

Programme Specification

1	Awarding Institution/Body	Luminate Education Group
2	Delivery Location(s)	University Centre Leeds
3	Programme Externally Accredited by (e.g., PSRB)	n/a
4	Award Title(s)	Professional Graduate Certificate in Education (PGCE) (Post-14 Education and Training)
5	UCAS Code	n/a
6	Apprenticeship	n/a
7	HECoS Code and Description	
8	Mode of Attendance	Mix of Distance Learning and Face to Face Duration Full Time: 1 year Part Time: 2 years
9	Relevant QAA Subject Benchmarking Group(s)	Education Studies (2019)
10	Relevant Additional External Reference Points (e.g., <i>National Occupational Standards, PSRB Standards</i>)	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.
11	Date of Approval/ Revision	2023
12	Criteria for Admission to the Programme	

PGCE Entry Criteria

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.

	Typical offer	Minimum Offer
Undergraduate Degree	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 3 rd class honours degree may be considered should they have extensive, recent and relevant experience that can be supported by a professional reference.
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL)	

Additional entry criteria

	Criteria
GCSE English: Essential	English Language Grade 4 or above.
GCSE Maths: Essential	Maths Grade 4 or above. Key Skills Level 2
GCSEs:	GCSE Science at Grade 4 or above.

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	
VTCT Level 3 Diploma	Pass
NVQ Level 3	Pass
Part Time courses:	Students for part time study are required to hold a full level 5 qualification or the equivalent experience in a relevant subject and will need to be working in the sector.
Placements:	Full time students will need approx. 10-12 hours a week, voluntary or paid placement in a suitable placement on-going throughout their study.
DBS checks:	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.
Interviews / audition:	No interview required.
References:	Two appropriate references required.
Additional Entry Requirements	All students will complete a health questionnaire. This is supported by a local healthcare trust that works with the Luminate 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 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.
13	Educational Aims of the Programme 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.

14 Learning Outcomes Level 5

Knowledge and Understanding

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

Cognitive/Intellectual Skills

15	C1	Propose a range of methods to address challenges relating to teaching, learning and assessment.	
	C2	Select and apply theories relating to teaching, learning and assessment to practice.	
	C3	Assess own practice against professional standards.	
	Professional Skills <i>(insert additional rows as necessary)</i>		
	P1	Operate professionally within a teaching and learning context.	
	P2	Demonstrate emerging professional autonomy with reduced need for supervision.	
	P3	Exhibit emerging professional skill in relation to teaching, learning and assessment.	
	Learning Outcomes Level 6		
	Knowledge and Understanding		
	K1	Demonstrate extensive knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.	
	K2	Demonstrate extensive knowledge of contemporary pedagogical practices relating to teaching, learning and assessment.	
	K3	Critically analyse the impact of ethical and legal issues relevant to teaching, learning and assessment.	
	Cognitive/Intellectual Skills		
	C1	Critique a range of methods to address challenges relating to teaching, learning and assessment and make recommendations for practice.	
	C2	Engage critically with theories relating to teaching, learning and assessment in practice.	
	C3	Evaluate own practice against professional standards.	
	Professional Skills		
	P1	Operate professionally within a teaching and learning context.	
	P2	Demonstrate professional autonomy and identity, with limited supervision in line with professional standards.	
	P3	Consistently exhibit professional skill in relation to teaching, learning and assessment.	
	Key Transferable Skills		
	T1	Evaluate own learning and reflect on performance, demonstrating employment potential and professional aptitude.	
	T2	Communicate clearly, fluently and professionally in a range of settings.	
	T3	Select and use relevant software applications for different tasks within the teaching and learning context.	
Key Learning & Teaching Strategy and Methods			
A variety of teaching and learning methods will be employed in session on the course. A primary method will be modelling. Course tutors will model practice to trainees and then step out of the session to actively draw attention to the techniques and approaches used in order to discuss and critique their use and implementation. Trainees will be invited to then consider the effectiveness and applicability to their contexts and students. Placement and the immersion in the teaching and learning context is an enormously important strategy. Trainees will gain so much through their experiences on placement. They will learn about the real experiences of teachers which will help			

develop their skills, knowledge and understanding of the teaching workplace and help prepare them for a career in teaching.

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

- Trainees will be encouraged to critique representations of practice by observing practitioners across the sector, including their mentors and in sessions with their course tutors. This will help develop their subject specific practice as they explore the applicability of the techniques and approaches used in sessions.
- In sessions trainees will be introduced to a variety of teaching and learning methods that model effective practice. Discussion and critique will be used to strengthen trainee understanding of how these approaches can be used in their learning sessions. The use of storytelling in the module titled Behaviour Wellbeing and Safeguarding, for example, aims to create a positive atmosphere that is rooted in experience and practice as well as offering critique of existing theories and methods.
- Experiential learning is another feature of sessions where trainees are invited to consider some of the learning experiences from a student perspective in order to develop their own approaches to deliver effective learning sessions in their own subject specialism.
- The use of guest speakers to deliver master lectures and specific content; for example, on the use of Technology Enhanced Learning (TEL) is a further method employed to engage and inspire trainees to embrace a variety of approaches when designing sessions for their own students.
- Throughout all of these approaches and practices trainees will be asked to consider their own subject specialism as well as how these might apply to students with SEND with the aim of creating a positive and inclusive learning environment.
- Learning to plan in order to meet the needs of the range of learners and planning for specific contexts are key skills that beginning teachers need to develop so teaching, learning and assessment activities in the first semester focus on the planning process. This includes the planning of learning in sequence and for the subject specialism.
- Micro-teaching is a key component of the award. Activities such as collaborative teaching have also been included in the first semester. For example, in the module titled Behaviour Wellbeing and Safeguarding to highlight the decision-making processes that 'expert' teachers undertake, particularly in regard to lesson planning. The microteach sessions that trainees undertake will be in their subject specialism and they will be expected to plan for a sequence of sessions. This will help develop their knowledge and skill at an early stage and provide trainees with a base experience that they will further develop on their time in their subject specific placement.
- Joint Practice Development is also included in the module titled Professional Practice 1 to expose the beginning teacher to the planning decisions and methodological approaches of an experienced teacher (in this case, the subject-specialist mentor). Opportunities to engage in collaborative planning (and teaching) with experienced subject-specialists are crucial.
- The mentor is critical to the development of practice. It is anticipated that mentors will role model best practice through co-teaching with the mentee. Role modelling is a key strategy and methods such as collaborative teaching and in-the-moment coaching will be used to stimulate reframing and the analysis of practice. Through these methods, trainees

will be encouraged to articulate the pedagogical reasoning that accompanies their practice in their subject specialism. This may well include approaches to SEND teaching and inclusion.

- The support of host teachers, mentors and line managers on placement will provide opportunities for trainees to observe and incorporate subject specific teaching and learning strategies. This coupled with work shadowing will encourage trainees to critically reflect upon their practice, which underpins the ethos of the programme. The experience of the second placement will also enhance this opportunity to observe and absorb different approaches to teaching, learning and assessment. This will be especially useful when developing teaching and learning strategies related to inclusion and SEND and exploring any subject specific practices.
- These experiences will then feed into taught university sessions where trainees are encouraged to share their experiences and approaches in order to stimulate ideas for alternative strategies that they could employ to continuously develop their practice to be more inclusive. The aim of this is to instil this continuous development into their future careers.
- The programme aims to promote critical reflection on experience and reflective writing is a key feature of the modules titled Professional Practice 1 and Professional Practice 2 in which trainees are expected to record moments of personal and professional development. This recording will be both generic and subject specific. The reflective journal which forms part of Professional Practice 2 will ask trainees to consider key themes in education and how they impact their own subject and placement.
- The mentor has a role to play in developing the critical thinking of trainee teachers and encouraging critical reflection on professional performance. Performance review meetings between trainees and their mentors will not only focus on feedback from lesson observations, but will promote critical thought about subject-specific practice. This will also help trainees get input on making their learning environment as inclusive as possible.
- Learning Circles will be encouraged in the module titled Theories of Teaching Learning and Assessment. The term describes learning communities of teachers who are placed together in the same group and in the same site for their placement and who meet regularly for professional dialogue. Building resilience is particularly important in the teaching profession and Learning Circles are an important peer support mechanism. To fulfil the assessment requirements of each module, trainees are expected to develop appropriate ICT skills and to consider the issues relating to teaching and learning associated with their use.
- Digital literacy is contextualised and embedded in all of the modules through a variety of methods. It is also evidenced in the teaching of the trainees in the two teaching practice modules, titled Professional Practice 1 and Professional Practice 2 where trainees will have to evidence both their teaching online and their proficiency with a variety of different digital platforms.
- The use of the VLE is a key support feature that aims to model good practice and develop the use of technology by the trainees. The VLE will provide an online support network for fellow students where critical reading, resources and documents can be shared. It will also be used as a forum for professional discussion and dialogue.
- The VLE will also include short formative tasks for students to complete which will act as transition pieces between sessions and units. Modelling is a key element of the teaching and learning approach employed on the course. Coupled with discussion and critique trainees and tutors consider their practice and as a course team we seek to highlight the importance of reflective practice.

In summary, the range of teaching methods used in the programme reflects the wide range of teaching and learning strategies and pedagogical approaches in use across different types of

	provision in the Education and Training sector. The strategies will contribute to building resilience in our trainees, the acquisition of professional knowledge, the development of critical thinking and problem-solving skills, and other aspects of professional learning.
16	Key Assessment Strategy and Methods The assessment strategy has been carefully considered to reflect both the rigour of the course and the workload on the trainee. Summative assessment • All learning outcomes are met through a range of summative assessment methods. A variety of inclusive and challenging summative assessment methods will be used in order to meet the individual needs of trainees and to model good practice. • E-presentations and traditional presentations are used to develop presentation skills as well as technological skill that can then be incorporated into practice to benefit the trainee's own learners. • Reports aim to showcase the critical reading and understanding of the various topics covered. • Practitioner portfolios aim to capture the practical elements of the programme as they provide a variety of elements that are crucial to the teaching role as well as documenting the minimum number of taught hours. • Teaching observations are an additional area of summative assessment. They also form a significant element of formative assessment based on a crucial aspect of the programme which is the ability to plan and deliver high-quality teaching sessions. • Observations of trainees will, wherever possible, be carried out with two members of staff (one from the Teacher Education team and one from the specialist department). The feedback from this is a significant development tool and feedback sessions should include rationale from the trainee about the choices made as well as inclusion of them in the discussion about the session itself. These formal observations should form only part of the observation practice that trainees encounter, with regular informal and developmental observations taking place from host teachers. Formative assessment • Formative assessment takes place through whole class discussion and targeted questioning as well as activities completed in sessions on which feedback is given. Tutorials are available for students to discuss work and assignment submissions. Drafts of up to 25% are encouraged in order for formative feedback to be given and received. We use a progress review system with our students to track their progress and offer support and intervention where necessary. These are in the form of a 1:1 which is informed by students supplying evidence of progress in their submissions. • Feedback on summative submissions is designed to offer development points that can inform the next submission. • The spacing of submissions is intended to be manageable for trainees and the use of two submissions per module for the first semester is intended to offer opportunities to use critical reading of material for the first submission to then be more tightly focussed and expanded upon in the second submission for that module.

	- The experience of a second placement will also support the submissions as trainees will have a broader experience and more able to relate the content of sessions to different placements. - In the second semester trainees are expected to identify areas of focus that are especially pertinent to their practice and extend their ideas, interpretations and critique of those areas in more depth. Observations of trainees will, wherever possible, be carried out with two members of staff (one from the Teacher Education team and one from the specialist department). The feedback from this is a significant development tool and feedback sessions should include rationale from the trainee and apprentice teacher about the choices made as well as inclusion of them in the discussion about the session itself. These formal observations should form only part of the observation practice that trainees encounter, with regular informal and developmental observations taking place from host teachers.
17	Industry Specific Skills Development The PgCE is specifically designed to develop industry skills. The time on placement and the accumulation of teaching and non-teaching duty hours is testament to that. This is done through the supportive relationship of the course tutors and mentors who help guide and develop the practice of trainees. Observations occur throughout the course and offer developmental feedback to help guide practice from the trainees. The inclusion of reflective practice in the learning journal and reflections on each observation is another way of encouraging the development of teaching practice and industry specific skills. All of the course content considers the classroom and is directly related to teaching and learning. The theories and approaches that are explored in university sessions are all linked to teaching and learning explicitly as are the assessments that trainees have to submit.
18	Transferable Skills Development This course provides trainee teachers with a strong foundation in pedagogy, subject knowledge, and classroom practice, but it also fosters a wide range of transferable skills that are valuable beyond the teaching profession. Central to the PgCE is the development of communication skills, as trainees learn to explain complex ideas clearly, adapt their language to suit different audiences, and build positive relationships with learners and colleagues. Alongside this, trainees enhance their organisational and time-management abilities by balancing lesson planning, teaching, assessment, and academic study. Problem-solving and critical thinking are also integral, as trainees reflect on their practice, analyse pupil progress, and adapt strategies to meet diverse learning needs. Collaborative skills develop through working with mentors and peers, requiring negotiation, teamwork, and professional resilience. The course also strengthens digital literacy, as trainees engage with technology for planning, teaching, and assessment, a skill increasingly relevant in many professional contexts. The course builds confidence, leadership, and adaptability, preparing trainees not only for teaching careers but also for roles in training, management, or wider educational fields.

19 **Sustainability**

This course looks to embed environmental awareness into both curriculum content and delivery. Trainees are encouraged to integrate sustainability themes into subject teaching and by promoting critical discussions about global challenges. Digital resources, online collaboration, and online teaching reduce paper use and travel. We aim to model sustainable practices, such as energy-efficient classrooms and recycling initiatives, which trainees carry forward into their own teaching. By fostering values of social and environmental responsibility, the course prepares future teachers to champion sustainability in education and wider professional practice, ensuring lasting impact within and beyond the classroom.

This course contributes to building sustainable workforces by equipping future teachers with the skills to develop learners' adaptability, critical thinking, and resilience. By embedding sustainability principles in teaching practice, it prepares students for evolving industries, ensuring a workforce that is skilled, environmentally conscious, and socially responsible.

20	Programme Modules				
	Full Time Programme Structure - LEVEL 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Behaviour, Wellbeing and Safeguarding	20	Core	Non-compensatable
		Theories of Teaching Learning and Assessment in Further Education	20	Core	Non-compensatable
			20	Core	Non-compensatable
	Full Time Programme Structure – LEVEL 6				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Inclusive Education	20	Core	Non-compensatable
		Contemporary Education Studies	20	Core	Non-compensatable
		Professional Practice 2	20	Core	Non-compensatable
	Part Time Programme Structure Year 1 - LEVEL 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Behaviour, Wellbeing and Safeguarding	20	Core	Non-compensatable
		Theories of Teaching Learning and Assessment in Further Education	20	Core	Non-compensatable
		Professional Practice 1	20	Core	Non-compensatable
	Part Time Programme Structure Year 2- LEVEL 6				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Inclusive Education	20	Core	Non-compensatable
		Contemporary Education Studies	20	Core	Non-compensatable
		Professional Practice 2	20	Core	Non-compensatable

21 Programme Structure

Full time structure:

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

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

submission and monitored through regular checks and tutorials throughout the course to ensure trainees are on track.

The module Theories of Teaching Learning and Assessment is where many of the underpinning theories are explored and discussed. Again, this is done in an intensive block before going on placement after October half term and then there is continued teaching and support for this module up to the hand in date. The introduction to these theories helps trainees see how they can approach their students and get the most from them with their approaches and teaching methods. Behaviour Wellbeing and Safeguarding, follows the same delivery pattern as Theories of Teaching Learning and Assessment and considers how to make a productive and positive learning environment by considering some of the potential causal and contextual factors behind challenging behaviour. By asking trainees to consider these factors we are then looking to consider ways in which we can mitigate these factors to as great an extent as we can. We also look at the responsibilities and importance of student wellbeing and safeguarding.

The semester 2 modules are looking to develop the trainees' awareness of contemporary issues in education. This is obviously done in the module Contemporary Education Studies but also in Professional Practice 2 where trainees will be asked to reflect on specific topics related to education and make connections to their own experiences and practice in those reflections. Inclusive Education is a very important module as it is at the core of everything we as a teacher education department believe in. Therefore, this module asks trainees to conduct a small practitioner research project where they look to make an adaptation to their practice in order to make it more inclusive. Trainees will be asked to consider a common issue related in inclusion in their subject and how they might overcome that issue. Whilst we recognise the small nature of this research project we are trying to instil the idea that teachers can and do make adaptations to practise in order to be more inclusive and to demonstrate the importance of doing that.

Part time structure:

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

	Practice 2					
	The part time course splits the course across the two academic years that trainees study with us. Three modules are taught each year of the two year course. This provides a balanced curriculum that builds on student learning and achievement. This is seen in the year 2 modules being at level 5. This is also seen in the academic writing expectation of the year 2 modules. As many of our part time students are employed they cannot attend a block at university. The module Professional Practice 2 submission is the practitioner portfolio that trainees build across their time on the course. This is where trainees evidence their development of practice in their observations and reflections and the required teaching and placement hours as well as their professional development. The second placement will be in a different campus, department or institution. Trainees will be assisted in the planning and gathering of these hours. Support will be given to help find the second placement. The second placement will likely be split across the two academic years. One portfolio will allow students to gather all of their evidence in one place and showcase their practice and development. This is introduced in year one to the students with the expectations of the submission and monitored through regular checks and tutorials throughout the course to ensure trainees are on track. The first year modules are the same as the full time semester one modules and are studied first for the same reasons. Whilst it is not possible for the same intensive period at the start of the course due to many on the part time course being in-service the same ideas, approaches and principles are explored in order to give an on the job understanding and working knowledge of those key underpinning theories and principles as well as to give practical guidance for effective teaching. The second year modules again are looking for the trainees to draw on their experiences and consider the issues that are most pertinent to their context and to also look to make their teaching more inclusive. The gathering of evidence of professional skill and engagement with development activities is another key element of the modules Professional Practice 1 and 2.					
22	Apprenticeships <i>n/a</i>					
23	Support for Students and Their Learning 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 Luminate Partnership for ITT will have access to the following support systems and facilities: Welfare: Students will have access to support from the Student Support Team to overcome any barriers that are impacting on attendance, progression, and achievement, such as money worries, housing problems, loss of income, student finance loans and access to benefits. Mental Health Support: Students will have access to mental health support, including initial assessment and short-term counselling. Additional Learning Support (ALS): Students with specific learning difficulties, long-term					

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

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

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

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

Students' Union: All students enrolled at [University Centre Leeds](#) are automatically a member of the 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 Leeds City 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).
- The ITE Placement Coordinator will also help establish the arrangements for the second placement.

- All students will be invited to Luminate Education group training events. These events will be shared with students. Students will have mandatory training delivered by the group made available to them.
- Students will be provided with one-to-one academic guidance by personal tutors and mentors in instances where areas for improvement and future learning needs and actions are identified.

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.
24	Distinctive Features 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 its campuses), University Centre Leeds and the Leeds Conservatoire as well as more specialist provision at Mabgate, The Vine and The Foundry. Where possible these campuses will provide opportunities for trainees to experience the second placement. The richness and variety of these different campuses offers a wealth of experience opportunities that can help enlighten and enhance our trainees. As a Higher Education institution in Further Education, we are able to offer an ingrained experience of the field that trainees will enter. There are wide and varied opportunities to work with students in a vast and diverse range of subjects and settings including SEND, University, FE, A Level, GCSE as well as some very specialist subjects such as media make-up, stage combat, game design, cyber security as well as more traditional subjects such as English, maths and science. 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 then followed by a second microteach live online. This is done to ensure that all full time pre service trainees have experienced teaching to a class before they go on placement. It also enables them to have some feedback on their delivery which they can act upon. The expectation of the submission that they complete a reflection based on their microteach also sets the tone of the importance of reflecting on practice to enhance their teaching practice. From these early stages trainees are encouraged to consider the type of teacher they want to be. They are also encouraged to use technology in their sessions and to consider the Minimum Core.

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. The second placement experience will also offer insights into the workings of a different setting which will

enrich the understanding of teaching and learning approaches which trainees can then adapt into their own practice.

Tripartite observations 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.

Appendix 1
Map of Outcomes to Modules

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

Appendix 2
Map of Teaching and Learning Methods

Level 5

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

Level 6

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

Contemporary Education Studies	X	X	X			X	X	X	
Professional Practice 2	X	X	X	X		X		X	

Appendix 3

Map of Assessment Methods

Methods			
Module Titles	Presentation	Poster Presentation	Microteach
Behaviour, Wellbeing and Safeguarding	100% 30 minute presentation and minute Q&A		
Theories of Teaching Learning and Assessment in Further Education		100% 30-minute presentation	
Professional Practice 1			100% Microteach x2 one live in person and the other live online

Module Titles		Report	Portfolio	Viva
Inclusive Education	100% Live presentation. 30 minutes including relevant Q&A			

Contemporary Education Studies		100% 5000 words		
Professional Practice 2			100% Subject Specialist Practitioner Portfolio and viva	

Appendix 4

Map Subject Benchmarks to Programme and Module Learning Outcomes

QAA Education Studies 2019 Mapping to PgCE

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

QAA Benchmark	Links to PgCE module(s)
7.1	The course as a whole.
7.2	PP1 and PP1. However all submissions will work towards this.
7.3	The course as a whole.
7.4	• PP1 and PP2 • Inc Ed, BWS (all modules will work towards this) • CES, BWS, Inc Ed • Inc Ed, PP1 and PP2

7.5	• TTLA, CES, Inc Ed • PP2 reflections • TTLA, BWS • All modules • PP1 and PP2 reflections on observations, BWS • All modules and submissions
7.6	• PP1 and PP2, Inc Ed • TTLA, BWS, CES • All module submissions
7.7	Speech - TTLA, BWS Writing - PP1, PP2, CES, Inc Ed
7.8	PP1, PP2, TTLA, BWS
7.9	• Inc Ed • PP1, PP2, Inc Ed • PP1, PP2, Inc Ed
7.10	PP1 and PP2
7.11	Completion of the course.
7.12	All submissions. Especially TTLA, BWS, PP1, PP2.