Programme specification

1. Overview/ factual information

Programme/award title(s)	• Certificate in Education Post-16 Education and Training • Certificate in Education Post-16 Education and Training (Mathematics) • Certificate in Education Post-16 Education and Training (Specific Educational Needs (SEN)) • Certificate in Education Post-16 Education and Training (English: Literacy and ESOL)
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	November 2016
Next revalidation	November 2022
Credit points for the award	120 credits
UCAS Code	N/A
Programme start date	1st September 2017
Underpinning QAA subject benchmark(s)	Education Studies (2015)
Other external and internal reference points used to inform programme outcomes	• Education and Training Foundation (2014) <u>Professional Standards for Teachers and Trainers in Education and Training – England</u>. London: ETF. • Quality Assurance Agency for Higher Education. (2015) <u>Revised QAA Subject Benchmark Statements for 'Education Studies'</u>. London: QAA • Quality Assurance Agency for Higher Education. (2008) <u>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)</u>. London: QAA. • Quality Assurance Agency for Higher Education. <u>UK Quality Code for Higher Education (Quality Code)</u>. London: QAA. • <u>National Adult Literacy and Numeracy Standards</u> (pending). • <u>Access for All Curriculum.</u>
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	P/T Blended
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	17th March 2018

2.1 Educational aims and objectives

The programme 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 discipline-specific teaching.
- Introduce trainees to practices that are research-based and have the potential to improve student achievement.
- 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.
- Model practices that trainees can enact in classrooms across different curricula and changing contexts in the Education and Training Sector.

2.2 Relationship to other programmes and awards

The proposed course will join a suite of subject-specialist ITET programmes for post-16 Education and Training provided by the Department of Initial Teacher Education, which currently offers subject-specialist ITET programmes at Level 5 only. The existing programmes (validated by City and Guilds) are as follows: (1) Level 5 Diploma in Education and Training (including teaching English: Literacy) (QCF); (2) Level 5 Diploma in Education and Training (including teaching Mathematics: Numeracy) (QCF); and (3) Level 5 Diploma in Education and Training (including teaching Disabled Learners) (QCF).

The proposed course will extend the subject-specialist ITET curriculum to meet the specific and specialised needs of a target group of students at graduate level. The qualification will complement existing provision. Trainees will infill into the existing year 1 generic modules for the generic PGCE in the first year of the programme (P/T route) or semester 1 (F/T route) and follow their chosen specialist pathway in year 2/semester 2 of the programme.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Conduct a study into an aspect of practice drawing on insights at the forefront of research into post-compulsory pedagogy.	- Learning Circles - Critical Friendship Groups (CFGs) - Collaborative Teaching - Blogs - Metaphor analysis - Suggestion circles - Experiential Learning Method - Storytelling - Video Analysis - Professional Supervision and Subject-Specific Mentoring - Master Lecture - Self-Regulated Learning and Research - Joint Practice Development - Joint Observation and Tripartite Dialogue (JOTD) - Problem Solving Protocols - Peer Observation - Critical Incident Method - Vicarious Teaching and Learning - Action Research Method - Self-Guided Professional Development Activities (PDAs)
A2 Apply the skills of empirical enquiry to the practice of teaching, learning and assessment.	
A3 Demonstrate a detailed knowledge of core pedagogical practices and the complex relationship between teaching, learning and assessment.	
A4 Critically analyse a variety of conceptual frameworks associated with teaching, learning and assessment across a range of contexts.	
A5 Evaluate appropriate empirically-grounded and theoretically-informed knowledge in the field of education and training.	**Assessment methods** - Teaching Practitioner Portfolio - Teaching observation - Reflective writing - E-presentation - Evaluative Report - Academic poster - Research study

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Draw on a coherent set of findings about teaching, learning and assessment in the education and training sector and apply to a variety of practical situations. **B2** Provide a balanced, logical and supported account of some of the major concepts and categories that have emerged from research on teaching, learning and assessment in a range of contexts. **B3** Consider and evaluate alternative perspectives on how to provide high quality teaching, learning and assessment and apply these concepts in a variety of practical situations.	• Learning Circles • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • Metaphor analysis • Suggestion circles • Experiential Learning Method • Storytelling • Video Analysis • Professional Supervision and Subject-Specific Mentoring • Master Lecture • Self-Regulated Learning and Research • Joint Practice Development • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving Protocols • Peer Observation • Critical Incident Method • Vicarious Teaching and Learning • Action Research Method • Self-Guided Professional Development Activities (PDAs) **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research Study

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Operate within a complex professional context adhering to ethical constraints and using a wide range of variably appropriate and innovative practitioner-based techniques.	• Learning Circles • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • Metaphor analysis • Suggestion circles • Experiential Learning Method • Storytelling • Video Analysis • Professional Supervision and Subject-Specific Mentoring • Master Lecture • Self-Regulated Learning and Research • Joint Practice Development • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving Protocols • Peer Observation • Critical Incident Method • Vicarious Teaching and Learning • Action Research Method • Self-Guided Professional Development Activities (PDAs) **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study
C2 Demonstrate intellectual and professional autonomy drawing upon tacit knowledge and generating own answers to practice problems with limited supervision and within agreed guidelines.	

3D. Key Transferable Skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Evaluate own learning and reflect systematically on performance updating action plan in response to development need. **D2** Demonstrate employment potential and a realistic match between career aspirations and professional aptitude. **D3** Select and use a range of communication methods appropriate to the spirit of collaborative professionalism and intellectual debate. **D4** Communicate appropriately in speech in a range of settings, including group discussions and as an individual in the classroom setting. **D5** Gather data systematically and apply numerical and statistical skills to more complex practitioner-based contexts. **D6** Use a range of relevant software applications for different tasks within the teaching and learning context.	• Learning Circles • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • Metaphor analysis • Suggestion circles • Experiential Learning Method • Storytelling • Video Analysis • Professional Supervision and Subject-Specific Mentoring • Master Lecture • Self-Regulated Learning and Research • Joint Practice Development • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving Protocols • Peer Observation • Critical Incident Method • Vicarious Teaching and Learning • Action Research Method • Self-Guided Professional Development Activities (PDAs) **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research Study

Pathway Specific Outcome for Pathway 1 [Mathematics]	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
S1 Appraise the impact of recent mathematics education reform in the UK and the changes to the ways in which mathematics is taught in the Education and Training sector.	• Learning Circles • Metaphor analysis • Experiential Learning Method • Video Analysis • Master Lecture • Independent Learning and Research • Collaborative Teaching • Suggestion circles • Problem Solving Protocols • Critical Incident Method • Master Lecture • Storytelling • Critical Friendship Groups (CFGs) • Joint Practice Development • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Self-Guided Professional Development Activities (PDAs) • Blogs • Peer Observation • Vicarious Learning and Teaching **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study
S2 Evaluate a range of international perspectives on mathematics learning and pedagogical models to inform and improve practice.	• Learning Circles • Metaphor analysis • Experiential Learning Method • Video Analysis • Master Lecture • Independent Learning and Research • Collaborative Teaching • Suggestion circles • Problem Solving Protocols

		• Critical Incident Method • Master Lecture • Storytelling • Critical Friendship Groups (CFGs) • Joint Practice Development • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Self-Guided Professional Development Activities (PDAs) • Blogs • Peer Observation • Vicarious Learning and Teaching **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study
S3	Enact a range of ways to support emergent mathematical resilience or promote mathematically resilient behaviour in mathematics instruction.	• Learning Circles • Metaphor analysis • Experiential Learning Method • Video Analysis • Master Lecture • Independent Learning and Research • Collaborative Teaching • Suggestion circles • Problem Solving Protocols • Critical Incident Method • Master Lecture • Storytelling • Critical Friendship Groups (CFGs) • Joint Practice Development • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Self-Guided Professional Development Activities (PDAs) • Blogs • Peer Observation • Vicarious Learning and Teaching

		Assessment methods • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study

Pathway Specific Outcome for Pathway 1 [English: Literacy and ESOL]	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
S1 Appraise the impact of recent curriculum reform in the UK and the changes to the ways in which Literacy and ESOL are taught in the Education and Training sector.	• Learning Circles • Metaphor analysis • Experiential Learning Method • Video Analysis • Master Lecture • Independent Learning and Research • Collaborative Teaching • Suggestion circles • Problem Solving Protocols • Critical Incident Method • Master Lecture • Storytelling • Critical Friendship Groups (CFGs) • Joint Practice Development • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Self-Guided Professional Development Activities (PDAs) • Blogs • Peer Observation • Vicarious Learning and Teaching **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study
S2 Situate theories of second language acquisition in the context of increased migration and multilingualism.	• Learning Circles • Metaphor analysis • Experiential Learning Method • Video Analysis • Master Lecture • Independent Learning and Research • Collaborative Teaching • Suggestion circles • Problem Solving Protocols

		• Critical Incident Method
		• Master Lecture
		• Storytelling
		• Critical Friendship Groups (CFGs)
		• Joint Practice Development
		• Professional Supervision and Subject-Specific Mentoring
		• Joint Observation and Tripartite Dialogue (JOTD)
		• Self-Guided Professional Development Activities (PDAs)
		• Blogs
		• Peer Observation
		• Vicarious Learning and Teaching
		Assessment methods
		• Teaching Practitioner Portfolio
		• Teaching observation
		• Reflective writing
		• E-presentation
		• Evaluative Report
		• Academic poster
		• Research study
S3	Examine approaches to literacy and/or ESOL learning which enable learners to overcome barriers to language learning in a range of classroom situations.	• Learning Circles
		• Metaphor analysis
		• Experiential Learning Method
		• Video Analysis
		• Master Lecture
		• Independent Learning and Research
		• Collaborative Teaching
		• Suggestion circles
		• Problem Solving Protocols
		• Critical Incident Method
		• Master Lecture
		• Storytelling
		• Critical Friendship Groups (CFGs)
		• Joint Practice Development
		• Professional Supervision and Subject-Specific Mentoring
		• Joint Observation and Tripartite Dialogue (JOTD)
		• Self-Guided Professional Development Activities (PDAs)
		• Blogs
		• Peer Observation
		• Vicarious Learning and Teaching

		Assessment methods • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study

Pathway Specific Outcome for Pathway 1 [SEN]	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
S1 Appraise the impact of recent curriculum reform in the UK and the changes to the ways in which SEN learners are taught in the Education and Training sector.	- Learning Circles - Metaphor analysis - Experiential Learning Method - Video Analysis - Master Lecture - Independent Learning and Research - Collaborative Teaching - Suggestion circles - Problem Solving Protocols - Critical Incident Method - Master Lecture - Storytelling - Critical Friendship Groups (CFGs) - Joint Practice Development - Professional Supervision and Subject-Specific Mentoring - Joint Observation and Tripartite Dialogue (JOTD) - Self-Guided Professional Development Activities (PDAs) - Blogs - Peer Observation - Vicarious Learning and Teaching **Assessment methods** - Teaching Practitioner Portfolio - Teaching observation - Reflective writing - E-presentation - Evaluative Report - Academic poster - Research study

S2	Examine a range of sociological and psychological perspectives and approaches to SEN education both nationally and internationally.	• Learning Circles • Metaphor analysis • Experiential Learning Method • Video Analysis • Master Lecture • Independent Learning and Research • Collaborative Teaching • Suggestion circles • Problem Solving Protocols • Critical Incident Method • Master Lecture • Storytelling • Critical Friendship Groups (CFGs) • Joint Practice Development • Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Self-Guided Professional Development Activities (PDAs) • Blogs • Peer Observation • Vicarious Learning and Teaching **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study
S3	Evaluate the effectiveness of a range of pedagogical approaches and practices that will reduce affective and cognitive barriers to learning for SEN learners.	• Learning Circles • Metaphor analysis • Experiential Learning Method • Video Analysis • Master Lecture • Independent Learning and Research • Collaborative Teaching • Suggestion circles • Problem Solving Protocols • Critical Incident Method • Master Lecture • Storytelling • Critical Friendship Groups (CFGs) • Joint Practice Development

		• Professional Supervision and Subject-Specific Mentoring • Joint Observation and Tripartite Dialogue (JOTD) • Self-Guided Professional Development Activities (PDAs) • Blogs • Peer Observation • Vicarious Learning and Teaching **Assessment methods** • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study

4. Programme Structure

Programme Structure – Year 1 Level 4			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
The Psychology of Teaching Learning and Assessment	20		
Personal Development Behaviour and Welfare in Education and Training	20		
Demonstrating Professional Knowledge and Competence	20		

Exit award available at this point: Certificate in Teaching and Learning (Education and Training)

Programme Structure - Year 2 Level 5 (Generic Route)			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Creative Teaching and Learning	20		
Curriculum Design for Inclusive Practice	20		
Subject Specialist Teaching	20		

Programme Structure - Year 2 Level 5 [Mathematics]			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context	20		
Mathematics: Theoretical Frameworks	20		
The Pedagogy and Practice of Mathematics Teaching and Learning	20		

Programme Structure - Year 2 Level 5 [SEN]			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context	20		
Perspectives on SEN Teaching and Learning	20		
The Pedagogy and Practice of SEN Teaching and Learning	20		

Programme Structure - Year 2 Level 5 [English: Literacy and ESOL]			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context	20		
English Language and Linguistics: Theoretical Frameworks	20		
The Pedagogy and Practice of Literacy and ESOL Teaching and Learning	20		

Certificate in Education (Post-16 Education and Training) (P/T in-service route)

The course has a modular structure and consists of six core modules at Level 4 in Year 1 and at Level 5 in Year 2. Each module carries a credit rating of 20 credits and a total of 120 credits is required in order to gain the award. The modules are tabularised below:

	Module	Credits	Level
Year One	Demonstrating Professional Knowledge and Competence	20	4
	The Psychology of Teaching Learning and Assessment	20	4
	Personal Development Behaviour and Welfare in Education and Training	20	4
Year Two	**Generic pathway**	**Credits**	**Level**
	Subject Specialist Teaching	20	5
	Creative Teaching and Learning	20	5
	Curriculum Design for Inclusive Practice	20	5
	Mathematics Pathway		
	Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context	20	5
	Mathematics: Theoretical Frameworks	20	5
	The Pedagogy and Practice of Mathematics Teaching and Learning	20	5
	SEN Pathway		
	Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context	20	5
	Perspectives on SEN Teaching and Learning	20	5
	The Pedagogy and Practice of SEN Teaching and Learning	20	5
	English: ESOL and Literacy Pathway		
	Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context	20	5
	English Language and Linguistics: Theoretical Frameworks	20	5
	The Pedagogy and Practice of Literacy and ESOL Teaching and Learning	20	5

The Teaching Practice (TP) element of the course is a key component of the provision. Trainees will undertake two modules in association with their practical teaching. These are detailed in the table below:

	TP1	TP2
• **Professional Graduate Certificate in Education (Post-16 Education and Training)**	Demonstrating Professional Knowledge and Competence	Subject Specialist Teaching
• **Professional Graduate Certificate in Education (Mathematics)**	Demonstrating Professional Knowledge and Competence	The Pedagogy and Practice of Mathematics Teaching and Learning
• **Professional Graduate Certificate in Education (Specific Educational Needs (SEN))**	Demonstrating Professional Knowledge and Competence	The Pedagogy and Practice of SEN Teaching and Learning
• **Professional Graduate Certificate in Education (English: Literacy and ESOL)**	Demonstrating Professional Knowledge and Competence	The Pedagogy and Practice of Literacy and ESOL Teaching and Learning

Year 1: Level 4 – Certificate in Education (Post-16 Education and Training) (P/T in-service route)

The delivery structure for the first year (weeks 1-30) is tabularised below. **This structure is common to each route.** Trainees will be in attendance at the centre for one session per week. During the first year, the modules titled Demonstrating Professional Knowledge and Competence and The Psychology of Teaching Learning and Assessment will run alongside each other in the first semester. The modules titled Demonstrating Professional Knowledge and Competence and Personal Development Behaviour and Welfare in Education and Training will run alongside each other in the second semester.

Trainees are expected to spend at least **4-6 hours a week** in the classroom (50 hours by the end of the first TP module, Demonstrating Professional Knowledge and Competence).

Module	How many weeks?	How many hours per week?	Assignment submission dates	Tutor
Demonstrating Professional Knowledge and Competence	1-30	2	T1: Wk.12 T2: Wk.32	EN
The Psychology of Teaching Learning and Assessment	1-15	3	T1: Wk.10 T2: Wk.15	AC
Personal Development Behaviour and Welfare in Education and Training	16-30	3	T1: Wk.28 T2: Wk.30	ML

Year 2: Level 5 – Certificate in Education (Post-16 Education and Training) (P/T in-service route)

The delivery structure for the second year (weeks 1-30) is tabularised below. Trainees will be in attendance for one session per week.

Module	How many weeks?	How many hours per week?	Assignment submission dates	Tutor
Subject Specialist Teaching	1-30	2	T1: Wk.32	DB
Creative Teaching and Learning	1-15	3	T1: Wk.15	NS
Curriculum Design for Inclusive Practice	16-30	3	T1: Wk.30	SM

During the second year, the modules titled Subject Specialist Teaching and Creative Teaching and Learning will run alongside each other in the first semester. The modules titled Subject Specialist Teaching and Curriculum Design for Inclusive Practice will run alongside each other in the second semester.

Year 2: Level 5 – Certificate in Education (Mathematics) (Post-16 Education and Training) (P/T in-service route)

The delivery structure for the second year (weeks 1-30) is tabularised below.

Module	How many weeks?	How many hours per week?	Assignment submission dates	Tutor
The Pedagogy and Practice of Mathematics Teaching and Learning	1-30	2	T1: Wk.32	SM
Mathematics: Theoretical Frameworks	1-15	3	T1: Wk.15	SM
Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context	16-30	3	T1: Wk.30	SM

During the second year, the modules titled The Pedagogy and Practice of Mathematics Teaching and Learning and Mathematics: Theoretical Frameworkswill run alongside each other in the first semester. The modules titled The Pedagogy and Practice of Mathematics Teaching and Learning and Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context will run alongside each other in the second semester.

Year 2: Level 5 – Certificate in Education (SEN) (Post-16 Education and Training) (P/T in-service route)

The delivery structure for the second year (weeks 1-30) is tabularised below:

Module	How many weeks?	How many hours per week?	Assignment submission dates	Tutor
The Pedagogy and Practice of SEN Teaching and Learning	1-30	2	T1: Wk.32	AC
Perspectives on SEN Teaching and Learning	1-15	3	T1: Wk.15	AC
Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context	16-30	3	T1: Wk.30	AC

During the second year, the modules titled The Pedagogy and Practice of SEN Teaching and Learning and Perspectives on SEN Teaching and Learning will run alongside each other in the first semester. The modules titled The Pedagogy and Practice of SEN Teaching and Learning and Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context will run alongside each other in the second semester.

Year 2: Level 5 – Certificate in Education (English: Literacy and ESOL) (P/T in-service route)

The delivery structure for the second year (weeks 1-30) is tabularised below.

Module	How many weeks?	How many hours per week?	Assignment submission dates	Tutor
The Pedagogy and Practice of Literacy and ESOL Teaching and Learning	1-30	2	T1: Wk.32	EN
English Language and Linguistics: Theoretical Frameworks	1-15	3	T1: Wk.15	EN
Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context	16-30	3	T1: Wk.30	EN

During the second year, the modules titled The Pedagogy and Practice of Literacy and ESOL Teaching and Learning and English Language and Linguistics: Theoretical Frameworks will run alongside each other in the first semester. The modules titled The Pedagogy and Practice of Literacy and ESOL Teaching and Learning and Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context will run alongside each other in the second semester.

Trainees are expected to spend at least 4-6 hours a week in the classroom (50 hours by the end of the second Teaching Practice module in Year 2). During TP, trainees are expected to extend their teaching skills, attend meetings where appropriate and become familiar with developments taking place in their department and the college as a whole.

Following the completion of TP, until the end of the course in early June, trainees may continue to attend the centre for involvement with work related to completion of the course modules. This might include involvement in activities other than teaching that constitute part of a lecturer/trainer's professional/organisational role. Examples of suitable activities include: curriculum development (including the design of assignments), the preparation of resource based learning materials; involvement in outreach activities; undertaking action research; involvement in quality assurance or assessment procedures.

According to McDonald, M. et al., in the article titled "Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity" (2013), there are four stages to becoming a teacher. These are shown in the diagram below:
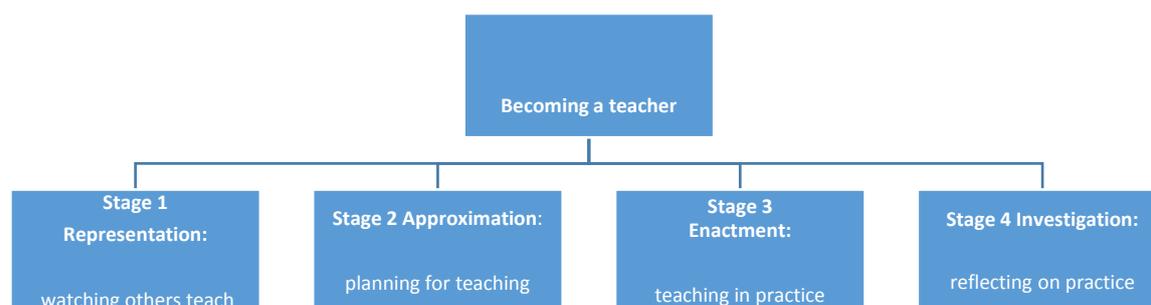
Source: McDonald, M. et al. (2013) "Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity", Journal of Teacher Education, Vol.64, No.5, pp.378–386, p.382.

The stages of this cycle have informed the teaching and learning strategies used throughout the programmes. Adopt an approach to teacher preparation that is strongly grounded in a situated perspective on learning through representations and approximations of practice, along with the enactment and investigation of practice.

The first stage is particularly important in the formation of beginning teachers. Representations of practice enable student teachers to learn about the processes of teaching and learning, so activities such as video analysis feature in the initial modules (e.g. The Psychology of Teaching Learning and Assessment). As McDonald et.al, state, a key part of the enactment phase is to capture the teaching and learning episode in "concrete ways" (p.383) such as video or the collection of artefacts (e.g. student work).

The range of teaching methods used 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. We have included video analysis in our proposed award. Videos will include practitioners across the sector working with diverse groups of learners. This method will complement the peer observation strategy that we will put in place.

We have given careful consideration to this typology when deciding upon the teaching methods that we will use and have chosen strategies that 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, some of which are cross-disciplinary (e.g. the use of Vicarious Learning and Teaching in medical education).

Trainees will be encouraged to critique representations of practice through the analysis of case studies and observation of practitioners across the sector, including their mentors, Trainees will approximate practice through planning for and rehearsing practice with their peers also. 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. Micro-teaching is a key component, for example. Activities such as collaborative teaching have been included in the first semester (for example, in the module titled Personal Development Behaviour and Welfare in Education and Training) to highlight the decision-making processes that 'expert' teachers undertake, particularly in regard to lesson planning. Joint Practice Development is also included in the module titled Demonstrating Professional Knowledge and Competence 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 third stage: the enactment of practice. Role modelling is a key concern for the teacher education team at Leeds City College and methods such as collaborative teaching and in-the-moment coaching will be used to stimulate reframing and the analysis of practice. It is anticipated that mentors will provide such modelling through co-teaching with the mentee.

Collaborative Teaching is used in teacher education to stimulate reframing; that is, to encourage trainees to examine and articulate the pedagogical reasoning that accompanies practice. This will be a feature of the qualification.

In-the-moment coaching is used in teacher education to stimulate the analysis of practice. Members of the ITET team will co-teach with trainees and provide in-the-moment coaching on aspects of practice. This strategy will be an integral part of the module titled Personal Development Behaviour and Welfare in Education and Training. This will be a feature of the qualification.

The programme aims to promote critical reflection on experience and reflective writing is a key feature of the modules titled Demonstrating Professional Knowledge and Competence and Subject Specialist Teaching in which trainees are expected to record moments of personal and professional development and investigate their practice. Strategies such as metaphor analysis will be used at key stages of the course, but particularly at the beginning of the programme in the module titled The Psychology of Teaching Learning and Assessment, to promote reflection on assumptions and beliefs about practice.

One of the key aims of any ITET programme is to determine how teachers position themselves as they enter the teaching profession and to identify the group's epistemological beliefs and their preferred model of teaching. Metaphor analysis is a method that aims to elicit these beliefs and we will be using this method at the initial stage of the programme to promote discussion about trainees' beliefs.

Learning Circles will be used in the module titled The Psychology of Teaching Learning and Assessment. The term describes learning communities of (specifically pre-service) teachers who are placed together in the same group and in the same site for their placement and who meet regularly throughout the practicum for professional dialogue (Le Cornu, 2009). Building resilience is particularly important in preservice teachers and Learning Circles are an important peer support mechanism.

We have introduced a number of new strategies to encourage critical reflection on professional performance in the proposed award. The mentor has a role to play in developing the critical thinking of trainee teachers. It is anticipated that Performance Review Meetings (PRMs) between trainees and their mentors will not only focus on feedback from lesson observations, but will include one of the following strategies to promote critical thought about subject-specific practice.

Students will be required to form **Critical Friendship Groups (CFGs)**in the induction phase of the programme. There are three types of CFG protocols(namely, suggestion circles, peer observation and Problem Solving Protocols) and trainees will be introduced to all three types.

Teaching, Learning and Assessment strategies correspond to the 2014 ETF standards and the inspection methodology employed by Ofsted, both of which emphasise affective as well as cognitive dimensions to subject teaching. Teaching strategies that are designed to promote autonomy through structured independent work will be used.

All trainees will have a mentor whose role is to guide and support the development of teaching expertise. To reflect ideas about subject-specialist pedagogy and research as far as possible **Professional Supervision and Subject-Specific Mentorship** are a key component of the teaching practice modules, titled Demonstrating Professional Knowledge and Competence and Subject Specialist Teaching.

Joint Observation and Tripartite Dialogue (JOTD) will be used in the practical teaching modules: Demonstrating Professional Knowledge and Competence and Subject Specialist Teaching. Two of the eight observations required for both full-time and part-time routes will be according to the Joint Observation and Tripartite Dialogue (JOTD) framework. Trainees, their mentors and the Initial Teacher Educator or Training (ITET) tutor will engage in JOTD of classroom-based student teaching during their placement experience. Joint observation is the planned presence of a tutor and supporter teacher in the same classroom to observe how the student teacher applies themselves in learning-to-teach during a lesson. The planned follow-up discussion (a deliberate two and three way professional exchange in which the student actively participates) is based on aspects of practice noted by supporter teachers and tutors during observation.

Vicarious Learning and Teaching involves simulated discussions between pairs of students, and students and tutors around the praxis of teaching and practice problems that are observed vicariously. A video of feedback will be filmed and an analysis of this feedback will be undertaken by the trainees. This is an efficient way for trainee teachers to learn, giving them an insight into ways of talking about pedagogical concepts and more time to reflect than traditional teaching. We have included this as a teaching and learning strategy in the practical modules.

Students will be supported in the acquisition of professional knowledge and will be encouraged to undertake **Self-Guided Professional Development Activities (PDAs)** such as conference attendance and attending staff development events.

As a response to the increasing focus on practitioner-based research in the ETF (2014) standards, we have included a **Teaching and Learning Research Festival** in the second year/semester of the programme. This will resemble the format of an academic conference and would include other HE students, including Foundation Degree students, at Leeds City College, to give the event a cross-faculty and cross-disciplinary focus.

We will be using **Critical Dialogue Spaces** in the programme to encourage trainees to engage in constructive dialogue about key concepts. They will be used in the Subject Specialist Teaching module in particular to encourage purposeful debate about the presentations that they have heard at the Teaching and Learning Research Festival.

We have included **Master Lectures** in our existing programmes and wish to formalise these sessions in the new programmes.

The emphasis on collaborative practice and role modelling outlined in the strategies above represents an improvement to the content and delivery of the proposed award and (in accordance with Kolb's cycle) shifts the focus of current teaching and learning strategies from abstract conceptualisation to active experimentation and concrete experience. As can be seen from the table below, the trainees will be taken through the complete learning cycle during the first year of study:

Modules	T and L methodologies
The Psychology of Teaching Learning and Assessment	• Learning Circles • Metaphor Analysis • Experiential Learning Method • Video Analysis • Master Lecture • Self-Regulated Learning and Research
Personal Development Behaviour and Welfare in Education and Training	• Collaborative Teaching • Suggestion circles • Storytelling • Master Lecture • Problem Solving Protocols • Critical Incident Method
Demonstrating Professional Knowledge and Competence	• Critical Friendship Groups (CFGs) • Blogs • Professional Supervision and Subject-Specific Mentoring • Master Lecture • Joint Practice Development • Joint Observation and Tripartite Dialogue (JOTD) • Peer Observation • Vicarious Learning and Teaching

The teaching methods in the specialist pathway mathematics modules reflect the most appropriate means of teaching mathematics in a post-16 context. Teaching and learning strategies will model the ways in which learners engage in mathematical reasoning and the ways in which teachers of mathematics can develop thinking skills and metacognition in mathematical learning.

The module titled The Pedagogy and Practice of Mathematics Teaching and Learning focuses on the ways in which sociocultural theories of learning provide a framework for examining the teaching and learning practices in a mathematics classroom. It explores the ways in which learners engage in mathematical reasoning and ways to develop thinking skills and metacognition in mathematical learning. The range of teaching and learning practices used in a mathematics classroom will be modelled to the trainees and will include a range of metacognitive strategies (e.g. the role of metacognitive talk in problem resolution). The module will also model the methods that can be used to overcome the specific affective and cognitive barriers that are presented when learning mathematics (e.g. discussion and communication as learning tools rather than rote-memorisation, the reproduction of procedures and isolated practice). The methods used in inquiry mathematics - where students learn to speak and act mathematically by participating in mathematical discussion and solving new or unfamiliar problems – will be modelled predominantly.

Key topics associated with supporting emergent mathematical resilience such as promoting reflection and the mental activities involved in learning mathematics are also considered in the module titled The Pedagogy and Practice of Mathematics Teaching and Learning. The ways in which teachers of mathematics across the Education and Training sector can promote mathematically resilient behaviour through mathematics instruction is a key component also. The pedagogical approaches and practices that have been found to be effective in the acquisition of numeracy (e.g. metacognitive talk, self-regulation of learning, peer coaching, Mathematics in Context (MiC) and enhanced personal agency) will be modelled to the trainees.

Digital Literacy and e-learning opportunities

The development of digital literacy skills and competencies or "the ability to use digital technologies for pedagogical purposes" (Bullock, 2013, p.103) is a clear objective of the course. Digital literacy is contextualised and embedded in the two teaching practice modules, titled Demonstrating Professional Knowledge and Competence and Subject Specialist Teaching. In these modules, trainees will consider the common challenges and constraints faced by teachers when designing ICT learning experiences and reflect on Levels of Technology Implementation (LoTi) in their own programmes and the development of their own digital literacy skills.

The Minimum Core (2013) provides a holistic picture of the range of aspects associated with the pedagogical use of ICT and trainees will be introduced to this document at the beginning of the course. Trainees will undertake an initial assessment that is designed to determine how confident they are in applying this document's performance statements to their practice.

E-learning will be used to enhance teaching, learning and assessment and assure academic standards. To fulfil the assessment requirements of each module, trainees are expected to develop appropriate ICT skills and to confront the issues relating to teaching and learning associated with their use. The Teaching Practice modules are particularly relevant here. Specific ways in which e-learning will be used are as follows:

- Use of Screencastify for student and tutor presentations to practise elements of teaching before final delivery in the classroom.
- Use of audio feedback alongside written feedback on Grademark.
- Use of on-line platforms (e.g. Yammer or Google classroom) to promote a community of discovery between students and tutors.
- Use of Nearpod by students to present to peers and by module leaders and tutors to present content in sessions where applicable and to undertake formative assessment in the classroom.
- Use of Wikispaces and eduCLIPPER by module tutors to present content.
- Use of Educreations by module tutors to create video lessons that can be accessed at any time. These can be shared via email, posted to You Tube, Edmodo or Twitter. Trainees will also use the tool to create your own videos on specific content.
- Use of Swivl technology to support formative and summative assessment.

Blogs will be used as a medium for developing trainees' understanding of the praxis of teaching and (with preservice teachers in particular) they will be used as a space for developing ideas and approaches for a 'model lesson' they will be asked to teach before starting their first placements as trainee teachers. We will use blogs as spaces for our trainees to develop creative ideas for later use in teaching. It is anticipated that they will be used to share hyperlinks to useful resources, to build 'knowledge communities' through sharing and building ideas, for reflective and exploratory writing, for reading the work of others, to post work for community comment and feedback and for the inclusion of other resources from the Internet. Trainees will use the blog to consider how aspects of subject-specialist pedagogy might be best explained and developed within a teaching situation. They will create five short videos which will be embedded within the blog. Each video will be in the format of a mini-lesson. The blog will act as a medium for 'practising' the role of teacher within a public domain and to rehearse aspects of pedagogy (e.g. questioning and assessment) which they will later use in their lessons. The blog will be a medium through which they can "freely develop and 'play' with ideas to aid their thinking about teaching and resource development" (Wood, 2012, p.95).

Blogs are just one of a variety of Web 2.0 applications that we propose to use with our trainees. Others include Wikis and Yammer (a social networking site) to "build informed learning communities". These will be discussed in the section on e-learning.

The minimum core definition of digital literacy encompasses three areas: cognitive, technical, and social. Trainees will use various platforms throughout the course such as Yammer to enhance the social element of ICT use. This online platform is designed to promote scaffolded learning experiences between trainees and their peers online. All trainees will be encouraged to form online CFGs (Critical Friendship Groups).

It is anticipated that the Self-Guided Professional Development Activities (PDAs) that trainees are required to engage in throughout the course will include training and development related to the delivery of digitally enhanced programmes.

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**
- **where in the programme structure students must make a choice of pathway/route**

We believe that our award is distinctive because of the teaching and learning strategies that are used. As stated in section 5 above, role modelling strategies (such as in-the-moment coaching) are cited as an element of outstanding practice by Ofsted in its Good Practice Example: Initial Teacher Education (ITE) – Edge Hill University (2015). However, these strategies (along with other strategies such as Joint Practice Development with subject-specialist mentors) have never been formally integrated into our existing curriculum. These strategies do not feature in the provision of other providers in the region either. The use of such strategies will feature in our marketing for the proposed award.

At the end of the first year or first semester of training (depending on the route) trainees will be able to choose which pathway to follow.

Each pathway contains a focus on international perspectives. This is a distinctive feature of the programme. The module titled Perspectives on Mathematics Teaching and Learning, for example, focuses on a range of effective practices in teaching post-16 vocational mathematics from around the world. The module will cover international differences in maths pedagogy, learners' progression and societal attitudes towards the learning of maths. It will evaluate the contribution that international perspectives on mathematics learning and pedagogical models have on mathematics teaching and learning in the UK.

6. Support for students and their learning

The awards adopt the following approach to student learning support:

- School study skills website and student learning support.
- Thorough Information, Advice and Guidance prior to application.
- A thorough Induction Programme that introduces the educational aims of the programme, including the importance of belonging to an e-professional community will take place. It considers the key concepts that underpin the course and identifies the attributes and aptitudes that learners already have and those that they would like to develop. Learners are also introduced to the concept of a Critical Friendship Group (CFG) at the induction stage and will form a supportive CFG with group members.
- One-to-one academic guidance from personal tutors in instances where areas for improvement and future learning needs and actions are identified.
- Use of professional supervisors and workplace mentors to facilitate development and provide constructive feedback.

- A discursive approach to learning and problem-solving through action learning sets, CFGs and online collaborative discussion through Yammer.
- Participants will manage own Personal Development Plan and update in response to development need.
- The Department of Teacher Education recruits a wide range of students from very diverse settings, backgrounds and organisations. Developing a learner involvement strategy is thus key to our current and future success. Our commitment to this strategy is evidenced in various learner voice initiatives within the department that have been used and/or developed.
- Learner involvement initiatives are incorporated into curriculum planning, delivery and review, including tools for consulting learners.
- Students are encouraged to share their own agendas for change on course committees.
- The co-design of schemes of work is promoted.
- IAG to be given in the final semester of the course.

7. Criteria for admission

All potential applicants are required to attend and successfully pass an interview and will need to fulfil the follow entry criteria to be offered a place on the programme:

- Five GCSE subjects, including three at GCSE level Grade C or above (which must include English and Mathematics) and a minimum of two A level (minimum grade D) or equivalent qualifications. These can be in any subject.
- Applicants to the Mathematics and English Certificate in Education programme would be expected to have a minimum Level 3 subject-specialist qualification. Applicants who wish to undertake the SEN route will have a Level 3 qualification in any discipline.
- Successful completion of Entry Assessment of maths skills at level 3 (or Accreditation of Prior Learning)
- **For the specialist mathematics route:** a minimum of 100 hours current group teaching in Numeracy/Mathematics at Entry Level and Level 1 and/or Level 2 over 2 years/2 semesters.
- **For the specialist SEN route:** a minimum of 100 hours current group teaching in a SEN context over 2 years/2 semesters.
- **For the specialist Literacy and ESOL route:** a minimum of 100 hours current group teaching in Literacy/English at Entry Level and Level 1 and/or Level 2 over 2 years/2 semesters.
- All places are subject to a satisfactory enhanced check for regulated activity with the Disclosure and Barring Service (DBS).

8. Language of study

English

9. Information about assessment regulations

All modules are non-compensatable.

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

All HE programmes at LCC are subject to the Quality Management and Enhancement processes, in addition to those carried out by the Open University. In line with the University processes all learners complete evaluation forms at the end of each module, each year and at the end of the programme. The Module Leaders also produce end of module reports with information drawn from the evaluations, and consultations with students. Additionally, all team members are required to attend HE staff development sessions at least twice per year, these sessions are designed to share good practice, enhance teaching skills, improve quality of programmes and strengthen any areas of concern which may have arisen. All team members have to attend five programme specific team meetings per year, in additional to general team meetings and as well as three Award meetings, all with pre-set agendas, and the Programme Leaders have to attend Pathway Committee Meetings and HE Committee Meeting – all of which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as additional peer observations, and all students' groups have student representatives who meet termly with senior management staff to discuss the programmes progress and any considerations which may have occurred. Finally, all programmes are currently piloting a peer review system which will be formally implemented next year and attend an annual planning event which considers all aspects of the programme and any feedback taken.

Annexe 1 - Curriculum map

Annexe 2 - Assessment Chart

Annexe 3 - Assessment Grid

Annexe 4 - Teaching and Learning Grid

Year 1: Certificate in Education (Post-16 Education and Training)

Level	Study module/unit	Programme outcomes																													
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	The Psychology of Teaching Learning and Assessment		✓	✓						✓								✓	✓											✓		
	Personal Development Behaviour and Welfare in Education and Training	✓		✓						✓	✓							✓											✓	✓		
	Demonstrating Professional Knowledge and Competence	✓	✓									✓							✓							✓	✓			✓	✓	

Year 2: Certificate in Education (Post-16 Education and Training)

Level	Study module/unit	Programme outcomes																													
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	Creative Teaching and Learning	✓		✓	✓					✓		✓							✓												✓	
	Curriculum Design for Inclusive Practice	✓				✓				✓	✓								✓										✓			
	Subject Specialist Teaching		✓		✓					✓								✓								✓	✓		✓	✓		

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	S1	S2	S3
																																			Programme outcomes
5	Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context	✓				✓					✓								✓												✓		✓		
	English Language and Linguistics: Theoretical Frameworks			✓		✓				✓		✓							✓									✓	✓					✓	
	The Pedagogy and Practice of Literacy and ESOL Teaching and Learning		✓		✓					✓								✓								✓	✓		✓						✓

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	S1	S2	S3
																																			Programme outcomes
5	Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context	✓				✓					✓								✓										✓				✓		
	Mathematics: Theoretical Frameworks			✓		✓					✓	✓							✓										✓		✓			✓	
	The Pedagogy and Practice of Mathematics Teaching and Learning		✓		✓					✓								✓								✓	✓		✓						✓

Year 2: Certificate in Education (Specific Educational Needs (SEN)) (Post-16 Education and Training)

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	S1	S2	S3
5	Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context	✓				✓					✓								✓									✓					✓		
	Perspectives on SEN Teaching and Learning			✓	✓							✓							✓									✓		✓				✓	
	The Pedagogy and Practice of SEN Teaching and Learning		✓		✓					✓								✓								✓	✓		✓						✓

Map of Pathway Specific Outcomes to Modules

	Pathway 1 (Mathematics)			Pathway 2 (SEN)			Pathway 3 (Literacy and ESOL)		
Module Name Level 6	**S1**	**S2**	**S3**	**S1**	**S2**	**S3**	**S1**	**S2**	**S3**
Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context	✓								
Perspectives on Mathematics Teaching and Learning		✓							
The Pedagogy and Practice of Mathematics Teaching and Learning			✓						
	Pathway 1 (Mathematics)			Pathway 2 (SEN)			Pathway 3 (Literacy and ESOL)		
Module Name Level 6	**S1**	**S2**	**S3**	**S1**	**S2**	**S3**	**S1**	**S2**	**S3**
Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context				✓					
Perspectives on SEN Teaching and Learning					✓				
The Pedagogy and Practice of SEN Teaching and Learning						✓			

Module Name Level 6	Pathway 1 (Mathematics)			Pathway 2 (SEN)			Pathway 3 (Literacy and ESOL)		
	S1	S2	S3	S1	S2	S3	S1	S2	S3
Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context							✓		
English Language and Linguistics: Theoretical Frameworks								✓	
The Pedagogy and Practice of Literacy and ESOL Teaching and Learning									✓

Annexe 2 - Assessment Chart

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Level 4: Year 1		
Demonstrating Professional Knowledge and Competence (Semesters 1 and 2: Weeks 1-30)	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; blogging in study syndicates (e.g. Critical Friendship Groups); feedback and feedforward from subject-specialist mentor; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of Vicarious Teaching and Learning.	**Task 1: Micro-teach** 50% - 20mins 1500 words equivalent **Submission:** Week 12 **Task 2: Practitioner Portfolio** 50% - 1500 words **Submission:** Week 32
The Psychology of Teaching Learning and Assessment (Semester 1: Weeks 1-15)	Observation of contributions to Learning Circles; teacher-learner and peer dialogue through the Experiential Learning Method; group summary of key issues in Video Analysis; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning.	**Task 1: Report** 50% - 1500 words **Submission:** Week 10 **Task 2: Academic Poster** 50% - 1500 words equivalent **Submission:** Week 15
Personal Development Behaviour and Welfare in Education and Training (Semester 2: Weeks 16-30)	Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue during Suggestion Circles; observation of performance in Problem Solving Protocols; discussion with the tutor using the Critical Incident Method.	**Task 1: E-presentation** 50% - 1500 words **Submission:** Week 28 **Task 2: Case Study** 50% - 1500 words **Submission:** Week 30
Level 5: Year 2 Certificate in Education (Post-16 Education and Training)		
Subject Specialist Teaching (Semesters 1 and 2: Weeks 1-30)	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; feedback and feedforward generated from in-the-moment coaching; feedback and feedforward from subject-specialist mentor; observation of contributions formulated in Critical Dialogue Spaces; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of responses generated using the Critical Thinking Method.	**Task: Subject Specialist Practitioner Portfolio** 100% - 4000 words **Submission:** Week 32
Creative Teaching and Learning (Weeks 1-15)	Blogging in study syndicates (e.g. Critical Friendship Groups); individual and whole-class feedback through discussion seminars; observation of performance in Problem Solving Protocols.	**Task: Report** 100% - 4000 words **Submission:** Week 15
Curriculum Design for Innovative Practice (Weeks 16-30)	Individual and whole-class feedback through discussion seminars; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning.	**Task: Research Study** 100% - 4000 words **Submission:** Week 30

Level 5: Year 2 Certificate in Education (Mathematics)		
The Pedagogy and Practice of Mathematics Teaching and Learning (Semesters 1 and 2: Weeks 1-30)	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; feedback and feedforward generated from in-the-moment coaching; feedback and feedforward from subject-specialist mentor; observation of contributions formulated in Critical Dialogue Spaces; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of responses generated using the Critical Thinking Method.	**Task: Subject Specialist Practitioner Portfolio** 100% - 4000 words **Submission:** Week 32
Mathematics: Theoretical Frameworks (Weeks 1-15)	Blogging in study syndicates (e.g. Critical Friendship Groups); individual and whole-class feedback through discussion seminars; observation of performance in Problem Solving Protocols.	**Task 1: Presentation** 50% - 2000 words equivalent **Submission:** Week 15 **Task 2: Report** 50% - 2000 words **Submission:** Week 17
Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context (Weeks 16-30)	Individual and whole-class feedback through discussion seminars; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning.	**Task: Research Study** 100% - 4000 words **Submission:** Week 30

Level 5: Year 2 Certificate in Education (Specific Educational Needs (SEN))		
The Pedagogy and Practice of SEN Teaching and Learning (Semesters 1 and 2: Weeks 1-30)	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; feedback and feedforward generated from in-the-moment coaching; feedback and feedforward from subject-specialist mentor; observation of contributions formulated in Critical Dialogue Spaces; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of responses generated using the Critical Thinking Method.	**Task: Subject Specialist Practitioner Portfolio** 100% - 4000 words **Submission:** Week 32
Perspectives on SEN Teaching and Learning (Weeks 1-15)	Blogging in study syndicates (e.g. Critical Friendship Groups); individual and whole-class feedback through discussion seminars; observation of performance in Problem Solving Protocols.	**Task: Report** 100% - 4000 words **Submission:** Week 15
Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context (Weeks 16-30)	Individual and whole-class feedback through discussion seminars; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning.	**Task: Research Study** 100% - 4000 words **Submission:** Week 30

Level 5: Year 2 Certificate in Education (English: Literacy and ESOL)		
The Pedagogy and Practice of Literacy and ESOL Teaching and Learning (Semesters 1 and 2: Weeks 1-30)	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; feedback and feedforward generated from in-the-moment coaching; feedback and feedforward from subject-specialist mentor; observation of contributions formulated in Critical Dialogue Spaces; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of responses generated using the Critical Thinking Method.	**Task: Subject Specialist Practitioner Portfolio** 100% - 4000 words **Submission:** Week 32
English Language and Linguistics: Theoretical Frameworks (Weeks 1-15)	Blogging in study syndicates (e.g. Critical Friendship Groups); individual and whole-class feedback through discussion seminars; observation of performance in Problem Solving Protocols.	**Task 1: Critical Commentary** 40% - 1600 words **Submission:** Week 15 **Task 2: Presentation** 60% - 2400 words equivalent **Submission:** Week 17
Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context (Weeks 16-30)	Individual and whole-class feedback through discussion seminars; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning.	**Task: Research Study** 100% - 4000 words **Submission:** Week 30

Annexe 3 - Assessment Grid

Level 4: Year 1

	Microteach	Teaching Practitioner Portfolio	Report	Academic poster	E-presentation	Case Study
The Psychology of Teaching Learning and Assessment			50% 1500 words	50% 1500 words equivalent		
Demonstrating Professional Knowledge and Competence	50% 1500 words equivalent	50% 1500 words				
Personal Development Behaviour and Welfare in Education and Training					40% 1000 words equivalent	60% 2000 words

Level 5: Year 2 - Certificate in Education (Post-16 Education and Training)

	Research Study	Subject Specialist Practitioner Portfolio	Evaluative Report
Creative Teaching and Learning			100% 4000 words
Curriculum Design for Inclusive Practice	100% 4000 words		
Subject Specialist Teaching		100% 4000 words	

Level 5: Year 2 - Certificate in Education (English: Literacy and ESOL) (Post-16 Education and Training)

	Research Study	Subject Specialist Practitioner Portfolio	Critical Commentary	Presentation
Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context	**100% 4000 words**			
English Language and Linguistics: Theoretical Frameworks			**40% 1500 words**	**60% 2500 words equivalent**
The Pedagogy and Practice of Literacy and ESOL Teaching and Learning		**100% 4000 words**		

Level 5: Year 2 - Certificate in Education (Mathematics) (Post-16 Education and Training)

	Research Study	Subject Specialist Practitioner Portfolio	Evaluative Report	Academic Poster
Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context	**100% 4000 words**			
Mathematics: Theoretical Frameworks			**50% 2000 words equivalent**	**50% 2000 words equivalent**
The Pedagogy and Practice of Mathematics Teaching and Learning		**100% 4000 words**		

Level 5: Year 2 - Certificate in Education (Specific Educational Needs (SEN)) (Post-16 Education and Training)

	Research Study	Evaluative Report	Subject Specialist Practitioner Portfolio
Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context	**100% 4000 words**		
Perspectives on SEN Teaching and Learning		**100% 4000 words**	
The Pedagogy and Practice of SEN Teaching and Learning			**100% 4000 words**

Annexe 4 - Teaching and Learning Grid

Level 4   Year: 1

	Learning Circles	Critical Friendship Groups (CFGs)	Collaborative Teaching	Blogs	Metaphor Analysis	Suggestion Circles	Experiential Learning Method	Storytelling	Video Analysis	Professional Supervision and Subject-Specific Mentoring	Master Lecture	Self-Regulated Learning and Research	Joint Practice Development	Joint Observation and Tripartite Dialogue (JOTD)	Problem Solving Protocols	Peer Observation	Critical Incident Method	Vicarious Teaching and Learning
The Psychology of Teaching and Learning	X				X		X		X		X	X						
Personal Development Behaviour and Welfare in Education and Training			X			X		X			X					X	X	
Demonstrating Professional Knowledge and Competence		X		X						X	X			X	X		X		X

Level 5   Year: 2

Generic pathway													
	Action Research Method	Critical Friendship Groups (CFGs)	Self-Guided Professional Development Activities (PDAs)	Blogs	Discussion seminars	Self-Regulated Learning and Research	In-the-moment coaching	Professional Supervision and Subject-Specific Mentoring	Critical Dialogue Spaces	Problem Solving Protocols	Joint Observation and Tripartite Dialogue (JOTD)	Critical Thinking Method	Master Lecture
Creative Teaching and Learning	X			X	X	X				X			
Curriculum Design for Inclusive Practice	X				X	X							X
Subject Specialist Teaching		X	X				X	X	X		X	X	X

	Action Research Method	Critical Friendship Groups (CFGs)	Self-Guided Professional Development Activities (PDAs)	Blogs	Discussion seminars	Self-Regulated Learning and Research	In-the-moment coaching	Professional Supervision and Subject-Specific Mentoring	Critical Dialogue Spaces	Problem Solving Protocols	Joint Observation and Tripartite Dialogue (JOTD)	Critical Thinking Method	Master Lecture
Teaching Mathematics in the Education and Training Sector: Curriculum and Cultural Context	X				X	X							X
Mathematics: Theoretical Frameworks	X			X	X	X				X			
The Pedagogy and Practice of Mathematics Teaching and Learning		X	X				X	X	X		X	X	X

SEN pathway

	Action Research Method	Critical Friendship Groups (CFGs)	Self-Guided Professional Development Activities (PDAs)	Blogs	Discussion seminars	Self-Regulated Learning and Research	In-the-moment coaching	Professional Supervision and Subject-Specific Mentoring	Critical Dialogue Spaces	Problem Solving Protocols	Joint Observation and Tripartite Dialogue (JOTD)	Critical Thinking Method	Master Lecture
Teaching SEN in the Education and Training Sector: Curriculum and Cultural Context	X				X	X							X
Perspectives on SEN Teaching and Learning	X			X	X	X				X			
The Pedagogy and Practice of SEN Teaching and Learning		X	X				X	X	X		X	X	X

English: Literacy and ESOL pathway

	Action Research Method	Critical Friendship Groups (CFGs)	Self-Guided Professional Development Activities (PDAs)	Blogs	Discussion seminars	Self-Regulated Learning and Research	In-the-moment coaching	Professional Supervision and Subject-Specific Mentoring	Critical Dialogue Spaces	Problem Solving Protocols	Joint Observation and Tripartite Dialogue (JOTD)	Critical Thinking Method	Master Lecture
Teaching Literacy and ESOL in the Education and Training Sector: Curriculum and Cultural Context	X				X	X							X
English Language and Linguistics: Theoretical Frameworks	X			X	X	X				X			
The Pedagogy and Practice of Literacy and ESOL Teaching and Learning		X	X				X	X	X		X	X	X