



Programme Specification

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| 1 | Awarding Institution/Body | Leeds City College |
| 2 | Delivery Location(s) | University Centre |
| 3 | Programme Externally Accredited by (e.g. PSRB) | |
| 4 | Award Title(s) | Certificate in Education (Post-14 Education and Training) |
| 5 | FHEQ Level | Level 5 |
| 6 | Bologna Cycle | Short cycle within the first cycle. 120 credits. |
| 7 | HECoS Code and Description | <i>This relates to the subject groupings that are used to code provision and advice can be sought from HEDO</i> |
| 8 | Mode of Attendance | Part-time |
| 9 | Relevant QAA Subject Benchmarking Group(s) | Education Studies (2015) |
| 10 | Relevant Additional External Reference Points | <ul style="list-style-type: none"> • Education and Training Foundation (2014) <u>Professional Standards for Teachers and Trainers in Education and Training – England</u>. London: ETF. • Quality Assurance Agency for Higher Education. (2015) <u>Revised QAA Subject Benchmark Statements for 'Education Studies'</u>. London: QAA • Quality Assurance Agency for Higher Education. (2008) <u>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)</u>. London: QAA. • Quality Assurance Agency for Higher Education. <u>UK Quality Code for Higher Education (Quality Code)</u>. London: QAA. |
| 11 | Date of Approval/ Revision | August 2019 |

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| 12 | Criteria for Admission to the Programme | |
| <u>Certificate in Education (Post-14 Education and Training) Entry Criteria</u> | | |
| | Typical offer | Minimum Offer |
| GCSEs | Five GCSE subjects, including three at GCSE level Grade C or above (which must include English and Mathematics). | Five GCSE subjects, including three at GCSE level Grade C or above (which must include English and Mathematics). |
| A Levels: | 2xD grades which can be in any subject. | 2xD grades which can be in any subject. |
| L3 Subject Specialist qualification: | At least a minimum of NVQ (NQF) level 3 in vocational area. | At least a minimum of NVQ (NQF) level 3 in vocational area. |
| GCSE English: | English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs. | |
| GCSE Maths: | Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs. | |
| International qualifications: | International qualifications will be assessed against these criteria | |
| Mature applicants: | Leeds City College 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) or Recognition of Prior Experiential Learning (RPEL). | |
| <u>Additional entry criteria</u> | | |
| | Criteria | |
| Placements: | Part-time students will need a minimum of 100 hours current group teaching in their specialist area over 2 years. | |
| DBS checks: | All places are subject to a satisfactory enhanced check for regulated activity with the Disclosure and Barring Service (DBS), formerly known as a Criminal Records Bureau check. | |
| Interview: | A successful interview required. | |
| References: | An appropriate reference is required. | |

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Educational Aims of the Programme

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

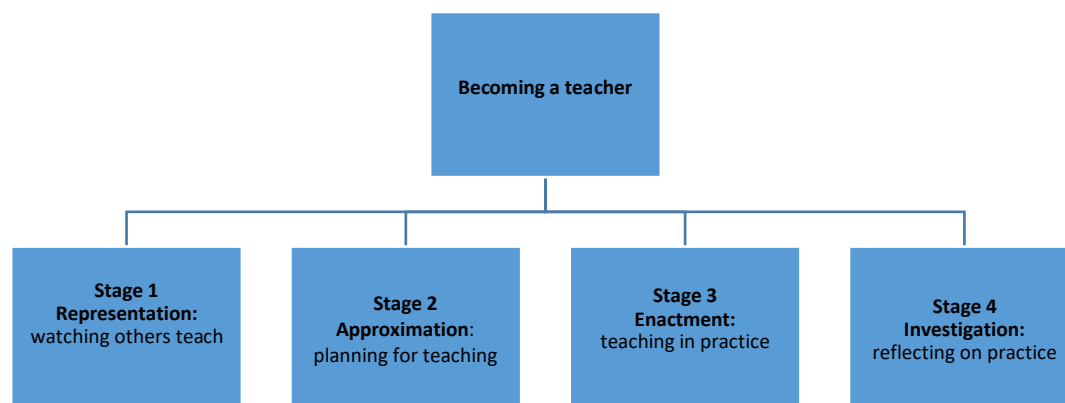
- Build a shared understanding of effective teaching and learning within a common framework for professional practice that can be implemented across the Education and Training Sector.
- Promote the solution of practice problems through use-inspired basic research.
- Critically analyse the core teaching practices around which teacher education and professional development can be organised and identify how these practices take shape in the context of 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.

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| 14 | Learning Outcomes | |
| | The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to: | |
| | Knowledge and Understanding | |
| | K1 | Conduct a study into an aspect of practice drawing on insights at the forefront of research into post-compulsory pedagogy. |
| | K2 | Apply the skills of empirical enquiry to the practice of teaching, learning and assessment. |
| | K3 | Demonstrate a detailed knowledge of core pedagogical practices and the complex relationship between teaching, learning and assessment. |
| | K4 | Critically analyse a variety of conceptual frameworks associated with teaching, learning and assessment across a range of contexts. |
| | Cognitive/Intellectual Skills | |
| | C1 | Draw on a coherent set of findings about teaching, learning and assessment in the education and training sector and apply to a variety of practical situations. |
| | C2 | Provide a balanced, logical and supported account of some of the major concepts and categories that have emerged from research on teaching, learning and assessment in a range of contexts. |
| | C3 | Consider and evaluate alternative perspectives on how to provide high quality teaching, learning and assessment and apply these concepts in a variety of practical situations. |
| Practical/Professional Skills | | |
| P1 | Operate within a complex professional context adhering to ethical constraints and using a wide range of variably appropriate and innovative practitioner-based techniques. | |

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|--------------------------------|-----------|--|
| | P2 | Demonstrate intellectual and professional autonomy drawing upon tacit knowledge and generating own answers to practice problems with limited supervision and within agreed guidelines. |
| Key Transferable Skills | | |
| | T1 | Evaluate own learning and reflect systematically on performance updating action plan in response to development need. |
| | T2 | Demonstrate employment potential and a realistic match between career aspirations and professional aptitude. |
| | T3 | Select and use a range of communication methods appropriate to the spirit of collaborative professionalism and intellectual debate. |

15 Key Learning & Teaching Strategy and Methods

According to McDonald, M. et al., in the article titled “Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity” (2013), there are four stages to becoming a teacher. These are shown in the diagram below:



Source: McDonald, M. et al. (2013) “Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity”, Journal of Teacher Education, Vol.64, No.5, pp.378–386, p.382.

The stages of this cycle have informed the teaching and learning strategies used throughout the programme. The programme adopts an approach to teacher preparation that is strongly grounded in a situated perspective on learning through representations and approximations of practice, along with the enactment and investigation of practice. The sub-sections below identify the particular strategies used that are associated with each stage.

Stage 1 – Representation (Watching others Teach)

- The first stage of the cycle is particularly important in the formation of trainee teachers. Representations of practice enable student teachers to learn about the processes of teaching and learning, so activities such as **video analysis** feature in the initial modules.
- Videos will include practitioners across the sector working with diverse groups of learners. This method will complement the use of **peer observation** in the Teaching Practice modules titled Demonstrating Professional Knowledge and Competence and Subject Specialist Teaching.
- Trainees will be encouraged to critique representations of practice by observing practitioners across the sector, including their mentors.
- 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 Personal Development Behaviour and Welfare in Education and Training, 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.

Stage 2 – Approximation (Planning for Teaching)

- Trainees will approximate practice through planning for and rehearsing practice with their peers also. Learning to plan in order to meet the needs of the range of learners and planning for specific contexts are key skills that beginning teachers need to develop so teaching, learning and assessment activities in the first semester focus on the planning process.
- **Micro-teaching** is a key component of the award. Activities such as collaborative teaching have also been included in the first semester (for example, in the module titled Personal Development Behaviour and Welfare in Education and Training) to highlight the decision-making processes that 'expert' teachers undertake, particularly in regard to lesson planning.
- **Joint Practice Development** is also included in the module titled Demonstrating Professional Knowledge and Competence to expose the beginning teacher to the planning decisions and methodological approaches of an experienced teacher (in this case, the subject-specialist mentor). Opportunities to engage in collaborative planning (and teaching) with experienced subject-specialists are crucial.
- **Blogs** will be used as a medium for developing trainees' understanding of the praxis of teaching and will be used as a space for developing creative ideas and pedagogical approaches. Blogs will be used to share hyperlinks to useful resources, to build 'knowledge communities' through sharing and building ideas, for reflective and exploratory writing, for reading the work of others, to post work for community comment and feedback and for the inclusion of other pedagogical resources.

Stage 3 – Enactment (Teaching in Practice)

- The mentor is critical to the enactment 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-the-moment coaching is used in teacher education to stimulate the analysis of practice. Members of the ITET team will co-teach with trainees and provide

in-the-moment coaching on aspects of practice. This strategy will be an integral part of the module titled Personal Development Behaviour and Welfare in Education and Training.

- The support of host teachers, mentors and line managers on placement (or employment for apprentice teachers) will provide opportunities for trainees to observe and incorporate discipline-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.

Stage 4 – Investigation (Reflecting on Practice)

- The programme aims to promote critical reflection on experience and reflective writing is a key feature of the modules titled Demonstrating Professional Knowledge and Competence and Subject Specialist Teaching in which trainees are expected to record moments of personal and professional development.
- 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 (PRMs) between trainees and their mentors will not only focus on feedback from lesson observations, but will promote critical thought about subject-specific practice.
- Strategies such as **metaphor analysis** will be used at key stages of the course, but particularly at the beginning of the programme in the module titled The Psychology of Teaching Learning and Assessment, to promote reflection on assumptions and beliefs about practice.
- **Learning Circles** will be used in the module titled The Psychology 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 throughout the practicum for professional dialogue. Building resilience is particularly important in the teaching profession and Learning Circles are an important peer support mechanism.

Digital literacy skills and competencies

- To fulfil the assessment requirements of each module, trainees are expected to develop appropriate ICT skills and to confront the issues relating to teaching and learning associated with their use.
- Digital literacy is contextualised and embedded in the two teaching practice modules, titled Demonstrating Professional Knowledge and Competence and Subject Specialist Teaching. In these modules, trainees will consider the common challenges and constraints faced by teachers when designing ICT learning experiences and reflect on Levels of Technology Implementation (LoTi) in their own programmes and the development of their own digital literacy skills.
- The Minimum Core (2013) provides a holistic picture of the range of aspects associated with the pedagogical use of ICT and trainees will be introduced to this document at the beginning of the course. Trainees will undertake an initial assessment that is designed to determine how confident they are in applying this document's performance statements to their practice.

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| | <ul style="list-style-type: none"> • The use of Google Classroom is a key support feature that aims to model good practice and develop the use of technology by the trainees. The classroom 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. • Google Classroom will also include short formative tasks for students to complete which will act as transition pieces between sessions and units. For the apprentice teachers this is a further opportunity to demonstrate their 20% off the job training. Self-Guided Professional Development Activities (PDAs) will include training and development related to the delivery of digitally enhanced programmes. <p>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.</p> |
| 16 | <p>Key Assessment Strategy and Methods</p> <p>The assessment strategy has been carefully considered to reflect both the rigour of the course and the workload on the trainee and apprentice teacher.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • 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. • Academic posters are used to develop subject knowledge and understanding as well as presentation skills. Similarly, e-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.
- 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.
- 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.

End Point Assessment (EPA) for apprentice teachers

- Apprentice teachers will go through the EPA process which involves observation and professional discussion with an external End Point Assessor Organisation (EPAO). Apprentice teachers will prepare material for any of the nine different areas of focus that the EPAO could request. Formative assessment in the form of mock professional discussions and interviews on the different nine areas with development points are designed to support the summative assessment completed by the EPAO. A specific period of time has been identified on the apprentice teacher schedule to further support apprentice teachers with the successful completion of the EPA.

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Programme Modules

Details of each module are tabularised below:

Year 1 – Level 4

| Code | Title | Level | Credits | Core/ Option | Compensatable (Y/N) | Variance |
|------|----------------------------|-------|---------|-----------------|------------------------|----------|
| | Demonstrating Professional | 4 | 20 | C | N | |

| | | | | | | |
|--|--|---|----|---|---|--|
| | Knowledge and Competence | | | | | |
| | The Psychology of Teaching Learning and Assessment | 4 | 20 | C | N | |
| | Personal Development Behaviour and Welfare | 4 | 20 | C | N | |

Year 2 – Level 5

| Code | Title | Level | Credits | Core/Option | Compensatable (Y/N) | Variance |
|------|--|-------|---------|-------------|---------------------|----------|
| | Subject Specialist Teaching | 5 | 20 | C | N | |
| | Creative Teaching and Learning | 5 | 20 | C | N | |
| | Curriculum Design for Inclusive Practice | 5 | 20 | C | N | |

The individual modules are described briefly below. Further detail can be found in the module specifications for each of the modules.

Year 1 Modules

Demonstrating Professional Knowledge and Competence (DPKC)

- This module will focus on the ways in which practitioners in the education and training sector maintain and develop their skills, knowledge and expertise in an increasingly diverse context. It will begin with a definition of the standards that govern the work of practitioners within the sector. The Professional Standards for Teachers and Trainers in Education and Training – England (2014) – which provide a general description of the roles of teaching and supporting learning within the education and training environment – will be an important reference point.
- The module encourages students to engage in ongoing and focused reflection in response to classroom observations and experience. Students will apply key concepts underpinning reflection and reflexivity as an aid to resolving practice problems. It runs concurrently with the modules titled The Psychology of Teaching, Learning and Assessment and Applied Behaviour Management in Education and Training, which provide key indicators of professional progress through the resolution of practice problems.

The Psychology of Teaching Learning and Assessment (PTLA)

- The module aims to offer practical guidance on the ways in which practice can be enhanced by applying research in cognitive psychology to teaching practice. It encourages trainees to apply psychology and learning theory to

their own teaching context to enhance student learning. Students will be introduced to a range of psychological theories relating to learning and teaching and will engage pro-actively in identifying ways of enhancing practice to support learners.

- This module provides opportunities for students to extend and scaffold their thinking on the principles of effective practice, with a particular focus on the psycho-social aspects of the classroom which is a key theme in the module titled Personal Development Behaviour and Welfare in Education and Training.

Personal Development Behaviour and Welfare in Education and Training (PDBW)

- This module draws on contemporary, international and inter-disciplinary debate in the field of behaviour management. It examines some of the contextual and causal factors (e.g. psychological, biological, environmental, socio-economic and historical) that impact upon behaviour and explores the link between behaviour issues and the environment beyond the educational institution.
- The module offers practical advice on the skills and strategies needed by teachers to cope appropriately and effectively with challenging behaviour in a range of educational settings. The module will consider the impact of Social Emotional and Health (SEMH) on classroom behaviour and management and includes content on mental health therapies. Trainees will interrogate models of discipline in education to arrive at recommendations for practice. They will be expected to question orthodox methods of behaviour management and examine the use of restorative practice and other approaches in the avoidance of conflict in the classroom.

Year 2 Modules

Subject Specialist Teaching (SST)

- This module provides an opportunity for students to develop Subject Pedagogical Knowledge (SPK) and practice, with reference to key issues relating to the specialist area and the implications for teaching, learning and assessment. The module will give trainees further opportunities to analyse the theoretical concepts of innovation and creativity in teaching and learning. The module will focus on signature pedagogies and students will be encouraged to evaluate current practices in relation to this concept. The module will be assessed by a Subject Specialist Practitioner Portfolio that records on-going professional learning and Self-Guided Professional Development Activities (PDAs).

Creative Teaching and Learning (CT&L)

- In this module, which provides a further opportunity for students to initiate and implement pedagogical change, students will apply creativity theory to the core practices of teaching, learning and assessment. The module aims to give students a practical understanding of the role of creativity in teaching, learning

| | <p>and assessment as well as the institutional economic factors which might influence how these translate to practice. It is anticipated that students will gain a wider insight into the links between creative teaching and learning, cultural evolution and technological advancement.</p> <ul style="list-style-type: none"> • Trainees will be required to develop, trial and implement a creative teaching and learning strategy in the workplace. Trainees will critique the impact of this strategy on learner motivation and achievement. This was a key theoretical concern in the module titled The Psychology of Teaching, Learning and Assessment and it is anticipated that this module will give trainees an opportunity to examine this theme further. <p>Curriculum Design for Inclusive Practice (CDIP)</p> <ul style="list-style-type: none"> • This module provides an opportunity to develop an understanding of curriculum concepts, policies and influences, with reference to the key questions raised by the concept of educational inclusion. The module encourages students to engage with policies and issues relating to curriculum development in the Education and Training sector, including the disapplication of the curriculum in order to meet the needs of particular students. • Students will be required to evaluate a specific curriculum, suggesting improvements to its design in a research study and presentation. These improvements may include creative strategies (some of which may have been explored in the module titled Creative Teaching and Learning) to promote the inclusion of specific group of students (including students with additional learning needs), minority ethnic and faith groups, travellers, asylum seekers and refugees; students with special educational needs) and students who are at risk of disaffection and exclusion. Trainees will be assessed on their ability to make recommendations that inform curriculum development and delivery and contribute to the curriculum design process. | | | | | | | | | | | | | | | | | | | | |
|--|---|---|----------------------|--|--|---------------------------|----------------------|-------------------------|----------------------|--|----|--|--|--|----|--|--|---|----|--|--|
| 18 | <p>Programme Structure</p> <p>The course has a modular structure and consists of three core modules at Level 4 in Year 1 and three core modules at Level 5 in Year 2. Each module carries a credit rating of 20 credits and a total of 120 credits is required in order to gain the award. The modules are tabularised below:</p> <table border="1" data-bbox="252 1473 1364 1908"> <thead> <tr> <th colspan="4">Programme Structure – Year 1 Level 4</th> </tr> <tr> <th>Compulsory modules</th> <th>Credit points</th> <th>Optional modules</th> <th>Credit points</th> </tr> </thead> <tbody> <tr> <td>The Psychology of Teaching Learning and Assessment</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td>Personal Development Behaviour and Welfare in Education and Training</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td>Demonstrating Professional Knowledge and Competence</td> <td>20</td> <td></td> <td></td> </tr> </tbody> </table> | Programme Structure – Year 1 Level 4 | | | | Compulsory modules | Credit points | Optional modules | Credit points | The Psychology of Teaching Learning and Assessment | 20 | | | Personal Development Behaviour and Welfare in Education and Training | 20 | | | Demonstrating Professional Knowledge and Competence | 20 | | |
| Programme Structure – Year 1 Level 4 | | | | | | | | | | | | | | | | | | | | | |
| Compulsory modules | Credit points | Optional modules | Credit points | | | | | | | | | | | | | | | | | | |
| The Psychology of Teaching Learning and Assessment | 20 | | | | | | | | | | | | | | | | | | | | |
| Personal Development Behaviour and Welfare in Education and Training | 20 | | | | | | | | | | | | | | | | | | | | |
| Demonstrating Professional Knowledge and Competence | 20 | | | | | | | | | | | | | | | | | | | | |

Exit award available at this point: Certificate in Teaching and Learning (Post-14 Education and Training)

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

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

| | TP1 | TP2 |
|--|---|-----------------------------|
| <ul style="list-style-type: none"> Certificate in Education (Post-14 Education and Training) | Demonstrating Professional Knowledge and Competence | Subject Specialist Teaching |

Delivery schedules are listed below.

Please note that the apprentice teacher delivery schedule can be found in Section 19 of this document.

Year 1: Level 4 – Certificate in Education (Post-14 Education and Training)

- The delivery structure for the first year (weeks 1-30) of the programme is tabularised below. This structure is common to each route. Trainees will be in attendance at the centre for one session per week.
- During the first year, the modules titled Demonstrating Professional Knowledge and Competence and The Psychology of Teaching Learning and Assessment will run alongside each other in the first semester.
- The modules titled Demonstrating Professional Knowledge and Competence and Personal Development Behaviour and Welfare in Education and Training will run alongside each other in the second semester.
- Trainees are expected to spend at least 4-6 hours a week in the classroom (50 hours by the end of the first TP module, Demonstrating Professional Knowledge and Competence).

| Module | Weeks | Hours per week | Submission dates | Tutor |
|---|--------------|-----------------------|-------------------------|--------------|
| Demonstrating Professional Knowledge and Competence | 1-30 | 1.5 | T1: Wk.12 T2: Wk.31 | AG |

| | | | | | |
|--|---|--------------|-----------------------|-------------------------|--------------|
| | The Psychology of Teaching Learning and Assessment | 1-15 | 3 | T1: Wk.10 T2: Wk.15 | JW |
| | Personal Development Behaviour and Welfare in Education and Training | 16-30 | 3 | T1: Wk.28 T2: Wk.30 | ML |
| <p>Year 2: Level 5 – Certificate in Education (Post-14 Education and Training)</p> <ul style="list-style-type: none"> The delivery structure for the second year (weeks 1-30) is tabularised below. Trainees will be in attendance for one session per week. | | | | | |
| | Module | Weeks | Hours per week | Submission dates | Tutor |
| | Subject Specialist Teaching | 1-30 | 1.5 | T1: Wk.31 | JW |
| | Creative Teaching and Learning | 1-15 | 3 | T1: Wk.15 | SM |
| | Curriculum Design for Inclusive Practice | 16-30 | 3 | T1: Wk.30 | ML |
| | <ul style="list-style-type: none"> During the second year, the modules titled Subject Specialist Teaching and Creative Teaching and Learning will run alongside each other in the first semester. The modules titled Subject Specialist Teaching and Curriculum Design for Inclusive Practice will run alongside each other in the second semester. Trainees are expected to spend at least 4-6 hours a week in the classroom (50 hours by the end of the second Teaching Practice module in Year 2). During TP, trainees are expected to extend their teaching skills, attend meetings where appropriate and become familiar with developments taking place in their department and the college as a whole. Following the completion of TP, until the end of the course in early June, trainees may continue to attend the centre for involvement with work related to completion of the course modules. This might include involvement in activities other than teaching that constitute part of a lecturer/trainer's professional/organisational role. Examples of suitable activities include: curriculum development (including the design of assignments), the preparation of resource based learning materials; involvement in outreach activities; undertaking action research; involvement in quality assurance or assessment procedures. | | | | |
| 19 | <p>Apprenticeships</p> <p><u>The delivery structure</u></p> <ul style="list-style-type: none"> Apprentice teachers will be in their employment 4 days per week and will spend 1 day per week at the University Centre in the Department of Teacher Education. This will provide a significant portion of their 20% off the job training with the remainder of the off the job training being done through the school or college staff development days and their own personal study and training. | | | | |

- 20% off the job training equals 7 hours and 25 minutes. Taught content and critical reading will be set for apprentices to fulfil the requirements. Staff development days and departmental CPD will also contribute to the 20% off the job training. The writing of assignments as well as shadowing and observing will also count towards the 20% off the job training.

Timetable for apprentice teachers

Year 1

- When apprentice teachers are new to teaching then the expectation is that they are gradually introduced to teaching on their own.
- They should have a timetable in which they will ultimately become responsible for the planning, delivery and assessment of teaching and learning. It is recommended that in the first year this timetable approximates 12 hours.
- There should be an initial period of observation and shadowing (September-October half term) which will allow the apprentice teachers to familiarise themselves with the process and procedures of their institution.
- Apprentice teachers should then start to take responsibility for planning and delivering sections of lessons with in class support from host teachers (October-December). In this period, depending on the competence and confidence of the apprentice and host teacher, they may start planning and delivering whole sessions.
- It is expected that apprentice teachers will start to plan and deliver whole sessions with in class support from January. After this point it is expected that the in class support is removed at a time when both the host teacher and apprentice teacher are confident that effective planning for productive and progress filled sessions can be delivered by the apprentice teacher without in class support from the host teacher. This may occur at different times with different classes.
- Reviews of practice should occur weekly and, if greater in class support is required, then this should be provided.

Year 2

- Apprentice teachers should have a timetable in which they will be responsible for the planning, delivery and assessment of teaching and learning. It is recommended that in the second year this timetable approximates 16 hours. In class support will be provided only where deemed necessary.

The delivery schedule containing module titles, module duration, the number of hours per week, submission dates and module tutors are tabularised below:

Year 1

| Module | Weeks | Hours per week | Submission dates | Tutor |
|---------------|--------------|-----------------------|-------------------------|--------------|
| | | | | |

| Demonstrating Professional Knowledge and Competence | 1-30 | 1.5 | T1: Wk.12 T2: Wk.32 | AG |
|--|-------|----------------|--|----------|
| The Psychology of Teaching Learning and Assessment | 1-15 | 3 | T1: Wk.10 T2: Wk.14 | JW |
| Personal Development Behaviour and Welfare in Education and Training | 16-30 | 3 | T1: Wk.28 T2: Wk.30 | ML |
| Creative Teaching and Learning | 30-34 | 5h15m | Submission is in week 8 of year 2. Four weeks of taught content in year 1 to accommodate EPA | JW |
| Year 2 | | | | |
| Module | Weeks | Hours per week | Submission dates | Tutor |
| Subject Specialist Teaching | 1-26 | 1h15 | T1: Wk.26 | JW |
| Creative Teaching and Learning | 1-8 | 3 | T1: Wk.8 | JW |
| Curriculum Design for Inclusive Practice | 8-20 | 3 | T1: Wk.20 | ML |
| EPA preparation | 30-34 | 4.5 | EPA date set by EPAO | JW AG |
| <ul style="list-style-type: none"> The expectation of support for apprentice teachers is outlined below. Assessors will not be involved with trainee teachers and neither will they have to complete OneFile (the apprenticeship platform for recording development). | | | | |
| <u>Support for apprentice teachers</u> | | | | |
| Support for apprentice teachers will be provided by a variety of professionals: | | | | |

1. Subject mentor
2. Host teachers
3. School/college line manager/Head of Department
4. Course tutor(s)
5. Assessor
6. Course Leader at LCC

1. Subject mentor

- This will be the most consistent and regular point of contact for the apprentice teacher. They will be involved in the support of planning, teaching and assessing. They will offer subject specialist expertise and support in the form of developing the subject knowledge of the apprentice teacher and offering advice and guidance to develop the teaching and learning techniques and strategies of the apprentice teachers.
- The subject mentor will informally and developmentally observe the apprentice teacher once a week (minimum) once the apprentice teacher is teaching. They will have a weekly meeting (minimum 1 hour) with the apprentice teacher which should cover the following content: session planning, observation notes and thoughts, examples of good practice from observation or teaching, areas to develop, training opportunities, updates on OneFile, evidence gathered for the Professional Standards and EPA topics, next steps. This meeting should be a scheduled meeting in a regular slot that is mutually convenient and should not be ad hoc. The meeting should occur in a mutually agreed location without other people being present. Minutes of the meeting should also be taken by the subject mentor.
- The subject mentor will give a clear overview of the course, topics, qualification levels, awarding bodies, assessment requirements for the courses that the apprentice teacher will be involved with.
- They will also provide logistical support in relation to things like, computer systems and access, photocopying and printing, keys, security passes and badges.
- The quality of mentor support will be monitored by the ITT Placement Coordinator at the University Centre, Leeds City College, using several sources of information. These include:
 - Meetings with mentors during teaching observation visits.
 - Joint observations of all mentors with a member of the ITT team.
 - Informal discussions with trainees.
 - Class sessions which refer to feedback from mentors.
 - Regularly reviewing the observation forms completed by mentors.
 - Regularly reviewing the forms completed by mentors and mentees.
- The ITT Placement Coordinator will take a lead role in quality assuring placement provision across the sites, attending meetings with mentors and trainees to gain feedback on progress. They will conduct compulsory mentor training every half term for all the mentors across the partnership and chair regular meetings for all mentors to enable good ITT practice to be shared.

2. Host teachers

- The host teachers will be the members of the department that the apprentice teachers will initially observe teaching and then co teach with and eventually take the sessions of. The host teacher will support the apprentice teacher by explaining the course content, award studied and relevant schemes of learning for the classes in question as well as discussing effective teaching and learning strategies and behaviour management strategies for the classes.
- Host teachers will also share relevant student information with apprentice teachers. This information will consist of: data trackers, including target grades and progression data, student starting points, prior learning, relevant SEND and EHCP information and student profiles.
- The host teacher will support in the planning of sessions by the apprentice teacher and in the creation and design of resources for sessions delivered by the apprentice teacher. The apprentice teacher will be expected to design their own sessions and create their own resources for the sessions, or parts of sessions, that they deliver.
- The host teacher will also provide informal and developmental feedback on observations of the apprentice teacher.

3. School/college line manager/Head of Department

- This is specific to the apprentice teacher's employment and does not cover their study for the course which would be the responsibility of the course leader and will be covered in subheading no.6.
- The line manager/Head of Department will support the apprentice teacher by being their official line manager and explaining all of the relevant policies and procedures that the apprentice teacher should be aware of and sourcing relevant training where necessary (e.g. Safeguarding, Prevent, behaviour policy, attendance policy, code of conduct etc).
- They will support through providing a timetable (of around 12 hours per week in the first year and 16 per week in the second academic year) which offers a range of experiences for the apprentice teacher. This range could be level, ability, age group and qualification.
- The line manager/Head of Department will ensure that the apprentice teacher is having weekly meetings of one hour (minimum) with their subject specialist mentor and that once the apprentice teacher is delivering sessions regularly that they are being informally observed at least once per week by the mentor or host teachers.
- The line manager/Head of Department will also ensure that the apprentice teacher gains sufficient opportunities to observe and shadow experienced members of staff (both in and out of the subject specialist department).
- The line manager/Head of Department should read the mentor meeting minutes and offer support based on issues arising where necessary.

4. Course tutor(s)

- The course tutor(s) will offer support in the preparation and completion of the assignments required for the successful completion of the programme. The course tutors will prepare materials and resources that will successfully

support the apprentice teachers in the completion of the qualification. This support will be in the form of tutorials, assignment support and reading of drafts.

- The course tutors will also provide practical ideas and suggestions for teaching and learning and use examples from practice to highlight and explain how the course content can be applied in practice.
- The course tutor will create opportunities for apprentice teachers to discuss ideas and issues and help find solutions to these areas either through discussing how to overcome any issues or referring the apprentice teachers to relevant people or places for further support. This additional support may be sourced from the safeguarding team in college, the college counselling team, academic support via the library or the HE Learning Support Officer.

5. Assessor

- The assessor will support the apprentice teacher by meeting them every 4-6 weeks and conducting progress reviews. The progress review will focus on the progress of the apprentice teacher and will consider how effectively the apprentice teacher is using OneFile to record their progress. The progress considered will be both course progress and the completion of assignments and their progress at demonstrating the skills and behaviours required for them to complete the apprenticeship and be an effective teacher.
- The assessor will also offer support to the apprentice teacher if they identify that other aspects of support are not in place. For example, if the weekly meeting between the mentor and apprentice teacher are not taking place, then the assessor will aim to ensure that those meetings do happen.

6. Course Leader for the Certificate in Education (Post-14 Education and Training) at Leeds City College

- The Course Leader (CL) will support the apprentice teacher by quality assuring the content of the taught sessions, ensuring that sufficient depth of detail and subject is covered to offer apprentice teachers every opportunity to successfully complete the qualification. The CL will ensure that thorough moderation of assignments occurs throughout the year in order to guarantee successful completion of both the qualification and apprenticeship.
- The CL will support the apprentice teachers in their EPA by ensuring that the different strands of the EPA are referenced on the modules of the qualification so that apprentice teachers can gather relevant evidence throughout their two years into the different areas in readiness for their EPA.
- The CL will create an assessment schedule which recognises the demands of the apprentice teacher's work and supports their successful completion of the qualification. The CL will support the assessor in their work with employers and apprentice teachers to ensure that all parties are aware of the expectations on them, this will be through relevant documentation and training where required.

The End Point Assessment (EPA)

- The End Point Assessment (EPA) will be completed by the apprentice teacher

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| | <p>once they have completed the Certificate in Education (Post-14 Education and Training) award and have demonstrated their competency in the skills, knowledge and behaviour of a teacher to the satisfaction of the employer.</p> <ul style="list-style-type: none"> • A sustained period of EPA preparation will take place with mock interviews and discussions taking place on the nine areas of focus. Formative observation will also occur to help prepare the apprentice teachers for the EPA. • The EPA includes two observations and a professional discussion based on any of the nine areas listed below: <p>1. Authentic and Current Learning S/K1; S/K2; S/K10</p> <ul style="list-style-type: none"> • Learning which is situated in, or realistically replicates, authentic and current workplace practices is more meaningful to learners and therefore more motivating. It is also essential that the knowledge and skills gained are relevant to current and emerging workplace practice. <p>2. Developing Skills for Work and Life S/K3; S/K4; S/K15; Behs. (c) (e)</p> <ul style="list-style-type: none"> • Vocational development is more than the acquisition of a set of vocational skills. It needs to prepare learners for future economic and social success, requiring the development of a broad range of personal and interpersonal together with appropriate values and attitudes. <p>3. Removing Barriers to Learning S/K5; S/K8; S/K20; Beh. (b)</p> <ul style="list-style-type: none"> • The principles underpinning this will have been addressed within initial teacher training. This Standard is more concerned with how the LST removes barriers to learning, in practice. Whilst there is a focus on 'protected characteristics', any learner may experience barriers to learning. <p>4. Active Learning that Challenges and Differentiates S/K7; S/K12; Beh. (d)</p> <ul style="list-style-type: none"> • Participation in meaningful, challenge-based learning (particularly with peers) creates the conditions in which learners' individual goals can coexist with group-based vocational learning. Creating challenges is the logical strategy for facilitating 'stretch and challenge' for every learner and is inherently more engaging. <p>5. Using Digital and Mobile Technologies S/K9; Beh. (f)</p> <ul style="list-style-type: none"> • New technologies are constantly emerging and are a 'fact-of-life'. Digital and mobile technologies now have the potential to transform teaching, learning and learning support, enabling the teacher to devote more of their time to supporting learning rather than just imparting it. <p>6. Supporting English and Mathematics S/K6</p> <ul style="list-style-type: none"> • Improving English and maths outcomes in the Education and Training sector is an ongoing challenge. Vocational teachers need to understand how literacy |
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| | <p>and numeracy underpin specific vocational skills and how they can support a team approach to improving learners' outcomes in these essential skills.</p> <p>7. Assessment for Learning (AfL) S/K11; S/K13; S/K14; S/K16</p> <ul style="list-style-type: none"> • Assessment for Learning (AfL) is well embedded within the Schools Sector, but less so in the Education and Training sector where it is often confused with interim summative assessment (i.e. periodic testing). AfL, however, significantly improves progress and achievement as well as self-efficacy, resilience and metacognition. It is also the key to improving the reliability of progress data for individuals and aggregated performance measures. <p>8. Vocational Currency S/K19</p> <ul style="list-style-type: none"> • Teachers are 'dual professionals'. Dual professionalism is relatively more important in the Education and Training Sector, compared with the Schools Sector, because vocational practice generally changes far more rapidly than does the content of academic study. The LST must therefore ensure their knowledge and skills are up-to-date in respect of both their vocational specialism and generic teaching practice. <p>9. Quality Assurance and Improvement S/K17; S/K18; S/K21; Behs. (a) (b) (g)</p> <ul style="list-style-type: none"> • Quality assurance and quality improvement is a 'whole organisational' issue that must be supported by all staff. The apprentice teacher will therefore support and, potentially, initiate quality improvements and related professional development. Collecting reliable data to demonstrate the need for improvement and the impact of improvement interventions underpins all quality assurance or improvement. <p>Please see Annex 1: The Apprenticeship Standard and Annex 2: EPA Mapping Document, which cross-maps each EPA area to the modules in the Certificate in Education (Post-14 Education and Training) award.</p> |
| 20 | <p>Support for Students and Their Learning</p> <p>The award adopt the following approach to student learning support:</p> <ul style="list-style-type: none"> • School study skills website and student learning support. • Thorough Information, Advice and Guidance prior to application. • A thorough Induction Programme that introduces the educational aims of the programme, including the importance of belonging to an e-professional community will take place. It considers the key concepts that underpin the course and identifies the attributes and aptitudes that learners already have and those that they would like to develop. • Learners are also introduced to the concept of a Critical Friendship Group (CFG) at the induction stage and will form a supportive CFG with group members. • One-to-one academic guidance from personal tutors in instances where areas for improvement and future learning needs and actions are identified. • Use of professional supervisors and workplace mentors to facilitate development and provide constructive feedback. |

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| | <ul style="list-style-type: none"> • A discursive approach to learning and problem-solving through action learning sets, CFGs and online collaborative discussion. • The Department of Teacher Education recruits a wide range of students from very diverse settings, backgrounds and organisations. Learner involvement initiatives are incorporated into curriculum planning, delivery and review, including tools for consulting learners. • Students are encouraged to share their own agendas for change on Course Committees. |
| 21 | <p>Distinctive Features</p> <p>The award is distinctive because of the teaching and learning strategies that are used (e.g. role modelling strategies (such as in-the-moment coaching). The award also leads to Qualified Teacher Learning and Skills (QTLS) status, which is the badge of professionalism for post-14 education and training. The award is also heavily employment-orientated and is designed to prepare trainees thoroughly for professional practice.</p> |

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| Stage Outcomes (Undergraduate Awards only) |
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Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

| No. | Programme Outcome | Stage/Level 5(2) | Stage/Level 4(1) |
|-----------|--|------------------|------------------|
| K1 | Conduct a study into an aspect of practice drawing on insights at the forefront of research into post-compulsory pedagogy. | | |
| K2 | Apply the skills of empirical enquiry to the practice of teaching, learning and assessment. | | |
| K3 | Demonstrate a detailed knowledge of core pedagogical practices and the complex relationship between teaching, learning and assessment. | | |
| K4 | Critically analyse a variety of conceptual frameworks associated with teaching, learning and assessment across a range of contexts. | | |
| K5 | Evaluate appropriate empirically-grounded and theoretically-informed | | |

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| | knowledge in the field of education and training. | | |
| No. | Programme Outcome | Stage/Level 5(2) | Stage/Level 4(1) |
| C1 | Draw on a coherent set of findings about teaching, learning and assessment in the education and training sector and apply to a variety of practical situations. | | |
| C2 | Provide a balanced, logical and supported account of some of the major concepts and categories that have emerged from research on teaching, learning and assessment in a range of contexts. | | |
| C3 | Consider and evaluate alternative perspectives on how to provide high quality teaching, learning and assessment and apply these concepts in a variety of practical situations. | | |
| No. | Programme Outcome | Stage/Level 5(2) | Stage/Level 4(1) |
| P1 | Operate within a complex professional context adhering to ethical constraints and using a wide range of variably appropriate and innovative practitioner-based techniques. | | |
| P2 | Demonstrate intellectual and professional autonomy drawing upon tacit knowledge | | |

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| | and generating own answers to practice problems with limited supervision and within agreed guidelines. | | |
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| No. | Programme Outcome | Stage/Level 5(2) | Stage/Level 4(1) |
|-----------|--|------------------|------------------|
| T1 | Evaluate own learning and reflect systematically on performance updating action plan in response to development need. | | |
| T2 | Demonstrate employment potential and a realistic match between career aspirations and professional aptitude. | | |
| T3 | Select and use a range of communication methods appropriate to the spirit of collaborative professionalism and intellectual debate. | | |
| T4 | Communicate appropriately in speech in a range of settings, including group discussions and as an individual in the classroom setting. | | |
| T5 | Gather data systematically and apply numerical and statistical skills to more complex practitioner-based contexts. | | |
| T6 | Use a range of relevant software applications for different tasks within the teaching and learning context. | | |

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| Map of Outcomes to Modules |
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Year 1: Certificate in Education (Post-14 Education and Training)

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

Year 2: Certificate in Education (Post-14 Education and Training)

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

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| Assessment Schedule |
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Certificate in Education (Post-14 Education and Training) – non-apprenticeship route

| Module Name | Formative Assessment Type and Week of Completion | Summative Assessment Type and Week of Submission |
|---|--|--|
| Level 4: Year 1 | | |
| Demonstrating Professional Knowledge and Competence (Semesters 1 and 2: Weeks 1-30) | Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; blogging in study syndicates (e.g. Critical Friendship Groups); feedback and feedforward from subject-specialist mentor; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of Vicarious Teaching and Learning. | Task 1: Micro-teach 50% - 20mins 1500 words equivalent Submission: Week 12 Task 2: Practitioner Portfolio 50% - 1500 words equivalent Submission: Week 31 |
| The Psychology of Teaching Learning and Assessment (Semester 1: Weeks 1-15) | Observation of contributions to Learning Circles; teacher-learner and peer dialogue through the Experiential Learning Method; group summary of key issues in Video Analysis; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning. | Task 1: Report 50% - 1500 words Submission: Week 10 Task 2: Academic Poster 50% - 1500 words equivalent Submission: Week 15 |
| Personal Development Behaviour and Welfare in Education and Training (Semester 2: Weeks 16-30) | Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue during Suggestion Circles; observation of performance in Problem Solving Protocols; discussion with the tutor using the Critical Incident Method. | Task 1: E-presentation 50% - 1500 words equivalent Submission: Week 28 Task 2: Case Study 50% - 1500 words Submission: Week 30 |

| Level 5: Year 2 Certificate in Education (Post-14 Education and Training) | | |
|--|--|---|
| Subject Specialist Teaching (Semesters 1 and 2: Weeks 1-30) | Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; feedback and feedforward generated from in-the-moment coaching; feedback and feedforward from subject-specialist mentor; observation of contributions formulated in Critical Dialogue Spaces; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of responses generated using the Critical Thinking Method. | Task: Subject Specialist Practitioner Portfolio 100% - 4000 words Submission: Week 31 |
| Creative Teaching and Learning (Weeks 1-15) | Blogging in study syndicates (e.g. Critical Friendship Groups); individual and whole-class feedback through discussion seminars; observation of performance in Problem Solving Protocols. | Task: Report 100% - 4000 words Submission: Week 15 |
| Curriculum Design for Innovative Practice (Weeks 16-30) | Individual and whole-class feedback through discussion seminars; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning. | Task: Research Study 100% - 4000 words Submission: Week 30 |

Certificate in Education (Post-14 Education and Training) – apprenticeship route

| Module Name | Formative Assessment Type and Week of Completion | Summative Assessment Type and Week of Submission |
|---|--|---|
| Level 4: Year 1 | | |
| Demonstrating Professional Knowledge and Competence (Semesters 1 and 2: Weeks 1-30) | Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; blogging in study syndicates (e.g. Critical Friendship Groups); feedback and feedforward from subject-specialist mentor; feedback and feedforward from Joint Observation and Tripartite Dialogue (JOTD); observation of Vicarious Teaching and Learning. | Task 1: Micro-teach 50% - 20mins 1500 words equivalent Submission: Week 12 Task 2: Practitioner Portfolio 50% - 1500 words Submission: Week 31 |
| The Psychology of Teaching Learning and Assessment (Semester 1: Weeks 1-15) | Observation of contributions to Learning Circles; teacher-learner and peer dialogue through the Experiential Learning Method; group summary of key issues in Video Analysis; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning. | Task 1: Report 50% - 1500 words Submission: Week 10 Task 2: Academic Poster 50% - 1500 words equivalent Submission: Week 15 |
| Personal Development Behaviour and Welfare in Education and Training (Semester 2: Weeks 16-30) | Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue during Suggestion Circles; observation of performance in Problem Solving Protocols; discussion with the tutor using the Critical Incident Method. | Task 1: E-presentation 50% - 1500 words Submission: Week 28 Task 2: Case Study 50% - 1500 words Submission: Week 30 |
| Level 5: Year 2 Certificate in Education (Post-14 Education and Training) | | |
| Subject Specialist Teaching (Semesters 1 and 2: Weeks 1-26) | Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; feedback and feedforward generated from in-the-moment coaching; feedback and feedforward from subject-specialist mentor; observation of contributions formulated in Critical Dialogue Spaces; feedback and feedforward from Joint Observation and Tripartite | Task: Subject Specialist Practitioner Portfolio 100% - 4000 words equivalent Submission: Week 26 |

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| | Dialogue (JOTD); observation of responses generated using the Critical Thinking Method. | |
| Creative Teaching and Learning (Weeks 30-34 yr1 1-8 yr2) | Blogging in study syndicates (e.g. Critical Friendship Groups); individual and whole-class feedback through discussion seminars; observation of performance in Problem Solving Protocols. | Task: Report 100% - 4000 words Submission: Week 8 |
| Curriculum Design for Innovative Practice (Weeks 8-20) | Individual and whole-class feedback through discussion seminars; discussion around exemplars; group summary of key issues; literal to higher-order questioning; tutorials, including brief review checks through planned or spontaneous questioning. | Task: Research Study 100% - 4000 words Submission: Week 20 |
| EPA preparation (Weeks 26-30) | Mock interviews, professional discussions. Formative observations conducted by module tutors and departmental mentors. | Task: EPA Professional discussion and two observations by EPAO. Date set by EPAO |

Assessment chart: Certificate in Education (Post-14 Education and Training)

Level 4: Year 1

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

Level 5: Year 2

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

Teaching and Learning Grid(s)

Level 4 Year: 1

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

Level 5 Year: 2

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

LCC Certificate in Education

Version 1

August 2019

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|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Teaching | | | | | | | | | | | | | |
|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|

Annex 1: The Apprenticeship Standard

The apprenticeship standard requires competence in the areas of: Skills (S), Knowledge (K) and Behaviours (Beh). These are defined by the Institute for Apprenticeships on their website (<https://www.instituteforapprenticeships.org/developing-new-apprenticeships/resources/knowledge-skills-and-behaviours-guide/>) as:

Skills

Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. They have to be learnt through on and/or off-the-job training or experience. They do not need to be expressed in the workplace context, because the duties are expressed in this way.

Knowledge

This is the information, technical knowledge, and 'know-how' that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. This could include knowledge that the individual needs to have an awareness of (e.g. background technical knowledge, company policy or legislation) or more specific information they will need to apply in their everyday activities.

Behaviours

Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. Whilst these can be innate or instinctive, they can also be learnt, so they are effectively a subset of skills. Behaviours tend to be very transferable meaning that, at any one level, they may be more similar across apprenticeship standards than knowledge and skills. The Skills, knowledge and behaviours specific to the L5 Learning and Skills Teacher apprenticeship standard:

Professional behaviours. The Learning and Skills Teacher will:

1. Operate at all times to ethical and legal standards and within professional boundaries

2. Value diversity and actively promote equality of opportunity and inclusion
3. Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control
4. Promote a passion for learning and high expectations of all learners
5. Model exemplary communication skills with learners and in all professional relationships
6. Be a role model for the effective use of current, digital and mobile technologies in support of teaching and learning
7. Underpin their practice by reference to professional standards and evidence-based teaching and learning

| Plan learning to: | Principles of effective programme design: |
|---|--|
| S1 meet programme requirements and deliver learning outcomes in a realistic context | K1 how to organise and combine syllabus outcomes into meaningful/realistic learning opportunities |
| S2 ensure that learning activities are authentic in relation to workplace practice | K2 current and emerging workplace practice |
| S3 encourage learners to develop: <ul style="list-style-type: none"> • autonomy and resilience • personal and interpersonal effectiveness • social awareness and respect for others • essential employability skills | K3 evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities |
| Design and deliver learning sessions and activities to: | Principles of effective learning: |
| S4 engage learners to establish standards of behaviour, mutual respect and safe working | K4 how to engage learners in maintaining ground-rules for safe and effective learning |
| S5 avoid and overcome unfair disadvantage and barriers to learning | K5 the causes of unfair disadvantage and barriers to learning, and ways to overcome them |
| S6 develop mathematics and English skills necessary for vocational | K6 mathematics and English in the vocational context and |

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| achievement | opportunities and support for their development |
| S7 actively engage and inspire all learners and encourage them to set challenging goals | K7 how to ensure that learning activities actively engage and challenge all learners |
| S8 use resources that are inclusive and add value to learners' development | K8 when best to use learning resources to support learners without excluding others |
| S9 use digital and mobile technologies in ways that are safe and support effective learning | K9 current and emerging learning technologies and how they can be used safely and effectively |
| Facilitate individualised learning through: | Principles of individualised (differentiated) learning: |
| S10 access to up-to-date information, advice and guidance | K10 sources of current information, advice and guidance |
| S11 reference to initial and diagnostic assessment of learners' needs obtained at the start of and throughout the learner's journey | K11 effective use of initial and diagnostic assessment and their application at the start of or during a programme |
| S12 varied learning activities that naturally allow all learners to contribute | K12 ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task |
| S13 facilitate regular 360° feedback that empowers learners in their own development | K13 how to involve learners in understanding their own progress, and updating their learning records and plans |
| S14 regular formative assessment processes and updated individual learning plans | K14 valid processes of Assessment for Learning and ways to ensure that ILPs support the entire learning journey |
| S15 coaching (or referral) of learners' to address unhelpful behaviours or viewpoints | K15 recognised coaching techniques and the circumstances in which referral may be necessary |
| S16 collaboration with relevant colleagues and professionals to | K16 how and where to access support for learners in achieving |

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| support individual action plans | agreed developmental targets |
| Quality assure outcomes for learners: | Quality assurance within the education context: |
| <p>S17 compliance with internal and external regulations, legislation and guidance in respect of:</p> <ul style="list-style-type: none"> teaching, learning and assessment recording, storing and sharing information relating to learners and learning the physical and psychological safety of all learners | <p>K17 the requirements and implications of:</p> <ul style="list-style-type: none"> organisational policies and procedures OFSTED Common Inspection Framework awarding organisations funding agencies legislation (e.g. equalities and safeguarding) |
| <p>S18 seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning</p> | <p>K18 effective methods of securing valid feedback from stakeholders (e.g. learners, colleagues, employers) to support improvements, and how to triangulate feedback from a range of relevant sources</p> |
| <p>S19 continually updating their own knowledge and skills as a teaching professional and a subject specialist</p> | <p>K19 ways to access personal and professional development and to maintain vocational currency</p> |
| <p>S20 using aggregated assessment data to review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners</p> | <p>K20 the use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners</p> |
| <p>S21 supporting organisational development and quality improvement interventions</p> | <p>K21 organisational, collaborative quality improvement strategies</p> |

Annex 2: EPA Mapping Document

The table below cross-refers the descriptors within the apprenticeship standard to the module outcomes of the Certificate in Education (Post-14 Education and Training award):

| EPA Area | EPA indicative content/description | Module | Learning Outcomes |
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| 1. Authentic and Current Learning S/K1; S/K2; S/K10 | Learning which is situated in, or realistically replicates, authentic and current workplace practices is more meaningful to learners and therefore more motivating. It is also essential that the knowledge and skills gained are relevant to current and emerging workplace practice | DPKC | T1, P2 |
| | | PTLA | K2, K3 |
| | | PDBW | C2, P1 |
| 2. Developing Skills for Work and Life S/K3; S/K4; S/K15; Behs. (c) (e) | Vocational development is more than the acquisition of a set of vocational skills. It needs to prepare learners for future economic and social success, requiring the development of a broad range of personal and interpersonal together with appropriate values and attitudes. | PDBW | T4 |
| | | CT&L | C1, K3, P2 |
| 3. Removing Barriers to Learning S/K5; S/K8; S/K20; Beh. (b) | The principles underpinning this will have been addressed within initial teacher training. This Standard is more concerned with how the LST removes barriers to learning, in practice. Whilst there is a focus on 'protected characteristics', any learner may experience barriers to learning | DPKC | K2 |
| | | PTLA | C1, P1 |
| | | PDBW | K1, K3 |
| 4. Active Learning that Challenges and | Participation in meaningful, challenge-based learning (particularly with peers) creates the conditions in which learners' individual | DPKC | K1, C3 |

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| Differentiates S/K7; S/K12; Beh. (d) | goals can coexist with group-based vocational learning. Creating challenges is the logical strategy for facilitating 'stretch and challenge' for every learner and is inherently more engaging. | PTLA | P2, K3 |
| | | PDBW | T3, C2 |
| 5. Using Digital and Mobile Technologies S/K9; Beh. (f) | New technologies are constantly emerging and are a 'fact-of-life'. Digital and mobile technologies now have the potential to transform teaching, learning and learning support, enabling the teacher to devote more of their time to supporting learning rather than just imparting it. | CT&L | T6 |
| | | DPKC | T6 |
| 6. Supporting English and Mathematics S/K6 | Improving English and maths outcomes in the Education and Training sector is an ongoing challenge. Vocational teachers need to understand how literacy and numeracy underpin specific vocational skills and how they can support a team approach to improving learners' outcomes in these essential skills. | CT&L | K4, P2 |
| | | SST | K1 |
| | | DPKC | K2, P2 |
| | | CDIP | T2, K1 |
| 7. Assessment for Learning (AfL) S/K11; S/K13; S/K14; S/K16 | Assessment for Learning (AfL) is well embedded within the Schools Sector, but less so in the Education and Training sector where it is often confused with interim summative assessment (i.e. periodic testing). True AfL, however, significantly improves progress and achievement as well as self-efficacy, resilience and metacognition. It is also the key to improving the reliability of progress data for individuals and aggregated performance | DPKC | K2, P2 |
| | | PTLA | K1, K3, C1 |
| | | SST | C1, T1, K2, P1 |

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| | measures | CT&L | K1, K3, K4 |
| | | CDIP | K1, K3 |

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| 8. Vocational Currency S/K19 | Teachers are 'dual professionals'. Dual professionalism is relatively more important in the Education and Training Sector, compared with the Schools Sector, because vocational practice generally changes far more rapidly than does the content of academic study. The LST must therefore ensure their knowledge and skills are up-to-date in respect of both their vocational specialism and generic teaching practice. | DPKC | T1, T2 |
| | | PTLA | K2, K3, P1 |
| | | CDIP | K1 |
| | | CT&L | K3 |
| | | SST | T4, T1, P1 |
| SSt9. Quality Assurance and Improvement S/K17; S/K18; S/K21; Behs. (a) (b) (g) | Quality assurance and quality improvement is a 'whole organisational' issue that must be supported by all staff. The LST will therefore support and, potentially, initiate quality improvements and related professional development. Collecting reliable data to demonstrate the need for improvement and the impact of improvement interventions underpins all quality assurance or improvement. | DPKC | T5 |
| | | CDIP | C1, C2, P2 |
| | | SST | C1, T1, T4, K2 |
| | | PTLA | C1, P1, T4 |