

Programme specification

1. Overview/ factual information

Programme/award title(s)	<ul style="list-style-type: none"> BA (Hons) Learning and Teaching (Secondary Education) (Top-Up)
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of first OU validation	N/A
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points for the award	120 credits
UCAS Code	X130
HECoS Code	
Programme start date and cycle of starts if appropriate.	August 2021
LDCS Code (FE Colleges)	
Underpinning QAA subject benchmark(s)	Education Studies (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> Quality Assurance Agency for Higher Education. (2019) <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>Department for Education (2021) Teachers' Standards</u>. Department for Education (2019) <u>A Framework of Core Content for Initial Teacher Training (ITT)</u>. London: DfE. Department for Education (2019) <u>Initial Teacher Training (ITT): Criteria and Supporting Advice</u>. London: DfE. Ofsted (2019) <u>Initial Teacher Education Inspection Handbook</u>.
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & face-to-face) Apprenticeship	PT and FT

Duration of the programme for each mode of study	PT – 2 years FT – 1 year
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	April 2021

2.1 Educational aims and objectives

The BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award will develop each student personally and professionally as they gain confidence within secondary education. The award is aimed at graduates of foundation degree programmes and Higher National Diplomas (HNDs).

The course aims to achieve a cultural shift in the way potential students enter into teaching. It also aims to advance the educational research skills and career opportunities of potential graduates. We strive to secure transformational outcomes for all of our students and to inspire their dedication to a career in education. All of the modules in the programme are underpinned by this philosophy and the content gives ample opportunities for students to contextualise the content to the diverse schools and communities that they will experience as part of the programme.

All students embarking on this programme will have the option to opt into the additional award of qualified teacher status (QTS) which will be a stand alone element that is offered separately and assessed independently from this course. Students will explore current issues and challenge accepted ideas and practice within the secondary sector within a safe and inclusive environment. Students will undertake at least one placement within a secondary school setting which will include experience within an alternative educational setting.

In recognition of student workload, the evidence gathered for the professional practice modules will also provide evidence for QTS; however, these modules are independent of the QTS process and provide the requisite academic credit value as part of the award.

Students may commence the programme with the intention of completing the QTS element alongside the course; however, should they decide that they do not want to pursue teaching, they will be able to complete their degree by undertaking a final 40 credit module. This module (titled Major Research Project) will give students a sound knowledge of secondary education without having to complete the final practice based modules (Professional Practice 2 and 3).

The top-up degree consists of six core modules, amounting to 120 credits. Students exiting at this point with 360 credits will receive a BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) degree. Graduates who have met the requirements of the Teachers' Standards will be awarded QTS through Leeds City College as the accredited provider. The modules within the award have been mapped to the Teachers' Standards. A mapping document can be found in Annexe 5.

The programme:

- Covers the theory, methodology and practice associated with teaching in secondary schools and alternative secondary provision.
- Models practices that students can enact in a variety of settings across the secondary sector (e.g. academy schools, maintained schools).
- Introduces students to practices that are research-based and have the potential to improve student achievement and promote effective learning across Key Stages 3 and 4 (11-16 years).
- Encourages students to critically analyse a range of core teaching practices and identify how these practices take shape in the context of discipline-specific teaching and within a range of complex and unpredictable professional environments.
- Promotes the application of research findings and recent scholarly contributions to the improvement of professional practice across a range of schools.
- Fosters a sound conceptual and practical understanding of how to influence the quality of teaching, learning and assessment in the secondary sector and within a changing school environment.

Students will:

- Develop the professional expertise, core knowledge and understanding expected of professionals working with secondary age pupils.
- Graduate with a detailed knowledge of contemporary educational practice and the issues which shape the secondary education system.
- Analyse the impact of ethical and legal issues relevant to teaching, learning and assessment including current statutory and non-statutory documents and frameworks related to working within the secondary sector.

2.2 Relationship to other programmes and awards

The programme provides the opportunity for students who are interested in a career in education, specifically within the secondary age range, to develop insight into the secondary curriculum. This will include knowledge of the pedagogy and practice involved in working with young people and the types of roles and responsibilities that are available within the age range. This course is for those students who have already achieved 240 credits in their subject specialist area via a foundation degree or HND route and will confer the final 120 credits required to achieve a full degree. A number of foundation degrees at Leeds City College are validated under its own Foundation Degree Awarding Powers (FDAP). The validation documents for the relevant foundation degrees offered by the University Centre Leeds will identify the BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) as one of the awards onto which students can progress after successful completion of a relevant foundation degree or HND award.

Students will not be required to undertake a bridging programme between their foundation degree and the BA (Hons) Learning and Teaching (Secondary Education) (Top-Up). However, a selection process will take place in the final year of the student's foundation degree or HND award and the point of entry to the award will be in September of the following academic year. During their foundation degree, students will have the opportunity to enrol onto the optional non-credit bearing module titled 'Teachers into Practice'.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A
2.4 List of all exit awards
Exit Award: Students who do not achieve the full Honours Degree can exit the award with a BA Ordinary Degree after gaining at least 60 credits across modules (excluding the research module).

3. Programme structure and learning outcomes

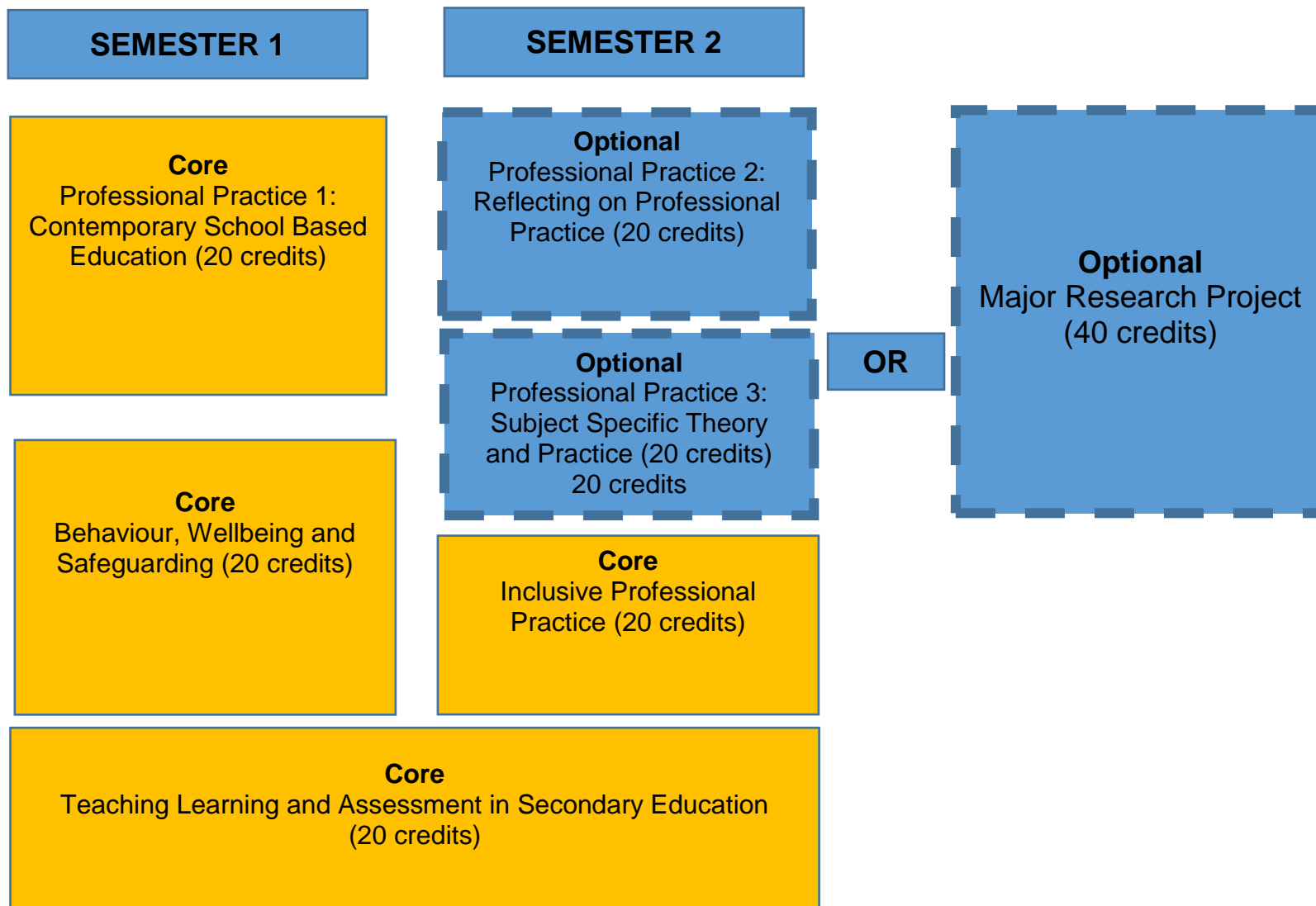
Students will undertake a three to four-year sequence of study. A typical candidate will have completed a foundation degree or HND, of 2 years (or equivalent), amounting to 240 Credit Accumulation Transfer Scheme (CATS) points. All foundation degrees at Leeds City College are validated under its own Foundation Degree Awarding Powers (FDAP) and the student's progression from Level 4 to Level 5 and achievement at Level 5 will be subject to satisfying the Leeds City College assessment and progression regulations. This is represented as Phase 1 in the table below. All students will be registered with the Department for Education (DfE) once they have made the option to train as teachers in their top-up year.

After completing the relevant foundation degree or HND, the candidate will undertake a BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award. The student's progression from Level 5 to Level 6 and achievement at Level 6 will be subject to satisfying the Open University's assessment and progression regulations. Students exiting at this point with 360 credits will receive a BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award. This is represented as Phase 2 in the table below. Graduates who wish to obtain QTS will undertake this process with the accredited provider, Leeds City College Corporation.

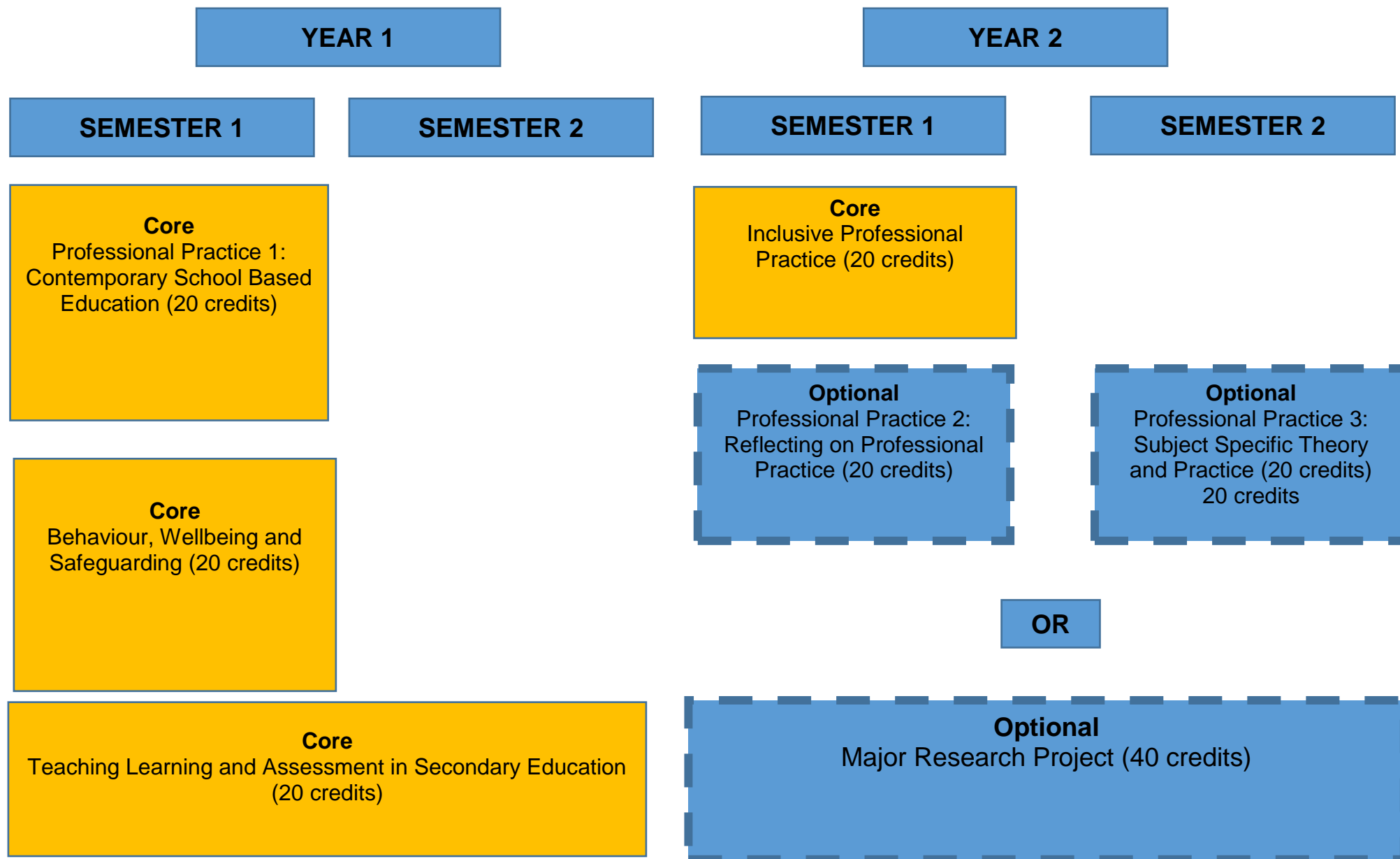
Phase	Course title	Duration	Credits
1	Foundation Degree or HND	2 years	240
2	BA (Hons) Learning and Teaching (Secondary Education) (Top-Up)	2 years (P/T) or 1 year (F/T) (accelerated over 40 weeks)	120
Exit award			
Students exiting at this point with 300 credits would receive an Ordinary BA Learning and Teaching. Students exiting at this point with 360 credits would receive a BA(Hons) Learning and Teaching.			

Table 1: Course Organisation

- A proposed outline of the academic year for the full-time programme is provided below:



- A proposed outline of the academic year for the part-time programme is provided below:



Module content

Core modules

Professional Practice 1: Contemporary School Based Education

- In this module students will be introduced to some of the key perspectives in contemporary school based education, exploring their relationship to the context in which they will be placed during this first module. In addition, students will identify a variety of factors that influence policy enactment in a school setting.

Behaviour, Wellbeing and Safeguarding

- The module offers practical advice on the skills and strategies needed by teachers to cope appropriately and effectively with challenging behaviour in a range of educational settings and covers the statutory requirements of safeguarding in education. The module will consider the impact of Social Emotional and Health (SEMH) on classroom behaviour and management and includes content on mental health therapies. Students will interrogate models of models of behaviour management in education to arrive at recommendations for practice.

Inclusive Professional Practice

- In this module students will critically evaluate the role of education in supporting the diverse needs of a range of learners and consider interventions aimed at eliminating barriers to participation. Students will undertake a situated research study into an area of inclusive practice and will arrive at a set of recommendations for practice that reflect the emphases of the research and the outcomes of the data analysis.

Teaching, Learning and Assessment in School-Based Education

- Students will investigate a range of teaching and learning themes, including inclusion and differentiation, assessment and feedback for learning and digital technologies in teaching and learning. Key concepts on the acquisition of learning in the secondary age phase will be used to inform guidance for school-based practice.
- Students will undertake an individual investigation into a specific theme relating to teaching and learning in secondary education. The investigation must engage critically with whole-school improvement efforts and result in guidance for school-based practice.

Optional modules

Professional Practice 2: Reflecting on Professional Practice

- This module focuses on the ways in which students develop their professional skills, Pedagogical Content Knowledge (PCK) and expertise through practical, school-based experience during a school placement and by working with expert colleagues. The module focuses on the ways in which students assume agency in an increasingly diverse secondary context and students will be encouraged to integrate models of

reflective thinking and theories of professional knowledge and competence into concurrent workplace experience.

Professional Practice 3: Subject Specific Theory and Practice

- This module will provide an opportunity for students to develop subject specialist pedagogy, with reference to key issues relating to the student's specialist area and the implications for teaching, learning and assessment.

Major Research Project

- This module aims to develop the ability of students to engage in educational research. Students will undertake a research project based on a theme of interest within the secondary school sector. Research ideas may be drawn from one of the themes explored in the module titled Professional Practice 1: Contemporary School Based Education. Students will use a range of empirical research methods to investigate an issue of contemporary relevance within a secondary based context.

The BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award will be offered on a part-time and full-time basis. Programme calendars showing the schedule of delivery for both routes can be found in Annexe 2.

Annexe 3 outlines the content of the two-week pre-course induction, which is a mandatory component of the award. The induction will be delivered through a blended learning approach and will begin in August. It will consist of three days of face-to-face delivery and two days of online delivery per week.

An overview of the subject knowledge sessions can be found in the section titled 'Programme Overview and Delivery Schedule' of each of the Subject Knowledge Handbooks.

The schedule of assessment for The BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) can be found in Annexe 4.

The modules within the BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award are detailed in the table below:

Programme Structure - LEVEL 6 (Part-Time)

Modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Professional Practice 1: Contemporary School Based Education Behaviour, Wellbeing and Safeguarding	20	No	20	No	Year 1
Teaching Learning and Assessment in School Based Education	20	No	20	No	Years 1 and 2
Inclusive Professional Practice	20	No	20	No	Year 2
Professional Practice 2: Reflecting on Professional Practice	20	Yes	20	No	Years 1 and 2
Professional Practice 3: Subject Specific Theory and Practice	20	Yes	20	No	Year 2
Major Research Project	40	Yes	40	No	Year 2

Programme Structure - LEVEL 6 (Full-Time)

Modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Professional Practice 1: Contemporary School Based Education Behaviour, Wellbeing and Safeguarding	20	No	20	No	Semester 1
Teaching Learning and Assessment in School Based Education	20	No	20	No	Semesters 1 and 2
Inclusive Professional Practice	20	No	20	No	Semester 2
Professional Practice 2: Reflecting on Professional Practice	20	Yes	20	No	Semesters 1 and 2
Professional Practice 3: Subject Specific Theory and Practice	20	Yes	20	No	Semester 2
Major Research Project	40	Yes	40	No	Semester 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1	Interrogate a range of school based practice drawing on problems and insights at the forefront of current research and practice in secondary education.
A2	Demonstrate a comprehensive and detailed knowledge of contemporary educational practice within the context of secondary education.
A3	Critically appraise the relationship between pedagogy and subject knowledge within the wider secondary school 11-16 curriculum.
A4	Evaluate appropriate empirically-grounded and theoretically-informed knowledge in the field of secondary education to enact solutions to problems in practice.
<p>Learning and teaching strategy</p> <p>Professional Practice 1: Contemporary School Based Education</p> <ul style="list-style-type: none"> ● Critical Friendship Groups (CFGs) ● Critical Dialogue Space ● Self-Regulated Learning and Research ● Discussion seminars ● Individual presentations ● Situated Workplace Learning ● Lectures <p>Professional Practice 2 and Professional Practice 3</p> <ul style="list-style-type: none"> ● Critical Friendship Groups (CFGs) ● Self-Directed Professional Development Activities (PDAs) ● Video analysis ● In-the-moment coaching ● Professional Supervision and Subject-Specific Mentoring ● Joint Observation and Tripartite Dialogue (JOTD) ● Problem Solving Protocols ● Peer observation ● Discussion seminars <p>Inclusive Professional Practice</p> <ul style="list-style-type: none"> ● Critical Friendship Groups (CFGs) ● Professional Supervision and Subject-Specific Mentoring. ● Self-Regulated Learning and Research ● Discussion seminars ● Action Research Method ● Critical Thinking Method ● Situated Workplace Learning <p>Behaviour, Wellbeing and Safeguarding</p>	

		<ul style="list-style-type: none"> ● Collaborative teaching ● Suggestion circles ● Problem Solving Protocols ● Peer observation ● Critical Incident Method <p>Teaching Learning and Assessment in School Based Education</p> <ul style="list-style-type: none"> ● Learning circles ● Experiential Learning Method ● Video analysis ● Self-Regulated Learning and Research ● Discussion seminars <p>Major Research Study</p> <ul style="list-style-type: none"> ● Critical Friendship Groups (CFGs) ● Self-Regulated Learning and Research ● Discussion Seminars ● Research Discussions ● Situated Workplace Learning ● Supervisory Tutorials <p>Assessment methods</p> <ul style="list-style-type: none"> ● Individual Progress Journal (IPJ) ● Investigative Report ● Academic Poster ● Action Research Project ● Case Study
--	--	---

3B. Cognitive skills		
Learning outcomes:		Learning and teaching strategy/ assessment methods
B1	Synthesise a range of evidence drawn from scholarship, research and professional enquiry to reach informed judgments about effective school based practice.	As above.
B2	Assimilate a range of alternative perspectives on how to provide high quality school based teaching, learning and	

	assessment drawing upon current insights into secondary-phase schooling.	
B3	Investigate, transform and extend current practice drawing on a comprehensive range of specialised skills in planning, teaching and class management across the secondary key stages.	

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 with due regard to the professional framework within which teachers in the secondary sector operate.	As above.
C2	Demonstrate intellectual and professional autonomy drawing upon tacit knowledge and generating own answers to practice problems.	

3D. Key Transferable Skills

Learning outcomes:		Learning and teaching strategy/ assessment methods
D1	Adopt an evaluative stance to own professional trajectory relating the acquisition of new knowledge and skills to current skills, knowledge, and perspectives.	As above.
D2	Face new occupational challenges through the acquisition of transferable knowledge and skills and complex problem-solving strategies.	
D3	Communicate clearly, fluently and effectively and with due regard to the affective dynamics that are salient to collaborative practice, feedback and intellectual debate.	
D4	Engage effectively in professional and academic discussion and negotiate a range of diverse perspectives in a professional manner.	

D5	Select and apply appropriate numerical and statistical methods for complex and open-ended tasks within the teaching and learning context.	
-----------	---	--

4. Distinctive features of the programme structure

- The BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award will be delivered in partnership with the Luminate Partnership for ITT. We will utilise the wealth of knowledge held by our partners to provide high-quality and aspirational secondary-based practice and draw on the expertise and knowledge residing in local alternative provision, special schools and regional MATs to inform our provision.
- All students will be required to attend a two-week pre-course induction which will be delivered through a blended learning approach (see Annexe 3). This is an important preparatory phase and will provide a thorough and comprehensive start to the programme.
- The development of subject knowledge has most relevance for those students pursuing QTS. The subject knowledge sessions will be delivered through a blended learning approach by Subject Lead Practitioners and Associate Subject Lead Practitioners across the Luminate Partnership for ITT. This includes specialists from the White Rose Academies Trust (WRAT), the Brigshaw Learning Partnership (BLP), The Advanced Manufacturing and Engineering University Technical College and Horsforth School.
- Subject specialist input from this cross section of secondary experts will ensure that students receive the breadth and depth of curriculum coverage for all subjects and key stages in each subject area. This is a unique element of the programme and will give students the opportunity to learn directly from (and benefit from the support and guidance of) practitioners at the centre of school-based practice. Please see Section 9 of the Programme Approval document for a list of subject-specific practitioners.
- Students who choose to pursue QTS will be expected to secure experience in a minimum of two schools within the partnership. During placement, students will be prepared to teach age ranges 11-16 in their subjects and will develop an understanding of progression before, during and after the 'age range of training'. Students will undertake three modules in association with their practical teaching. These are titled **Professional Practice 1: Contemporary School Based Education**; **Professional Practice 2: Reflecting on Professional Practice**; and **Professional Practice 3: Subject Specific Theory and Practice**. The modules amount to 60 credits in total.
- Students completing the Major Research Project will be expected to attend all supervisory tutorials. Tutorials will support students with their research and will be held at regular intervals during the second year/semester of the programme. Students will be required to engage in self-regulated learning between tutorials. Key milestones will be built into the second year/semester of the programme to ensure that students are making consistent progress.

5. Support for students and their learning

- Thorough Information, Advice and Guidance will be given to students prior to their application to The BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award. The Luminate Partnership for ITT will host a number of ITT Secondary Open Days and Information Sessions across a range of secondary sites over the course of the calendar year. At the events, mentors, practising teachers and subject leaders in a range of discipline-specific areas will be available to answer any questions that prospective students may have about the practical aspects of a teacher's role and subject-specific knowledge requirements. Each event will be attended by a range of secondary experts from our partner schools who

will be able to give prospective candidates one-to-one pre-entry advice on the routes available and the entry requirements.

- Given that the foundation degree attracts students who would not ordinarily have undertaken a conventional three-year undergraduate degree, we have integrated arrangements to support students in transferring from sub-degree to degree-level study. Foundation degree or HND students who wish to join The BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) award will undertake a three-day 'Transition to Honours Level Programme' programme which has been timetabled to take place at the end of their Foundation Degree and is available between the months of June and August.
- All students will be required to attend a two-week pre-course induction which will be delivered through a blended learning approach (see Annexe 3). Students will also participate in induction activities within the school-based settings.
- A blended learning approach will be implemented to support participation for part-time students. The facilities at our new Teacher Development Centre will incorporate a range of blended learning design features and design tools to facilitate self-regulatory learning. All modules blend online learning with face-to-face teaching. The online element of the programme, delivered via Google, includes readings, a professional discussion forum for students and key programme materials. It includes online activities to meet the part-time students' training and development needs in a flexible and accessible way. The schedule of assessment has been extended to reflect the part-time mode of study (see Annexe 4).
- We will provide personal and academic support services at all sites across the partnership through a school-based partnership co-ordinator who will oversee the professional development of our students. A list of pastoral support services are provided in the table below.
- All students undertaking their training within the Luminate Partnership for ITT will have access to the following support systems and facilities:

Welfare	<ul style="list-style-type: none"> ● Students will have access to support from the Leeds City College 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.
Support for Parents	<ul style="list-style-type: none"> ● A childcare advisor provides targeted support to students who are parents, helping to find childcare places and manage relationships with childcare providers.
Mental Health Support	<ul style="list-style-type: none"> ● Students will have access to mental health support, including initial assessment and short-term counselling.
Additional Learning Support (ALS)	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Students can access a wide range of enrichment activities, sports and social clubs through the Student Life team.

Quiet Reflection Room	<ul style="list-style-type: none"> ● Students will have access to a quiet reflection room, should they wish to use the space for reflection and/or prayer.
Student's Union	<ul style="list-style-type: none"> ● All students enrolled at Leeds City College are automatically a member of the Leeds City College Student's Union. Students can access support and advocacy from the officers, who work to improve the student experience in their nominated areas.
Careers:	<ul style="list-style-type: none"> ● 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.

- 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 large proportion of the students' work is expected to be collaborative in nature and students will be encouraged to create and exchange subject-specific resources using online platforms. Every student will be a member of a Google Hangout group, which will give the students access to an online chat 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 school-based 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.
- School-based mentors will have a key role to play in supporting the partnership's students. The quality of mentor support will be monitored by the ITT Placement Coordinator at the University Centre Leeds.
- Subject Lead Practitioners and Associate Subject Lead Practitioners across the partnership will have a role in delivering high-quality subject-specific CPD as part of the award. All subject programmes will be delivered by a Subject Lead Practitioner and an Associate Lead Practitioner based within the Luminate Partnership for ITT. The subject programmes will give students the opportunity to learn directly from (and benefit from the support and guidance of) practitioners at the centre of school-based practice. Prior to the commencement of the course, students will complete a subject knowledge needs analysis as part of the selection and interview process. The needs analysis will be shared with one of the designated subject knowledge experts from the Luminate Partnership for ITT. The subject knowledge expert will determine if the student needs to complete a subject knowledge enhancement course prior to the commencement of the training year, or if any gaps identified in the needs analysis undertaken at interview stage can be addressed during the subject knowledge input throughout the year.
- A calendar of professional development events and training held across the partnership will be shared with all students at induction.
- Amongst the significant areas of concern to part-time learners are the prior obstacles to learning that they have experienced. All part-time students will have face-to-face and online access to a study skills website and student learning support. 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.

- Given that part-time students will spend three rather than five days per week in placement, the frequency of formal and informal work-based learning opportunities will potentially be reduced. To ensure that their skills and knowledge do not fall behind those of their full-time peers, development opportunities will be equally accessible to all students irrespective of the mode of study.

Workload

- The recommendations and principles of the Teacher Workload reports relating to marking, planning and resources and data management have been embedded into our ITT provision. There is an agreement across the partnership about the workload expectations and associated workload considerations for students. This has been incorporated into Sections 2 and 3 of the Partnership Agreement.
- A structured programme of support is in place to build the professional resilience of our students. The training is staged to ensure that students are not over-burdened at the beginning of their training. Students will be expected to work with small groups (ideally with support/supervision) at the beginning of their training. They will undertake some team teaching and deliver sections of lessons (e.g. starters) only at the start of the programme.
- An emphasis has been placed on the acquisition of skills and knowledge as an iterative process. Submission dates are evenly spaced and have been scheduled to take place after a half-term holiday to give students the opportunity to complete assessments when they are not expected to be on placement or attending classes.

6. Criteria for admission

All applicants will need to fulfil the entry criteria summarised in the table below to be offered a place on the programme. All applications will be reviewed by the ITT Admissions Tutor. The entry criteria are cross-referred to the relevant criteria within the Initial Teacher Training (ITT): Criteria and Supporting Advice (updated 4th September, 2020) and have statutory force under The Education (School Teachers' Qualifications) (England) Regulations 2003.

C1.1	GCSE Grade 4, or equivalent	<ul style="list-style-type: none"> • All entrants must have achieved a standard equivalent to a grade 4 in the GCSE examinations in English and mathematics. • If a candidate does not have the required standard at GCSE, or an equivalent qualification, this will not preclude them from being invited to interview. However, achievement of the required standard will be made a condition of their offer. • Candidates who do not have the pre-requisite GCSE qualifications upon entry to the foundation degree will be supported in obtaining their GCSEs or equivalent qualification whilst completing their foundation degree course. This will ensure that they are not prevented from accessing the top-up year.
C1.2	Degree qualification	<ul style="list-style-type: none"> • Candidates will only be able to access the top-up programme upon successful completion of a foundation degree or HND. Candidates must hold and be able to provide certificated evidence of having a foundation degree conferred by a UK higher education institution or an equivalent qualification.
C1.3	Rigorous selection process*	<ul style="list-style-type: none"> • All entrants, as part of the provider's selection procedures, must have taken part in a rigorous selection process designed to assess their suitability to train to teach. • The College is unable to offer places on its top-up programme without a selection process that includes an interview. • Successful applicants must complete an enhanced Disclosure and Barring Service (DBS) check and be cleared to teach by the accredited provider, ensuring they are not barred from working with young people or excluded from teaching. Candidates will also be required to sign up for the Update Service. Applicants will be informed of the requirement to complete a DBS check as soon as they have accepted an offer. • The respective roles and responsibilities of our partners in relation to the DBS checks and responsibility for informing the relevant school/provider are clearly defined within the Partnership Agreements (see Annexe A). The Luminate Partnership for ITT has established a common understanding of convictions that might pose a barrier to joining, or continuing with, a programme of ITT and the circumstances under which concerns about a particular student should be referred to the police. • All students will complete a health questionnaire. This is supported by a local healthcare trust that works with the Leeds City College Corporation for the healthcare of its employees. This will be administered by the ITT Admissions Tutor. The outcome of the health assessment will determine the candidates' fitness to teach. When any health concerns arise, additional measures will be put in place to support the student if required. This will be managed by the local health care trust.

Course Costs

Attending the top-up programme will have additional costs; for example, the purchase of books and other materials. A key cost will be travel to and from the student's teaching placements. Students may be entitled to have some of the cost of their journeys between their term-time accommodation and their placement site reimbursed by the training provider. The details of this will be covered in the document titled '**Completing your Placement Expenses Claim Form: A Guide for Students**'. The cost of the enhanced DBS check, including registration with the Update Service, will be reimbursed by the training provider.

*** This element of the recruitment process will be applicable to those students who wish to pursue QTS status on completion of the programme.**

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

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

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meeting
- Student Pathway meetings

--

11. Changes made to the programme since last (re)validation
N/A

Annexe 1 - Curriculum map

Annexe 2 – Programme calendars (part-time and full-time)

Annexe 3 - Programme Calendar induction

Annexe 4 – Assessment timetables

Annexe 1 - Curriculum map

Part-time: Year 1 and Full-time: Semester 1

Level	Study module/unit	Programme outcomes																															
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7	
6	Professional Practice 1: Contemporary School Based Education	✓									✓	✓							✓								✓		✓				
	Behaviour, Wellbeing and Safeguarding		✓		✓					✓		✓							✓	✓										✓			

Part-time: Year 2 and Full-time: Semester 2

Level	Study module/unit	Programme outcomes																														
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7
6	Inclusive Professional Practice	✓			✓						✓							✓									✓					
	Professional Practice 3: Subject Specialist Theory and Practice		✓	✓						✓		✓							✓									✓			✓	
	Major Research Project		✓		✓					✓		✓							✓								✓	✓	✓			

Part-time: Years 1 and 2 and Full-time: Semesters 1 and 2

Level	Study module/unit	Programme outcomes																														
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7
6	Teaching Learning and Assessment in School Based Education	✓	✓		✓						✓							✓									✓					
	Professional Practice 2: Reflecting on Professional Practice			✓								✓							✓							✓		✓		✓		

Annexe 2 – Programme Calendars

BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) (Part-Time)

Year 1

Week	Date	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-course induction	16.8.21				PP1/TLA	PP1/BWS
Pre-course induction	23.8.21				PP1/TLA	PP1/BWS
Pre-course induction	30.8.21				PP1/TLA	DPP1/TLA
1	06.9.21				PP1/BWS	PP1/TLA
2	13.9.21				PP1/BWS	PP1/TLA
3	20.9.21				PP1/BWS	PP1/TLA
4	27.9.21				PP1/BWS	PP1/TLA
5	4.10.21			SD	PP1/BWS	PP1/TLA
6	11.10.21					PP1/TLA
8	25.10.21					
9	1.11.21					PPD/BWS
10	8.11.21					PP1/BWS
11	15.11.21					
12	22.11.21					
13	29.11.21					
14	6.12.21			BLOCK A		
15	13.12.21					
16	20.12.21					
17	27.12.21					PP1 task hand in
18	03.1.22					
19	10.1.22					
20	17.1.22					
21	24.1.22					
22	31.1.22					
23	07.2.22					
24	14.2.22			PPD		
25	21.2.22			Hand in PP1		

				Task 2		
26	28.2.22				TLA/BWS	TLA/BWS
27	7.3.22					
28	14.3.22					
29	21.3.22				TLA/BWS	TLA/BWS
30	28.3.22				TLA/BWS	TLA/BWS
31	4.4.22				TLA/BWS	TLA/BWS
32	11.4.22					
33	18.4.22					Hand in BWS
34	25.4.22				PP2/TLA	Serial day 2
35	2.5.22				PP2	
36	9.5.22				PP2	
37	16.5.22					
38	30.5.22					
39	6.6.22					Hand in TLA
40	13.6.22					
41	20.6.22					
42	27.6.22					
43	4.7.22					
44	11.7.22					
Key		UC ITT Department Days				
		School Block A				
		School Block B				
		Primary / 6th Form / Alternative Education				
		Holidays				
		Blended learning				
		School Adoption week				
	PPD	Practice Partnership Development				
	SK	Subject Knowledge				
	SD	Serial days				

Year 2

Week	Date	Monday	Tuesday	Wednesday	Thursday	Friday
1	07.9.22					IPP
2	14.9.22					IPP
3	21.9.22			Block2		
4	28.9.22					
5	5.10.22					
6	12.10.22					
7	19.10.22					
8	26.10.22					
9	2.11.22					
10	9.11.22					
11	16.11.22					
12	23.11.22					
13	30.11.22					
14	7.12.22					
15	14.12.22			Hand in PP2	Task 1 MRS	
16	21.12.22					
17	28.12.22					
18	04.1.23					
19	11.1.23				IPP/PP3	IPP/PP3
20	18.1.23				IPP/PP3	IPP/PP3
21	25.1.23				IPP/PP3	IPP
22	1.2.23				IPP/PP3	IPP
23	08.2. 23				IPP/PP3	IPP
24	15.2. 23				IPP/PP3	
25	22.2.23				IPP/PP3	
26	1.3.23				IPP	
27	8.3.23			Block A		
28	15.3.23					
29	22.3.23					
30	29.3.23					

31	15.3.23					
32	5.4.23					Hand In IPP
33	12.4.23					
34	19.4.23					
35	26.4.23					
36	3.5.2			Task 2 MRP Hand in		Hand in PP3
37	10.5.23					
38	17.5.23					
39	24.5.23					
Key		UC ITT Department Days				
		School Block A				
		School Block B				
		Primary / 6th Form / Alternative Education				
		Holidays				
		Blended learning				
		School Adoption week				
	SK	Subject Knowledge				
	SD	Serial days				

Programme Calendar

BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) (Full-Time)

Week	Date	Monday	Tuesday	Wednesday	Thursday	Friday
Induction	16.8.21	PP1/TLA	PP1/TLA	BWS/TLA	BWS/TLA	BWS/TLA
Induction	23.8.21	PP1BWS	PP1/BWS	PP1/BWS	PP1/BWS	PP1/BWS
1	06.9.21	SD		PP1/TLA	PP1/BWS	PP1/TLA
2	13.9.21			PP1/TLA	PP1/BWS	PP1/TLA
3	20.9.21			PP1/TLA	PP1/BWS	PP1/TLA
4	27.9.21					PP1/BWS
5	4.10.21					PP1/BWS
6	11.10.21					PP1/BWS
8	25.10.21					Hand in PP1 Task1
9	1.11.21	BLOCK A				PP1/BWS
10	8.11.21					PP1/BWS
11	15.11.21			PPD		
12	22.11.21					
13	29.11.21					
14	6.12.21					Hand in PP1 Task 2
15	13.12.21					
16	20.12.21					
17	27.12.21					Hand in BWS
18	03.1.22	PP2/IPP	PP2/IPP	PP2/IPP	PP2/IPP	TLA/IPP
19	10.1.22	SD				TLA/IPP
20	17.1.22					TLA/IPP
21	24.1.22					TLA/IPP
22	31.1.22	BLOCK B				TLA

23	07.2.22					
24	14.2.22					
25	21.2.22					
26	28.2.22					
27	7.3.22					
28	14.3.22				Hand in Task 1 MRP	Hand in PP2
29	21.3.22					Hand in TLA
30	28.3.22					
31	4.4.22	PP3/IPP	PP3/IPP	PP3/IPP	PP3/IPP	PP3
32	11.4.22					
33	18.4.22					
34	25.4.22	PP3	PP3	PP3	PP3	IPP3 hand in
35	2.5.22					
36	9.5.22	BLOCK A				
37	16.5.22					
38	30.5.22	Task 2 MRP hand in				Hand in PP3
39	6.6.22					
40	13.6.22					
Key		UC ITT Department Days				
		School Block A				
		School Block B				
		Primary / 6th Form / Alternative Education				
		Holidays				
		Blended learning				
		School Adoption week				
	PPD	Practice Partnership Development				
	SK	Subject Knowledge				

Annexe 3 – Induction Delivery Schedule

BA (Hons) Learning and Teaching (Secondary Education) (Top-Up) (Part-Time and Full-Time)

Colour coded key:

	Centre-based training	CB
	Subject knowledge input (online)	OL

Week 1

AM	MON CB	TUES OL	WED CB	THUR CB	FRI OL	ITT CCF
	Induction <ul style="list-style-type: none"> Orientation Expectations 	The secondary school classroom <ul style="list-style-type: none"> Classroom practice. Planning and teaching effective and well-structured lessons (TS4) 	Subject knowledge input <ul style="list-style-type: none"> Theme 1: Sessions 1 and 2 	How pupils learn <ul style="list-style-type: none"> Promoting good progress in the classroom including ways to work effectively with children and young adults, both individually and in groups (TS2) 	Subject knowledge input <ul style="list-style-type: none"> Theme 2: Sessions 1 and 2 	Classroom practice 1-6 High Expectations 1-3 Subject and Curriculum 1-3 How pupils learn 1-3
PM	MON	TUES	WED	THUR	FRI	
	<ul style="list-style-type: none"> Understanding the Teachers' Standards, the CCF and their link to each course and its curriculum. 	Managing behaviour effectively <ul style="list-style-type: none"> Factors affecting cognition (including emotional and environmental) Culturally Responsive Pedagogy (CRP) (TS7) 	Subject knowledge input <ul style="list-style-type: none"> Theme 1: Sessions 3 and 4 	Subject and curriculum <ul style="list-style-type: none"> Promoting student engagement through effective planning, resource and content development (TS3) 	Subject knowledge input <ul style="list-style-type: none"> Theme 2: Sessions 3 and 4 	

Week 2

AM	MON CB	TUES OL	WED CB	THUR CB	FRI OL	ITT CCF
	Planning and teaching <ul style="list-style-type: none"> Setting high expectations in the classroom: improving the wellbeing, motivation and behaviour of pupils (TS1) 	Preparing for placement <ul style="list-style-type: none"> Students will be grouped according to their route 	Subject knowledge input <ul style="list-style-type: none"> Theme 3: Sessions 1 and 2 	Adaptive teaching <ul style="list-style-type: none"> Supporting children with complex behavioural, emotional and social difficulties (TS5; TS5; TS8) 	Subject knowledge input <ul style="list-style-type: none"> Theme 4: Sessions 1 and 2 	Classroom practice 4-6 Managing behaviour 1-6 How pupils learn 4-6 Adaptive teaching 1-4
PM	MON	TUES	WED	THUR	FRI	
	Managing Behaviour <ul style="list-style-type: none"> Effectively including statutory guidance for organisations to safeguard and promote the welfare of children (TS7) 	How pupils learn <ul style="list-style-type: none"> Promoting good progress in the classroom including ways to work effectively with children and young adults, both individually and in groups (TS2) 	Subject knowledge input <ul style="list-style-type: none"> Theme 3: Sessions 3 and 4 	Language <ul style="list-style-type: none"> The language used to describe challenging behaviour and Emotional and Behavioural Difficulties (EBD) in school children (TS7) 	Subject knowledge input <ul style="list-style-type: none"> Theme 4: Sessions 3 and 4 	

Annexe 4 – Assessment timetables

BA (Hons) Learning and Teaching (Secondary Education) (Top-Up)

Part-Time

Level 6: Year 1

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
Professional Practice 1: Contemporary School Based Education	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement reviewed against the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required.	<p>Task 1 Annotated Bibliography 50% - 3000 words Submission: Wk.17</p> <p>Task 2 Individual Progress Journal (IPJ) 50% - 3000 words (equivalent) Submission: Wk.25</p>
Behaviour, Wellbeing and Safeguarding	Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue during Suggestion Circles; observation of performance in Problem Solving Protocols; feedback and feedforward from peer observation; discussion with the tutor using the Critical Incident Method.	<p>Case Study 100% - 6000 words Submission: Wk.33</p>

Level 6: Years 1-2

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
Professional Practice 2: Reflecting on Professional Practice	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement. These will be reviewed against the indicated learning outcomes which have also been mapped to the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required. 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 from mentor; completion of reflective log to monitor understanding of how experts utilise their skills within alternative provision.	<p>Individual Progress Journal (IPJ) 100% - 6000 words (equivalent) Submission: Wk.15</p>

Teaching Learning and Assessment in School Based Education	Observation of contributions to Learning Circles; teacher-learner and peer dialogue through the Experiential Learning Method; group summary of key issues in Video Analysis; Self-Regulated Learning and Research; discussion around exemplars in discussion seminars and observation of responses generated using the Critical Thinking Method.	Investigative Report 100% - 6000 words Submission: Wk.39
---	--	--

Level 6: Year 2

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
Inclusive Professional Practice	Peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; subject-specialist and context-specific feedback through professional supervision and subject-specific mentoring; individual and whole-class feedback through discussion seminars; observation of responses generated using the Critical Thinking Method.	Action Research Project 100% - 6000 words Submission: Wk.32
Professional Practice 3: Subject Specific Theory and Practice	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement reviewed against the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required.	Individual Progress Journal (IPJ) 100% - 6000 words (equivalent) Submission: Wk.36
Major Research Project	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; tutorials, including brief review checks through planned or spontaneous questioning.	Task 1 Research Project Outline (presentation) 30% - 3600 words Submission: Wk.15 Task 2 Project Implementation and Write-Up 70% - 8400 words Submission: Wk.36

BA (Hons) Learning and Teaching (Secondary Education) (Top-Up)

Full-Time

Level 6: Semester 1

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
Professional Practice 1: Contemporary School Based Education	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement reviewed against the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required.	Task 1 Annotated Bibliography 50% - 3000 words Submission: Wk.8 Task 2 Individual Progress Journal (IPJ) 50% - 3000 words (equivalent) Submission: Wk.14
Behaviour, Wellbeing and Safeguarding	Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue during Suggestion Circles; observation of performance in Problem Solving Protocols; feedback and feedforward from peer observation; discussion with the tutor using the Critical Incident Method.	Case Study 100% - 6000 words Submission: Wk.17

Level 6: Semesters 1 and 2

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
Professional Practice 2: Reflecting on Professional Practice	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement. Identification of areas of strength and where additional support and expert input is required. 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 from mentor; completion of reflective log to monitor understanding of how experts utilise their skills within alternative provision.	Individual Progress Journal (IPJ) 100% - 6000 words (equivalent) Submission: Wk.28
Teaching Learning and Assessment in School Based Education	Observation of contributions to Learning Circles; teacher-learner and peer dialogue through the Experiential Learning Method; group summary of key issues in Video Analysis; Self-Regulated Learning and Research; discussion around exemplars in discussion seminars and observation of responses generated using the Critical Thinking Method.	Investigative Report 100% - 6000 words Submission: Wk.29

Level 6: Semester 2

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
Inclusive Professional Practice	Peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; subject-specialist and context-specific feedback through professional supervision and subject-specific mentoring; individual and whole-class feedback through discussion seminars; observation of responses generated using the Critical Thinking Method.	Action Research Project 100% - 6000 words Submission: Wk.34
Professional Practice 3: Subject Specific Theory and Practice	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the trainee during the placement reviewed against the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required.	Individual Progress Journal (IPJ) 100% - 6000 words (equivalent) Submission: Wk.38
Major Research Project	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; tutorials, including brief review checks through planned or spontaneous questioning.	Task 1 Research Project Outline (presentation) 30% - 3600 words Submission: Wk.28 Task 2 Project Implementation and Write-Up 70% - 8400 words Submission: Wk.38