as Theories of Teaching Learning and Assessment and considers how to make a productive and positive learning environment by considering some of the potential causal and contextual factors behind challenging behaviour. By asking trainees to consider these factors we are then looking to consider ways in which we can mitigate these factors to as great an extent as we can. We also look at the responsibilities and importance of student wellbeing and safeguarding.

The semester 2 modules are looking to develop the trainees' awareness of contemporary issues in education. This is obviously done in the module Contemporary Education Studies but also in Professional Practice 2 where trainees will be asked to reflect on specific topics related to education and make connections to their own experiences and practice in those reflections.

Inclusive Education is a very important module as it is at the core of everything we as a teacher education department believe in. Therefore, this module asks trainees to conduct a small practitioner research project where they look to make an adaptation to their practice in order to make it more inclusive. Trainees will be asked to consider a common issue related in inclusion in their subject and how they might overcome that issue. Whilst we recognise the small nature of this research project we are trying to instil the idea that teachers can and do make adaptations to practise in order to be more inclusive and to demonstrate the importance of doing that.

Part time structure:

Year 1			Year 2		
Module title	Credit value	Hours per week	Module title	Credit value	Hours per week
Professional Practice 1	20	1.5	Contemporary Education Studies	20	3
Theories of Teaching Learning and Assessment	20	3	Inclusive Education	20	3
Behaviour Wellbeing and Safeguarding	20	3			
Year 1 and 2					
Professional	20	0.5			1.5

Practice 2					

The part time course splits the course across the two academic years that trainees study with us. Three modules are taught each year of the two year course. This provides a balanced curriculum that builds on student learning and achievement. This is seen in the year 2 modules being at level 5. This is also seen in the academic writing expectation of the year 2 modules.
As many of our part time students are employed they cannot attend a block at university.
The module Professional Practice 2 submission is the practitioner portfolio that trainees build across their time on the course. This is where trainees evidence their development of practice in their observations and reflections and the required teaching and placement hours as well as their professional development. The second placement will be in a different campus, department or institution. Trainees will be assisted in the planning and gathering of these hours. Support will be given to help find the second placement. The second placement will likely be split across the two academic years.
One portfolio will allow students to gather all of their evidence in one place and showcase their practice and development. This is introduced in year one to the students with the expectations of the submission and monitored through regular checks and tutorials throughout the course to ensure trainees are on track.
The first year modules are the same as the full time semester one modules and are studied first for the same reasons. Whilst it is not possible for the same intensive period at the start of the course due to many on the part time course being in-service the same ideas, approaches and principles are explored in order to give an on the job understanding and working knowledge of those key underpinning theories and principles as well as to give practical guidance for effective teaching.
The second year modules again are looking for the trainees to draw on their experiences and consider the issues that are most pertinent to their context and to also look to make their teaching more inclusive.
The gathering of evidence of professional skill and engagement with development activities is another key element of the modules Professional Practice 1 and 2.

19 Apprenticeships

The Level 5 Learning Skills Teacher apprentices complete the Certificate in Education. However, the Certificate in Education is not an integral part of the apprenticeship therefore neither element relies on the other for successful completion.
The occupational standards of the apprenticeship have informed the design of the Certificate in Education.

20 Support for Students and Their Learning

The online element of the programme, delivered via BlackBoard, includes readings, a professional discussion forum for students and key programme materials.

- We will provide personal and academic support services across the partnership through a partnership coordinator who will oversee the professional development of our students. All students undertaking their training will have access to the following support systems and facilities:

Welfare: Students will have access to support from the University Centre Leeds Welfare Team to overcome any barriers that are impacting on attendance, progression, and achievement, such

as money worries, housing problems, loss of income, student finance loans and access to benefits.

Mental Health Support: Students will have access to mental health support, including initial assessment and short-term counselling.

Additional Learning Support (ALS): Students with specific learning difficulties, long-term physical disabilities, sensory impairments or mental health difficulties can discuss with a member of the Additional Learning Support (ALS) team to determine appropriate support and adjustments, which will be put in place across the partnership.
UCL also has a HE Learning Support Officer who will support students with complex academic or personal issues, often linked to mitigation and extensions

Care Leavers: Care leavers and estranged students have access to apply for financial assistance as well as a range of support measures including application support and contextual admissions.

Student Life Enrichment: Students can access a wide range of enrichment activities, sports and social clubs through the Student Life team.

Quiet Reflection Room: Students will have access to a quiet reflection room, should they wish to use the space for reflection and/or prayer.

Students' Union: All students enrolled at University Centre Leeds are automatically a member of the University Centre Leeds Students' Union. Students can access support and advocacy from the officers, who work to improve the student experience in their nominated areas.

Careers: The College Careers Advisers help students make informed decisions to plan next steps towards their future, offering specialist information, advice and guidance, careers software and application support.

iLearn: Our independent learning experts who offer support to help students achieve personal goals. As well as running the library, they offer guidance on research, referencing and academic writing.

- Students will be encouraged to observe other teachers' classes and, to alleviate workload, exchange teaching materials with colleagues. They will engage as far as possible in collaborative professional learning and mentor-facilitated professional development. Critical Friendship Groups (CFGs) will be used to promote a collaborative approach to problem-solving and professional improvement. A sizeable proportion of the students' work is expected to be collaborative in nature and students will be encouraged to create and exchange subject or phase specific resources using online platforms. Every student will be a member of a BlackBoard online group, which will give the students access to an online forum where they can ask specific questions relating to the delivery and content of the programme and engage with tutors on a 1:1 basis for academic and professional support.
- Students will be encouraged to establish supportive professional relationships with staff members and will be assigned a subject specialist mentor and a link tutor with whom they can work collaboratively to share resources. Link tutors will have an integral part in supporting students. The link tutor will maintain wider pastoral involvement with students and ensure the general well-being of the students in the placement organisation. They

will check that students are managing their workload and that realistic expectations of them are being adhered to.

- Placement-based mentors will have a key role to play in supporting the students. The quality of mentor support will be monitored by the ITE Placement Coordinator at the University Centre Leeds. Ensuring they have attended mentor training in line with National Standards for School Based Initial Teacher Training Mentors (DfE, 2016).
- The ITE Placement Coordinator will also help establish the arrangements for the second placement.
- All students will be invited to Luminate Education group training events. These events will be shared with students. Students will have mandatory training delivered by the group made available to them.
- Students will be provided with one-to-one academic guidance by personal tutors and mentors in instances where areas for improvement and future learning needs and actions are identified. This time will also support students with any pastoral issues as well as progression routes into employment or further training and study.
- Students have access to the HE librarian who is available to be booked for one-to-one sessions to support with academic reading and writing to develop their academic submissions.
- Wider digital support is available via the University Centre Innovation Hub where students can access up to date technology and expert support and guidance to help them use in their own studies and teaching.

The role of the mentor is crucial to the success of our trainees and as such we try to ensure a positive relationship between the mentor, the trainee and our department in the form of a link tutor.
Mentor training is given to all mentors each year in order to update them on changes in the course or in the sector. Key components of the sector are shared with the mentors during this training, including the ITE curriculum and the expectations of the Diploma in Teaching.
The mentor is in place to offer guidance and advice to the trainee about the teaching of their subject in their specific context. They should show the methods that are successful for the placement team whilst also allowing for the trainee to experiment and use their own ideas and initiative to teach. It should be a nurturing relationship that allows the trainee to take risks with their teaching in order to offer an engaging and innovative experience for their students. The mentors should help trainees reflect on their practice and be a positive influence in the time on placement. Mentors should try and employ coaching skills to enhance the performance of the trainees. There should be designated meeting times where the trainee gets to explore their concerns and express their strengths and guidance and suggestions are given for further development.
The mentor should also be available for informal moments and questions.
Trainees should be welcomed into the placement team and treated as a member of that team. Whilst at the second placement students should aim to reflect on the approaches techniques that are employed in the different department and/or institution. With that comes expectations and mentors are right to expect trainees to do all the role of a teacher whilst on placement, something that the teacher education team expect and explain to trainees as well. This will be especially important considering the new ETF guidance of 150 teaching hours and 100 placement hours.
The mentor is also responsible for providing formal observation feedback. Initially, this is joint feedback with the link tutor but then the mentor provides feedback on their own. This feedback should be positive but still have high expectations whilst recognising the experience levels of the trainee. It should be actionable and achievable. The observation feedback would then form some of the basis of the formal mentor meetings which would then be an opportunity for mentors to suggest ways to develop their practice.

	Whilst the role of a mentor is important, it should not be a chore. It should be a valuable and enriching opportunity for the mentors to potentially learn from new ideas and approaches and the trainees to learn from the expertise and experience of the mentor. We quality assure our mentors through a variety of means. We ask that they have a teaching qualification and at least 3 years of teaching experience in order to ensure that they have some grasp of the requirements of our course and the expectations of a trainee teacher. This should also go some way to ensure that they understand the likely progress of their trainees. We ask mentors to provide a CV which we then use to see what training might be required and if they have adequate training and experience to support both the teaching subject knowledge and the subject specific knowledge. Another important quality assurance measure is the use of joint observation. We provide a guidance observation sheet with prompt questions for mentors to consider when they watch a lesson and have a tripartite pre-observation discussion to determine areas of focus. The observation prompts discussion afterwards initially between the mentor and link tutor to align their thoughts and then enters a phase of discussion with the trainee in order to explore strengths and agree actionable and achievable development points. These development points are then used as stimuli for mentor meetings and future observations. The purpose of these joint observations is to ensure that the feedback provided by mentors is fair, accurate and detailed and helps the trainee to develop their teaching practice. As part of this joint observation process, a quality assurance document is completed for all mentors where their experience and training is recorded as well as giving them an opportunity to ask for further training in aspects of mentoring and observation. This is then acted upon by the teacher education team. The tripartite observation process that is discussion based allows for trainees to take ownership of their own development in a supportive way that still allows for professional challenge from the mentors and link tutors. Expectations of what the trainee's role is in the mentor mentee relationship is also explained and explored with the trainees. Their need for professionalism from the outset and throughout is reinforced through our sessions in PP1 and PP2. We want our trainees to integrate into their departments and immerse themselves in the reality of teaching. Our high expectations of professionalism and commitment from the trainees, as outlined from the interview stage and throughout underpin the relationship between the placement, teacher education department and the trainee. This is explained to mentors who then can align their expectations to ours. We implement high expectations in order to produce high quality, well equipped teachers who understand the challenges of teaching and are well prepared to meet those challenges. We insist on reflections from our trainees as part of the practice based modules and are always looking to increase the quality and depth of these reflections. This is because the teacher education team recognises the value in being a reflective practitioner. Trainees are taught different reflective models and explore the importance of reflection in sessions. Their mentor meetings are intended to help trainees reflect on their practice and make developments to it. The observation process involving the trainee so heavily, from the areas they wish to focus on to them exploring the reasons they employed the strategies they did in the session, is another way that we are encouraging and promoting reflection. Development of practice is always at the heart of reflection but we also try to ensure that trainees focus on the positives of their teaching and their strengths. Trainees have areas to build on that they are already doing and this positive, non-judgemental attitude from the teacher education team, and their mentors by extension, is a key element in the development of reflective practitioners. The programme seeks to produce thoughtful trainees who recognise the importance of reflection to improve the experience and progress of their own students.
21	**Distinctive Features**

Varied and inclusive assessment methods

The variety of different assessment methods means that all trainees have the opportunity to demonstrate their strengths but also learn new skills and methods of assessment. This then feeds into their own practice where they can explore the formative assessment methods in their own subject specialism with the intention of creating a positive, inclusive learning environment. The practical nature of our assessment methods also look to build on the teaching skills of the trainee and this is seen in the microteaches and presentations, e-presentation and practitioner research profile as well as the digital practitioner portfolio. The inclusion of these digital methods of assessment is also to support the enhancement of trainees' digital skills. This is an important facet in the modern world of education and by ensuring our trainees are engaging with technology we are better preparing them for their careers beyond the qualification. To support with this, a variety of technology will be introduced and modelled to trainees in order to support their use of technology in their own practice.

With the variety of assessment methods we are also looking to promote moving out of one's comfort zone and trying new things which again we aim our trainees to do in their teaching practice.

Specialist and Niche Provision

The distinctive features of this qualification are the diversity of opportunities available through the Luminate Education Partnership. This now incorporates Harrogate College, Keighley College, Leeds City College (and all of its campuses), University Centre Leeds and the Leeds Conservatoire as well as more specialist provision at Mabgate, The Vine and The Foundry. We are also always looking to forge wider links with other providers and these may be in more specialist areas such as performing arts. Where possible these campuses will provide opportunities for trainees to experience the second placement. The richness and variety of these different campuses offers a wealth of experience opportunities that can help enlighten and enhance our trainees.

As a Higher Education institution in Further Education we are able to offer an ingrained experience of the field that trainees will enter. There are wide and varied opportunities to work with students in a vast and diverse range of subjects and settings including SEND, University, FE, A Level, GCSE as well as some very specialist subjects such as media make-up, stage combat, game design, cyber security as well as more traditional subjects such as English, maths and science.

Mixed Specialism Cohorts

In order to support this great breadth of opportunity: modelling, case study and examples from different subject specialisms are effective tools in highlighting different elements of the course content to our varied cohort of specialisms. The differing perspectives each specialism brings to the course content is another element of strength as it allows for a rich depth of discussion and often offers alternate ways of teaching that perhaps some subjects would not naturally include. An example of this would be the combination of an engineering trainee discussing approaches with a dance tutor and the differing approaches they may have to teaching their courses and what they could take from each others' disciplines. This cross fertilisation of ideas and approaches, which is managed in sessions by the teacher education team, offers an interesting and insightful and sometimes professionally challenging environment which offers a positive experience to trainees. Within this there are also clear opportunities to see how technology and the Minimum Core are embedded into the sessions of their peers as well as their own subject specialisms. This is supported by the peer observation that forms part of the practice based submission where trainees are encouraged to observe their peers in subjects that are very

different to their own in order to gain new ideas and insights into what is possible in their teaching. Through these peer observations it is expected that trainees see different approaches that they could then include in their own practice and help with the development of their own professional identity.

Tutor Support

Student-led tutorials will consist of modelling applied learning theory, discussion groups and report back sessions which allow students to develop their research, communication and teamwork skills. This is a positive experience where students are required to think about their performance both academically and on placement and consider where they need to focus. Reflection again becomes a crucial factor in this. In this instance the reflection and actions are guided by members of the teacher education team who can offer suggestions and signpost to further reading or support that is available. This helps to build the positive working relationships between the teacher education team and the trainees which in turn models how the trainees can get the best out of their own students. Again, it is through these personal relationships that the teacher education team can help trainees develop their professional identity.

F/T Intensive Initial Support

Initially, full-time pre-service students have a block of taught content which serves as an intensive induction to some of the key aspects of teaching. This is also to further emphasise the full time nature of the course which is explained at interview. The culmination of this intensive period is the completion the first submission of the course which is a microteach. This is then followed by a second microteach live online. This is done to ensure that all full time pre service trainees have experienced teaching to a class before they go on placement. It also enables them to have some feedback on their delivery which they can act upon. The expectation of the submission that they complete a reflection based on their microteach also sets the tone of the importance of reflecting on practice to enhance their teaching practice. From these early stages trainees are encouraged to consider the type of teacher they want to be. They are also encouraged to use technology in their sessions and to consider the Minimum Core.

Placement and University Time Split

The placement to course time split is done to allow full time students to attend their placement for a minimum of 3 days per week and then attend their university course for the remainder of the week. This is done to allow for decompression and reflection time during their taught sessions and tutorials at university. It is also designed to allow for the lessons learned from university to be put into practice in a sustained manner on placement as well as the lessons learned on placement to be discussed and contributed to university sessions and tutorials. This allows for trainees to reflect on their time on placement and is a key opportunity to develop their professional identity as well as using technology to enhance teaching and learning and to embed the Minimum Core.

The division of placement to university teaching time is also designed to give trainees an immersive experience of teaching whilst still having the security of study time and contact with course and personal tutors. This is to help promote effective time management and to help ensure academic work is submitted on time and is of a high standard.

The second placement experience will also offer insights into the workings of a different setting which will enrich the understanding of teaching and learning approaches which trainees can then adapt into their own practice.

Tripartite Observations

Tripartite observations are another key feature of the programme. Trainees will be encouraged to take ownership of the focus of their observations with mentors and link tutors in order to shape their progress and development. They will be encouraged to reflect critically on their performance

	and, with guidance from mentors and link tutors, create actionable and achievable targets for the development of practice. At the same time they will be asked to recognise their strengths and to share those with their peers in order to promote the sharing of good practice and peer learning. <u>Restorative Culture</u> The Luminate Group has restorative practice at its core. As such, so does our teacher training. We believe in a restorative approach that looks to build positive relationships and create positive learning environments. It is this culture which seeks to help every one of our students succeed. Training in restorative practice is a feature of the college and of our course. We also welcome the opportunity to critique and explore restorative practice in the different contexts our trainees work in. <u>Quality Assurance</u> All of our mentors on placement are trained in the expectations of being a mentor in order to offer the best possible experience for our trainee teachers. The mentors are quality assured and offered the opportunity for further training and development. The quality assurance processes of the wider group are done restoratively but with high expectations. These values are shared by our department.

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Appendix 1

Stage Outcomes (Undergraduate Awards only)

Key: K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [*see Section 16 programme specification*]

No.	Stage 5 Outcome	Stage 4 Outcome
K1	Demonstrate knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.	Identify knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.
K2	Demonstrate knowledge of theories and concepts associated with teaching, learning and assessment.	Identify knowledge of theories and concepts associated with teaching, learning and assessment.
K3	Describe the impact of ethical and legal issues relevant to teaching, learning and assessment.	Identify the impact of ethical and legal issues relevant to teaching, learning and assessment.
K1	Demonstrate comprehensive knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.	Identify comprehensive knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.
K2	Demonstrate comprehensive knowledge of theories and concepts associated with teaching, learning and assessment.	Identify comprehensive knowledge of theories and concepts associated with teaching, learning and assessment.
K3	Analyse the impact of ethical and legal issues relevant to teaching, learning and assessment.	Explain the impact of ethical and legal issues relevant to teaching, learning and assessment.
C1	Identify a range of methods to address challenges relating to teaching, learning and assessment.	List a range of methods to address challenges relating to teaching, learning and assessment.
C2	Describe theories relating to teaching, learning and assessment, making links to practice.	Identify theories relating to teaching, learning and assessment, making links to practice.
C3	Consider own practice in relation to professional standards.	Recognise own practice in relation to professional standards.

C1	Propose a range of methods to address challenges relating to teaching, learning and assessment.	Suggest a range of methods to address challenges relating to teaching, learning and assessment.
C2	Select and apply theories relating to teaching, learning and assessment to practice.	Select theories relating to teaching, learning and assessment to practice.
C3	Assess own practice against professional standards.	Recognise own practice against professional standards.
P1	Operate professionally within a teaching and learning context.	Operate professionally within a teaching and learning context.
P2	Demonstrate emerging professional autonomy with reduced need for supervision.	Demonstrate emerging professional autonomy with reduced need for supervision.
P3	Exhibit emerging professional skill in relation to teaching, learning and assessment.	Exhibit emerging professional skill in relation to teaching, learning and assessment.
P1	Operate professionally within a teaching and learning context.	Operate professionally within a teaching and learning context.
P2	Demonstrate professional autonomy and identity, with limited supervision in line with professional standards.	Demonstrate emerging professional autonomy and identity, with limited supervision in line with professional standards.
P3	Consistently exhibit professional skill in relation to teaching, learning and assessment.	Exhibit professional skill in relation to teaching, learning and assessment.
T1	Reflect on performance, professional aptitude.	Process performance, professional aptitude.
T2	Communicate appropriately in a range of settings.	Begin to communicate appropriately in a range of settings.
T3	Use a range of relevant software applications for different tasks within the teaching and learning context.	Use relevant software applications for different tasks within the teaching and learning context.
T1	Systematically reflect on performance and professional aptitude and employment potential.	Reflect on performance and professional aptitude and employment potential.

T2	Communicate appropriately and effectively in a range of settings.	Begin to communicate appropriately and effectively in a range of settings.
T3	Effectively use a range of relevant software applications for different tasks within the teaching and learning context.	Use a range of relevant software applications for different tasks within the teaching and learning context.

Appendix 2

Map of Outcomes to Modules

For Undergraduate programmes please provide a map for each Stage, e.g., Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

Outcome Key												
Module Titles	**K1**	**K2**	**K3**	**C1**	**C2**	**C3**	**P1**	**P2**	**P3**	**T1**	**T2**	**T3**
Level 4												
Professional Practice 1	**X**					**X**	**X**		**X**	**X**		**X**
Theories of Teaching Learning and Assessment	**X**				**X**			**X**				**X**
Behaviour Wellbeing and Safeguarding		**X**	**X**	**X**			**X**				**X**	
Level 5												
Professional Practice 2	**X**					**X**	**X**		**X**	**X**	**X**	**X**
Contemporary Education Studies	**X**	**X**			**X**			**X**				
Inclusive Education			**X**	**X**				**X**			**X**	

Appendix 2

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Map of Teaching and Learning Methods

Level 4

Methods									
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practicals (design and production sessions)	Group activities	Guest speakers	E Learning/ On-line forums	(Insert other)
Professional Practice 1	**X**	**X**	**X**		**X**	**X**			
Theories of Teaching Learning and Assessment	**X**	**X**	**X**			**X**			
Behaviour Wellbeing and Safeguarding	**X**	**X**	**X**			**X**			

Level 5

Methods									
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshop s	Practicals (design and production sessions)	Group activities	Guest speakers	E Learning/ On-line forums	(Insert other)
Professional Practice 2	**X**	**X**	**X**		**X**	**X**			
Contemporary Education Studies	**X**	**X**	**X**			**X**	**X**		
Inclusive Education	**X**	**X**	**X**			**X**	**X**		

Appendix 3

Map of Assessment Methods

Level 4

Methods			
Module Titles	E-Presentation	Report	Microteach
Professional Practice 1			**100%** **50% per microteach.** **2 x microteach (one live and one online)** **Week 5 and 10 F/T.** **Week 10 and 15 P/T year 1.** **20 minute (3000 words equiv)**
Theories of Teaching Learning and Assessment		**100%** **Week 12 F/T** **Week 15 P/T year 1** **1500 words**	
Behaviour Wellbeing and Safeguarding	**100% E-presentation** **Week 15 F/T** **Week 30 P/T year 1** **25 minutes**		

Level 5

Methods			
Module Titles	Report	E-Portfolio	Viva
Professional Practice 2		**100%** **week 30 (F/T and P/T year 2)**	

		4000 words equiv	
Contemporary Education Studies	**100%** **Week 30 (F/T).** **Week 15 P/T year 2** **4000 words**		
Inclusive Education	**100%** **Week 26 F/T** **Week 30 P/T year 2** **4000 words**		

Appendix of QAA Benchmark statements

QAA Education Studies 2019 Mapping to Cert Ed

https://drive.google.com/file/d/1R0gL4etuwGg7R12s-7N6g7qg0RfWWYfZ/view?usp=sharing

QAA Benchmark	Links to Cert Ed module(s)
7.1	The course as a whole.
7.2	PP1 and PP1. However all submissions will work towards this.

7.3	The course as a whole.
7.4	● PP1 and PP2 ● Inc Ed, BWS (all modules will work towards this) ● CES, BWS, Inc Ed ● Inc Ed, PP1 and PP2
7.5	● TTLA, CES, Inc Ed ● PP2 reflections ● TTLA, BWS ● All modules ● PP1 and PP2 reflections on observations, BWS ● All modules and submissions
7.6	● PP1 and PP2, Inc Ed ● TTLA, BWS, CES ● All module submissions
7.7	Speech - TTLA, BWS Writing - PP1, PP2, CES, Inc Ed
7.8	PP1, PP2, TTLA, BWS
7.9	● Inc Ed ● PP1, PP2, Inc Ed ● PP1, PP2, Inc Ed
7.10	PP1 and PP2
7.11	Completion of the course.
7.12	All submissions. Especially TTLA, BWS, PP1, PP2.

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Appendix 4

Map to Apprenticeship Standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular knowledge, skills and behaviours.

Please amend this mapping as required.

		Apprenticeship standard																							
Level	Study module/unit	K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8
4																									

		Apprenticeship standard																							
Level	Study module/unit	K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8
5																									