

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	Professional Graduate Certificate in Education (PGCE) (Post-14 Education and Training)
Teaching Institution	University Centre Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	2015
Date of latest OU (re)validation	2018
Next revalidation	December 2022
Credit points for the award	120
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2023
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.	Quality Assurance Agency for Higher Education. (2019) Revised QAA Subject Benchmark Statements for 'Education Studies'. London: QAA Quality Assurance Agency for Higher Education. (2008) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). London: QAA. Quality Assurance Agency for Higher Education. UK Quality Code for Higher Education (Quality Code). London: QAA. Department for Education (2019) A Framework of Core Content for Initial Teacher Training (ITT). London: DfE. Education and Training Foundation (2022) Professional Standards for Teachers and Trainers in Education and Training – England. London: ETF.
Professional/statutory recognition	

For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT and FT Mix of DL and Face to Face
Duration of the programme for each mode of study	PT – 2 years FT – 1 year
Dual accreditation (if applicable)	
Date of production/revision of this specification	19 th May 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

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.

The programme:

- Covers the theory, methodology and practice associated with teaching in the Education and Training sector with a focus on reflection and inclusive practice.
- Models practices that students can enact in a variety of settings across the Education and Training sector in order to help trainees identify their own professional identity.
- Introduces students to practices that are research-based and have the potential to improve student achievement and promote effective learning across the Education and Training sector.
- Encourages students to critically analyse a range of core teaching practices and identify how these practices take shape in the context of 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 the Education and Training sector.
- Fosters a sound conceptual and practical understanding of how to influence the quality of teaching, learning and assessment in the Education and Training sector and within a changing Education and Training environment.

Students will:

- Develop the professional expertise, core knowledge and understanding expected of professionals working within the Education and Training sector including using technology to enhance the learning experience and the embedding of the Minimum Core.
- Graduate with a detailed knowledge of contemporary educational practice and the issues which shape the Education and Training sector and with a sense of their own professional identity.
- 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 Education and Training sector including inclusive practice, the Minimum Core and the use of technology.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

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.



The Open
University

N/A

2.4 List of all exit awards

N/A

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

<u>Full Time Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Behaviour, Wellbeing and Safeguarding	20			N	1 FT
Theories of Teaching Learning and Assessment in Further Education	20			N	1FT
Professional Practice 1	20			N	1FT
<u>Full Time Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Inclusive Education	20			N	2 FT
Contemporary Education Studies	20			N	2 FT
Professional Practice 2: Subject Specific and Practice	20			N	2 FT

<u>Part Time Programme Structure Year 1 - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Behaviour, Wellbeing and Safeguarding	20			N	1PT(Yr1)
Theories of Teaching Learning and Assessment in Further Education	20			N	2PT(YR1)
Professional Practice 1	20			N	1&2PT(Yr1)
<u>Part Time Programme Structure Year 2- LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Inclusive Education	20			N	1PT(Yr2)
Contemporary Education Studies	20			N	2PT(Yr2)
Professional Practice 2: Subject Specific and Practice	20			N	1&2PT(Yr2)

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.</p> <p>A2: Demonstrate knowledge of theories and concepts associated with teaching, learning and assessment.</p> <p>A3: Analyse the impact of ethical and legal issues relevant to teaching, learning and assessment.</p>	<ul style="list-style-type: none"> ● Critical Friendship Groups (CFGs) ● Collaborative Teaching ● Blogs ● 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 ● Peer Observation ● Critical Incident Method ● Practitioner Research Method ● Self-Guided Professional Development Activities (PDAs) <p>Assessment methods</p> <ul style="list-style-type: none"> ● Teaching Practitioner Portfolio ● Teaching observation ● Reflective writing

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> • E-presentation • Evaluative Report • Academic poster • Research study
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Propose a range of methods to address challenges relating to teaching, learning and assessment.</p> <p>B2: Select and apply theories relating to teaching, learning and assessment to practice.</p> <p>B3: Assess own practice against professional standards.</p>	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • 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 • Peer Observation • Critical Incident Method

3B. Cognitive skills	
	<ul style="list-style-type: none"> • Practitioner Research Method • Self-Guided Professional Development Activities (PDAs) <p>Assessment methods</p> <ul style="list-style-type: none"> • 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
<p>C1: Operate professionally within a teaching and learning context.</p> <p>C2: Demonstrate emerging professional autonomy with reduced need for supervision.</p> <p>C3: Exhibit emerging professional skill in relation to teaching, learning and assessment.</p>	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • 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

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • Peer Observation • Critical Incident Method • Practitioner Research Method • Self-Guided Professional Development Activities (PDAs) <p>Assessment methods</p> <ul style="list-style-type: none"> • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Reflect on performance, professional aptitude and employment potential.</p> <p>D2: Communicate appropriately in a range of settings.</p> <p>D3: Use a range of relevant software applications for different tasks within the teaching and learning context.</p>	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • Experiential Learning Method • Storytelling • Video Analysis • Professional Supervision and Subject-Specific Mentoring • Master Lecture • Self-Regulated Learning and Research • Joint Practice Development

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • Joint Observation and Tripartite Dialogue (JOTD) • Problem Solving • Peer Observation • Critical Incident Method • Practitioner Research Method • Self-Guided Professional Development Activities (PDAs) <p>Assessment methods</p> <ul style="list-style-type: none"> • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate extensive knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.</p> <p>A2: Demonstrate extensive knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.</p> <p>A3: Critically analyse the impact of ethical and legal issues relevant to teaching, learning and assessment.</p>	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • 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 • Peer Observation • Critical Incident Method • Practitioner Research Method • Self-Guided Professional Development Activities (PDAs) <p>Assessment methods</p> <ul style="list-style-type: none"> • Teaching Practitioner Portfolio • Teaching observation • Reflective writing

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> • E-presentation • Evaluative Report • Academic poster • Research study
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Critique a range of methods to address challenges relating to teaching, learning and assessment and make recommendations for practice.</p> <p>B2: Engage critically with theories relating to teaching, learning and assessment in practice.</p> <p>B3: Evaluate own practice against professional standards.</p>	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • 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 • Peer Observation • Critical Incident Method • Practitioner Research Method • Self-Guided Professional Development Activities (PDAs)

3B. Cognitive skills	
	<p>Assessment methods</p> <ul style="list-style-type: none"> • 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
<p>C1: Operate professionally within a teaching and learning context.</p> <p>C2: Demonstrate professional autonomy and identity, with limited supervision in line with professional standards.</p> <p>C3: Consistently exhibit professional skill in relation to teaching, learning and assessment.</p>	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • 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 • Peer Observation • Critical Incident Method

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • Practitioner Research Method • Self-Guided Professional Development Activities (PDAs) <p>Assessment methods</p> <ul style="list-style-type: none"> • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Evaluate own learning and reflect on performance, demonstrating employment potential and professional aptitude.</p> <p>D2: Communicate clearly, fluently and professionally in a range of settings.</p> <p>D3: Select and use relevant software applications for different tasks within the teaching and learning context.</p>	<ul style="list-style-type: none"> • Critical Friendship Groups (CFGs) • Collaborative Teaching • Blogs • 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

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • Peer Observation • Critical Incident Method • Practitioner Research Method • Self-Guided Professional Development Activities (PDAs) <p>Assessment methods</p> <ul style="list-style-type: none"> • Teaching Practitioner Portfolio • Teaching observation • Reflective writing • E-presentation • Evaluative Report • Academic poster • Research study

4. 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
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The distinctive features of this qualification are the diversity of opportunities available through the Luminate Education Partnership. This now incorporates Harrogate College, Keighley College, Leeds City College (and all of its campuses), University Centre Leeds and the Leeds Conservatoire as well as more specialist provision at Mabgate, The Vine and The Foundry.

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

In order to support this great breadth of opportunity: modelling, case study and examples from different subject specialisms are effective tools in highlighting different elements of the course content to our varied cohort of specialisms. The differing perspectives each specialism brings to the course content is another element of strength as it allows for a rich depth of discussion and often offers alternate ways of

teaching that perhaps some subjects would not naturally include. An example of this would be the combination of an engineering trainee discussing approaches with a dance tutor and the differing approaches they may have to teaching their courses and what they could take from each others' disciplines. This cross fertilisation of ideas and approaches, which is managed in sessions by the teacher education team, offers an interesting and insightful and sometimes professionally challenging environment which offers a positive experience to trainees. Within this there are also clear opportunities to see how technology and the Minimum Core are embedded into the sessions of their peers. This is supported by the peer observation that forms part of the practice based submission where trainees are encouraged to observe their peers in subjects that are very different to their own in order to gain new ideas and insights into what is possible in their teaching. Through these peer observations it is expected that trainees see different approaches that they could then include in their own practice and help with the development of their own professional identity.

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

Initially, full-time pre-service students have a block of taught content which serves as an intensive induction to some of the key aspects of teaching. This is also to further emphasise the full time nature of the course which is explained at interview. The culmination of this intensive period is the completion the first submission of the course which is a microteach. This is done to ensure that all full time pre service trainees have experienced teaching to a class before they go on placement. It also enables them to have some feedback on their delivery which they can act upon. The expectation of the submission that they complete a reflection based on their microteach also sets the tone of the importance of reflecting on practice to enhance their teaching practice. From these early stages trainees are encouraged to consider the type of teacher they want to be. They are also encouraged to use technology in their sessions and to consider the Minimum Core. The placement to course time split is done to allow full time students to attend their placement 3 days per week (Monday to Wednesday) and then attend their university course for the remainder of the week. This is done to allow for decompression and reflection time during their taught sessions and tutorials at university. It is also designed to allow for the lessons learned from university to be put into practice in a

sustained manner on placement as well as the lessons learned on placement to be discussed and contributed to university sessions and tutorials. This allows for trainees to reflect on their time on placement and is a key opportunity to develop their professional identity as well as using technology to enhance teaching and learning and to embed the Minimum Core.

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

Tripartite observations are another key feature of the programme. Trainees will be encouraged to take ownership of the focus of their observations with mentors and link tutors in order to shape their progress and development. They will be encouraged to reflect critically on their performance and, with guidance from mentors and link tutors, create actionable and achievable targets for the development of practice. At the same time they will be asked to recognise their strengths and to share those with their peers in order to promote the sharing of good practice and peer learning.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

The facilities at our 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.

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

Welfare: 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.

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

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

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

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

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

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

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

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

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

- Placement-based mentors will have a key role to play in supporting the students. The quality of mentor support will be monitored by the ITT Placement Coordinator at the University Centre Leeds. Ensuring they have attended mentor training in line with National Standards for School Based Initial Teacher Training Mentors (DfE, 2016).
- All students will be invited to Luminare Education group training events. These events will be shared with students. Students will have mandatory training delivered by the group made available to them.
- Students will be provided with one-to-one academic guidance by personal tutors and mentors in instances where areas for improvement and future learning needs and actions are identified.

The role of the mentor is crucial to the success of our trainees and as such we try to ensure a positive relationship between the mentor, the trainee and our department in the form of a link tutor.

The mentor is in place to offer guidance and advice to the trainee about the teaching of their subject in their specific context. They should show the methods that are successful for the placement team whilst also allowing for the trainee to experiment and use their own ideas and initiative to teach. It should be a nurturing relationship that allows the trainee to take risks with their teaching in order to offer an engaging and innovative experience for their students. The mentors should help trainees reflect on their practice and be a positive influence in the time on placement. Mentors should try and employ coaching skills to enhance the performance of the trainees. There should be designated meeting times where the trainee gets to explore their concerns and express their strengths and guidance and suggestions are given for further development.

The mentor should also be available for informal moments and questions.

Trainees should be welcomed into the placement team and treated as a member of that team. With that comes expectations and we mentors are right to expect trainees to do all the role of a teacher whilst on placement, something that the teacher education team expect and explain to trainees as well. This will be especially important considering the new ETF guidance of 150 teaching hours and 100 placement hours.

The mentor is also responsible for providing formal observation feedback. Initially, this is joint feedback with the link tutor but then the mentor provides feedback on their own. This feedback should be positive but still have high expectations whilst recognising the experience levels of the trainee. It should be actionable and achievable. The observation feedback would then form some of the basis of the formal mentor meetings which would then be an opportunity for mentors to suggest ways to develop their practice.

Whilst the role of a mentor is important, it should not be a chore. It should be a valuable and enriching opportunity for the mentors to potentially learn from new ideas and approaches and the trainees to learn from the expertise and experience of the mentor.

We quality assure our mentors through a variety of means. We ask that they have a teaching qualification and at least 3 years of teaching experience in order to ensure that they have some grasp of the requirements of our course and the expectations of a trainee teacher. This should

also go some way to ensure that they understand the likely progress of their trainees. We ask mentors to provide a CV which we then use to see what training might be required and if they have adequate training and experience to support both the teaching subject knowledge and the subject specific knowledge. Where the trainees own subject knowledge is particularly strong or niche then a mentor with a strong teaching background is usually sufficient.

Another important quality assurance measure is the use of joint observation. We provide a guidance observation sheet with prompt questions for mentors to consider when they watch a lesson and have a tripartite pre observation discussion to determine areas of focus. The observation prompts discussion afterwards initially between the mentor and link tutor to align their thoughts and then enters a phase of discussion with the trainee in order to explore strengths and agree actionable and achievable development points. These development points are then used as stimuli for mentor meetings and future observations. The purpose of these joint observations is to ensure that the feedback provided by mentors is fair, accurate and detailed and helps the trainee to develop their teaching practice.

As part of this joint observation process, a quality assurance document is completed for all mentors where their experience and training is recorded as well as giving them an opportunity to ask for further training in aspects of mentoring and observation. This is then acted upon by the teacher education team.

The tripartite observation process that is discussion based allows for trainees to take ownership of their own development in a supportive way that still allows for professional challenge from the mentors and link tutors.

We want our trainees to integrate into their departments and immerse themselves in the reality of teaching. Our high expectations of professionalism and commitment from the trainees, as outlined from the interview stage and throughout underpin the relationship between the placement, teacher education department and the trainee. This is explained to mentors who then can align their expectations to ours. We implement high expectations in order to produce high quality, well equipped teachers who understand the challenges of teaching and are well prepared to meet those challenges.

We insist on reflections from our trainees as part of the practice based modules and are always looking to increase the quality and depth of these reflections. This is because the teacher education team recognises the value in being a reflective practitioner. Trainees are taught different reflective models and explore the importance of reflection in sessions. Their mentor meetings are intended to help trainees reflect on their practice and make developments to it. The observation process involving the trainee so heavily, from the areas they wish to focus on to them exploring the reasons they employed the strategies they did in the session, is another way that we are encouraging and promoting reflection. Development of practice is always at the heart of reflection but we also try to ensure that trainees focus on the positives of their teaching and their strengths. Trainees have areas to build on that they are already doing and this positive, non-judgemental attitude from the teacher education team, and their mentors by extension, is a key element in the development of reflective practitioners.

The programme seeks to produce thoughtful trainees who recognise the importance of reflection to improve the experience and progress of their own students.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

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, mathematics and science (Functional Skills at L2 in maths and English may not be appropriate as they are not recognised by the DfE (for bursary purposes) as GCSE equivalent qualifications). • 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.
C1.2	Degree qualification	<ul style="list-style-type: none"> • Candidates must hold and be able to provide certificated evidence of having an honours degree with a minimum classification of a 2:2, conferred by a UK higher education institution, or an equivalent qualification. • Candidates with a 3rd class honours degree may be considered should they have extensive, recent and relevant experience that can be supported by a professional reference.

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 undertake the course. • The College is unable to offer places on its programmes 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. 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. 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.
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Course Costs

Attending the PGCE 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. The cost of the enhanced DBS check will be paid by the training provider.

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

1. The subheading name change from (Post-16 Education and Training) to (Post-14 Education and Training). This is to reflect the fact that some of our partner departments work with students who are 14+. These are often in alternative provision which offers invaluable experience of teaching and learning and forms a key part of FE provision.
2. Changed from Demonstrating Professional Knowledge and Competence to Professional Practice 1
3. Changed to 1 task from 2. This was because the assignments tended to produce material that was repeated in task 2. This allows for greater depth of analysis and evaluation.
4. Changed from Personal Development Behaviour and Wellbeing to Behaviour, Wellbeing and Safeguarding

5. Change from 2 smaller tasks to 1 longer task. The tasks are directly linked to each other and as a result, students would frequently include material for task 2 in task 1 and this would then allow them to incorporate all of the material into one submission.
6. Changed from Demonstrating Professional Knowledge and Competence to Professional Practice 1
7. To incorporate an increase in teaching hours (from 50 to 75) the division of GLH have changed.
8. Changed from Curriculum Design for Inclusive Practice to Inclusive Education
9. Changed from Creative Teaching and Learning to Contemporary Education Studies
10. Delivery method has gone from 100% face to face to 90% face to face and 10% online.
11. Learning outcomes have been reviewed and re-written to reduce the assessment burden on students.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes											
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
5	Professional Practice 1						X	X		X	X		X
	Theories of Teaching, Learning and Assessment in Education	X				X			X			X	
	Behaviour, Wellbeing and Safeguarding		X	X	X				X				

Level	Study module/unit	Programme outcomes											
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
6	Professional Practice 2						X	X		X	X	X	X

	Inclusive Education			X	X				X			X	
	Contemporary Education Studies	X	X			X			X				

HE Calendar 2022-23

College Weeks	Commence s Monday	Calendar/Assessment Deadlines	HE Weeks
1	25-Jul-22		
2	01-Aug-22		
3	08-Aug-22		
4	15-Aug-22		
5	22-Aug-22		
6	29-Aug-22		
7	05-Sep-22	Enrolment	
8	12-Sep-22	Enrolment	
9	19-Sep-22	SEMESTER 1 STARTS	1
10	26-Sep-22		2
11	03-Oct-22		3
12	10-Oct-22		4
13	17-Oct-22		5
14	24-Oct-22	HALF TERM	
15	31-Oct-22	Professional Practice 1 - Task 1 submission	6
16	07-Nov-22		7
17	14-Nov-22		8
18	21-Nov-22		9
19	28-Nov-22		10
20	05-Dec-22		11
21	12-Dec-22		12
22	19-Dec-22	CHRISTMAS HOLIDAYS	
23	26-Dec-22	CHRISTMAS HOLIDAYS	
24	02-Jan-23	BANK HOLIDAY MONDAY Theories of Teaching, Learning and Assessment in Education - submission	13
25	09-Jan-23		14
26	16-Jan-23	Professional Practice 1 - Task 2 submission Behaviour, Wellbeing and Safeguarding - submission	15
27	23-Jan-23	SEMESTER 2 STARTS	16

28	30-Jan-23		17
29	06-Feb-23		18
30	13-Feb-23	HALF TERM	
31	20-Feb-23		19
32	27-Feb-23		20
33	06-Mar-23	MID YEAR EXAM BOARDS	21
34	13-Mar-23		22
35	20-Mar-23		23
36	27-Mar-23		24
37	03-Apr-23	EASTER HOLIDAY	
38	10-Apr-23	EASTER HOLIDAY	
39	17-Apr-23		25
40	24-Apr-23	Contemporary Education Studies - submission	26
41	01-May-23		27
42	08-May-23		28
42	15-May-23		29
44	22-May-23	Professional Practice 2: Subject Specific Theory and Practice - submission Inclusive Education - submission	30
45	29-May-23	HALF TERM	
46	05-Jun-23		
47	12-Jun-23		
48	19-Jun-23		
49	26-Jun-23	END OF YEAR EXAM BOARDS	
50	03-Jul-23		
51	10-Jul-23		
52	17-Jul-23		

NOTES:

- The College main sites will be closed for the days stated above and also to students on the Staff Development Days.
- Some programmes may vary from the 2 semester calendar. Students will be informed of these dates at the start of their programme.
- Students may take additional leave for festival days associated with their practised religion. Tutors must be notified in advance.

Assessment Grids

Level 5:

	Microteach	Teaching Practitioner Portfolio	Academic poster	E-presentation Case Study
Professional Practice 1	50%	50%		
Theories of Teaching, Learning and Assessment in Education			100% 30 minute presentation	
Behaviour, Wellbeing and Safeguarding				100% 30 minute presentation and minute Q&A

Level 6:

	Research Study	Subject Specialist Practitioner Portfolio	Annotated bibliography
Professional Practice 2: Subject Specific Theory and Practice		100%	
Inclusive Education	100% 5000 words		
Contemporary Education Studies			100% 5000 words

Assessment Timetable PGCE (Post-14 Education and Training)

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Level 5: Semester 1		

Professional Practice 1	Formative assessment through tutorials, class discussions, and draft submission 2 weeks prior to actual submission. Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue. Discussion with the tutor using the Critical Incident Method.	Task 1: Micro-teach 30% - 20 mins Submission: Week 6 Task 2: Practitioner Portfolio 70% - 2000 words Submission: Week 15
Theories of Teaching, Learning and Assessment in Education	Formative assessment through tutorials, class discussions, and draft submission 2 weeks prior to actual submission. Planned or spontaneous questioning.	Task 1: Academic Poster 100% - 30 minute presentation Submission: Week 13
Behaviour, Wellbeing and Safeguarding	Formative assessment through tutorials, class discussions, and draft submission 2 weeks prior to actual submission. Planned or spontaneous questioning.	Task 1: E-presentation with case study 100% - 30 minute presentation with Q&A Submission: Week 15
Level 6: Semester 2 PGCE (Post-14 Education and Training)		
Professional Practice 2: Subject Specific Theory and Practice	Formative assessment through tutorials, class discussions, and draft submission 2 weeks prior to actual submission. Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue. Discussion with the tutor using the Critical Incident Method.	Task: Subject Specialist Practitioner Portfolio 100% - 5000 words equivalent Submission: Week 30
Inclusive Education	Formative assessment through tutorials, class discussions, and draft submission 2 weeks prior to actual submission. Planned or spontaneous questioning.	Task: Research Study 100% - 5000 words Submission: Week 30
Contemporary Education Studies	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: Annotated bibliography 100% - 5000 words Submission: Week 26

Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.