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**The Edge Hill Postgraduate Diploma in Teaching (Further Education and Skills)**

**(PgDiT) &**

**University Higher Diploma in Teaching (Further Education and Skills)**

**(UHDiT)**

**Wirral Metropolitan College**

Curriculum Plan 2024 – 2025

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# Curriculum Plan 2024/25

## The Edge Hill ITE vision

Our EHU ambitious curriculum for those training to teach in the Further Education and Skills (FES) phase is built around the occupational standards pertinent to those who are teaching young people and adults within all parts of the education and training sector. It is informed by the ITTECF evidence base, and is designed around the three faculty pillars of:

1.        Personal and professional attitudes, values, and beliefs.

2.        Subject and curriculum knowledge.

3.        The craft of teaching and pedagogy.

These faculty pillars are informed by our philosophy of education, created and enhanced further when our partnership and our learners are engaged in an ethos of debate, research and educational curiosity based on reflection and professional enquiry.

This ambitious ITE curriculum includes our values of social justice, inclusion, learning outside the classroom and sustainability as key features to support our local and national communities.

## Curriculum Rationale:

**Rationale of curriculum coverage and sequence including use of pertinent research**

The curriculum of the PGDiT Further Education and Skills is modelled and based on dual professionalism, with pedagogic expertise underpinned by the Occupational Teacher Standards (2021). Trainees at Wirral Metropolitan College will develop knowledge and skills that are appropriate to both the needs of the Further Education and Skills and the contextual needs of the college and local area. Professional standards drive culture change within the Further Education and Skills sector, helping to focus on key practices that make the most difference to learners. The standards provide guidance on professional development and offer a holistic view of what makes a professional educator in the Further Education sector. They are intended to show how a trainee teacher’s practice develops over time across the standards, and that these stages have a unique emphasis that underpins development and progression at each stage. Therefore, trainee teachers at Wirral Metropolitan College will be experiencing and developing the craft of teaching and learning, driven by the understanding that they must be competent, contextually aware and research active within their own subject specialism, and responsive to the needs of local employers and industries when designing curricula to equip learners with the necessary skills to fill gaps in employment in the local area.

The PGDiT curriculum is also mindful of subject specialist pedagogies, with input from expert colleagues and mentors during Professional Practice (placement). The PGDiT is intended not just to develop committed teachers with sufficient knowledge of the Occupational Standards, but also to equip them on a journey that will take their career forward to become future academic leaders in the sector. The curriculum is grounded in evidence-based research and sector speciality. The curriculum therefore explores perspectives and approaches towards education including metacognition and critical theory.

The curriculum reflects the nature of the Further Education setting at Wirral Metropolitan College, equipping trainees with a range of experiences across the sector, with a focus on pedagogical content knowledge. Trainees specialising in vocational areas will learn how to equip their students with the knowledge, skills, and behaviours necessary to become employable and valued members of society. Themes are applied as appropriate to those training to teach in the Further Education sector, and as a PGDiT Further Education and Skills curriculum we ensure that subject specificity is linked to the above themes in context. For instance, the curriculum explores contemporary, observational models of collaborative teaching (Allan, 2018) which can be utilised within professional practice. This is useful for understanding cooperative teaching and learning and can be effective when considering behaviour, assessment, and adaptive teaching. The curriculum allows trainee teachers at Wirral Metropolitan College to demonstrate weekly progress whilst considering the research of a particular theme or topic and discussing the best method of application with their Wirral Metropolitan College mentor, who acts as subject specialist expert in facilitating the delivery of content based on key themes.

Within the curriculum, research is taken from key texts focused on Further Education, for instance, Duckworth’s (2016) approaches to behaviour within the FE sector, Allan’s (2022) consideration of resilience for the trainee teacher, and the work of Hattie (2022) discussing feedback when carrying out assessments. The curriculum provides a structured approach to enable trainee teachers training to teach in the further education sector to develop as academically informed educators.

In addition to the PGDiT Further Education and Skills curriculum, trainees at Wirral Metropolitan College benefit from input from subject specific experts who focus on ways of knowing, planning, assessment, adaptive teaching, and behaviour in the subject in which the trainee is intending to specialise. This is in addition to the subject specific support they receive from expert colleagues during their professional practice. Thus, our ITE provision ensures that those training to teach in the FE sector are suitably skilled and trained as specialists who can contribute to their subject areas.

**Delivery of curriculum outcome(s) into composite and component elements**

The curriculum outcomes are covered in four key areas; knowledge and understanding, intellectual skills, transferable skills and practical skills, which are blended into the core curriculum, designed to educate and train resilient and self-reflective expert professionals. This is broken down into component elements so that trainees master the complex and composite understanding by the end of their ITE curriculum. For example, planning for effective learning is broken down into theoretical approaches to teaching in Further Education, subject specific application, an awareness of the learner as an individual and effective use of assessment for future planning.

**How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in FE**

The curriculum focuses on inclusion, adaptive teaching and an awareness of the journey to education for many students. The curriculum ensures that trainees are equipped and able to confidently mitigate the inequalities prevalent in education, to provide students with the opportunity to achieve. For example, trainees cover the different routes into FE during week 4 and this is then applied to their own planning during weeks 8 and 13. Wirral Met college supports around 7500 learners each year, with many learners being on non-traditional routes into education, such as adult learners returning to education, disadvantaged learners, and Community Learning Programmes. Trainees have the opportunity at Wirral Met to gain a wide breadth of experience and develop their sense of social justice by teaching and supporting learners from a range of educational routes.

**Opportunities to revisit key learning.**

This course follows a spiral curriculum, in which key content is taught and then revisited throughout the year. This ensures trainees are confident in the theoretical concepts they are delivering in their own classrooms. The curriculum is assessed through the weekly development summaries, which allows trainees and link tutors to identify its effectiveness. For example, managing behaviour is introduced in week 4, before the start of the placement, then revisited while on the contrasting placement in week 7, then revisited in week 14 during the introductory placement before an opportunity to reflect at the end of the introductory stage of the placement in week 17.

## Delivery methods

During their training period, we use several interconnected and sequential mechanisms to support the development of our trainees’ knowledge and skills including:

* Centre based training led by Expert Practitioners
* School based training led by expert mentors.
* Online learning and guided independent self-study.
* Managed workload and well-being.
* Differentiated learning support for individuals and groups of trainees.
* Coherence and consistency of the trainee teacher experience
* High quality CPD of mentors and tutors
* University-based assessment and QA mechanisms

Curriculum coverage across the courses is underpinned and mapped against the pertinent occupational standards for the Further Education and Skills sector however our curriculum goes beyond this and is ambitious, ensuring that our trainees are equipped as critical and reflective practitioners who recognise the role that high-quality teaching plays in social justice and equality.

The curriculum is the progress model. Learning is sequential, not only ensuring that trainees have opportunity to build up foundational concepts but to also assist with managing trainee workload and well-being throughout the course. Teaching utilises PiP (Present in Person) and synchronous/online methods combined with periods of structured guided independent study and periods of Intensive Training and Practice (ITP). Expert colleagues from within the school-partnership are utilised to both support and deliver elements of the curriculum. Such partnership not only allows for greater collaboration between university-based and school-based expert colleagues, but also ensures that trainees are adequately supported in ‘practicing key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom’ (DfE, 2019, p.5).

### Engaged Reading as our signature pedagogy.

All ITE programmes at Edge Hill share a consistent signature approach in the promotion of **engaged reading** [[1]](#footnote-2)[1]. We believe that simply being present in a session is not enough and in order to maximise the learning opportunities available learners must be appropriately supported to engage in intelligently scaffolded pre-session, in-session, and post-session activities. Drawing out key features of academic success, we believe that the weekly learning cycle on a module should consist of:

1. Purposeful critical engagement with and synthesis of central course texts

2. Opportunities to discuss emerging responses and criticisms of texts

3. Regular feedback on those developing responses in a form that is constructively aligned with the final assessment of the module

The principles of this approach are:

1. Our programme aims and outcomes require students to interpret and synthesise academic literature and articulate thoughtful responses to that literature, and our teaching and learning aims should emphasise this engagement with the literature rather than simply the quality of lecturers’ presentations or lecture attendance (that is, it is not enough simply to be present in order to learn: students must be supported to engage).
2. Lectures and seminars thereby become a valuable opportunity for emergent formative feedback and discussion of preparatory tasks. Students are intended to take an active and directive role in these sessions by identifying areas for discussion.
3. ‘Engagement’ with a module means engagement with the dialogue in and around the central texts.  This might be through group discussion, written responses, blog posts, group tasks such as low-stakes mini-presentations, or diagram creation, and so on.

## Student Support

As a student of Wirral Metropolitan College, if you have identified a specific learning need or disability, you will be supported by our inclusion team internally at college who are dedicated to ensure you have necessary arrangements in place and contacts to speak to if you need support. As well as being supported by your Link Tutor, you can access support through our HE advisory team. You are also able to access all the support available to you at Edge Hill such as the dedicated [StudentSupportTeam@edgehill.ac.uk](mailto:StudentSupportTeam@edgehill.ac.uk), [SpLD@edgehill.ac.uk](mailto:SpLD@edgehill.ac.uk), or the [inclusionteam@edgehill.ac.uk](mailto:inclusionteam@edgehill.ac.uk).

Through Edge Hill, a Student Support Plan (SSP) is produced by the university inclusion team with trainees who have declared a disability. These plans are shared with the inclusion lead or professional support team within each department and any relevant information relating to placements is shared with the partnership development team and Link Tutor. Trainees with SSPs are strongly encouraged to share any relevant information with their mentors at the outset of the placement so they can be support appropriately.

All trainees are able to seek support from their Link Tutor and/or the university student support team(s) and links are provided for assistance:

<https://www.edgehill.ac.uk/departments/support/studentservices/>

<https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/>

<https://www.edgehill.ac.uk/departments/support/studentservices/inclusive/>

## Assessing trainee progress in Further Education and Skills (FES):

Within the Further Education and Skills (FES) phase, we have put the curriculum at the center of our understanding of progression. The PgDiT/UHDiT has its own weekly ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. Required learning has been broken down into its component parts which cover the course of the curriculum, and build a complex, composite understanding necessary for those training to teach in the FES phase. This approach to curriculum design ensures that, contingent on meeting the milestones in the curriculum and amassing the required number of lesson observations and solo teaching hours, the trainees meet the requirements for QTLS eligibility once they are in post. In addition, trainees are supported by a subject-specific curriculum which has an explicit focus on the required subject-specific pedagogical content knowledge, and this is required for developing in the subject in which they are intending to specialise. It is also supported by subject-specific mentors who help to develop this aspect of the trainee’s practice.

The week-by-week curriculum outlines the knowledge and skills that trainees should evidence each week for the subject in which they are training to teach. This ensures the necessary progression is made. It is quality assured via the summative assessment of a professional reflective viva at the end of their ITE. Progress through the curriculum is monitored on a week-by-week basis via the use of ‘Weekly Development Summaries’ which capture what trainees know and can do in line with their ITE curriculum.

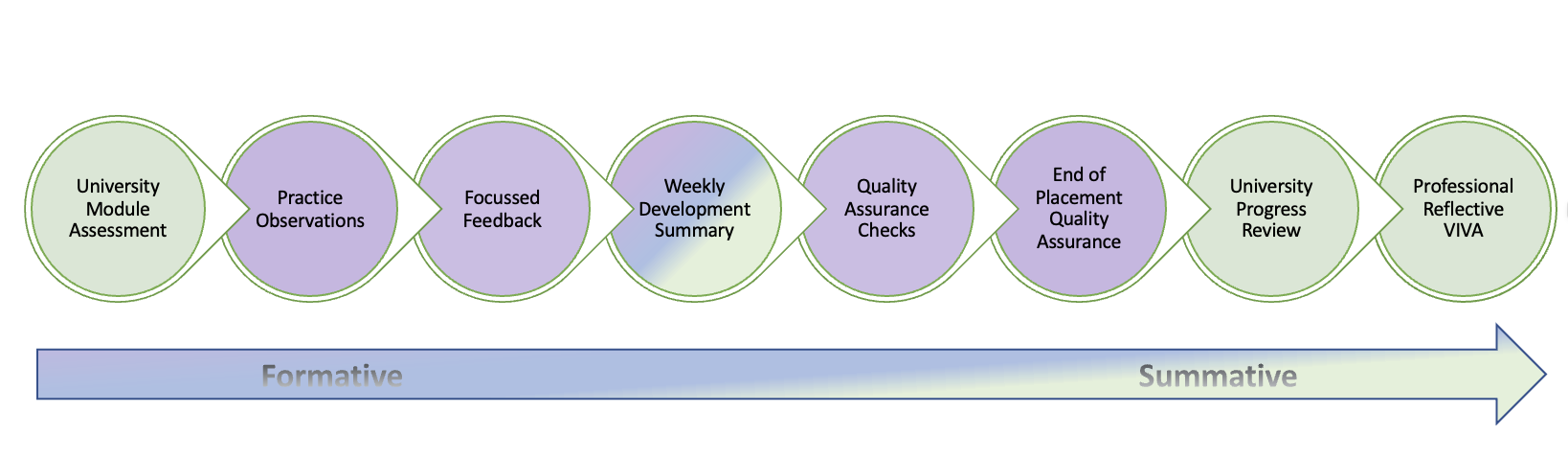
There is no separate curriculum for the setting-based experience. Instead, the ITE curricula encompass all aspects of professional practice experience and ensures trainees have opportunity to purposefully integrate their learning at university. There are also opportunities afforded in the placement setting where trainees are mentored through their ITE curriculum by subject specialists in their field. The content of the curriculum is sequenced in line with the university’s faculty approach to progression on professional practice. This includes an introductory, developmental, and consolidation phase and builds in opportunities for trainees to revisit key learning via a spiral approach. During their professional practice, trainees continue to be monitored on a week-by-week basis via the ‘Weekly Development Summaries’ (WDS). This approach also enables university-based tutors to quality assure the mentoring which is taking place during the placement and to provide support/intervention to trainees or setting-based mentors as appropriate.

Trainees who are not making sufficient progress through their curriculum (as evidenced via the WDS process) are supported via a Progress Support Plan, the details of which can be found in this handbook.

**How is evidence of progress gathered?**

Wirral Met College and Edge Hill University adopt a holistic approach to the monitoring and assessment of trainees through the university-based curriculum. This takes place within a variety of contexts:

* Ongoing formative assessment on a weekly basis through their ITE course curriculum via the Weekly Development Summaries and/or Weekly Development Tutorials (logged on a tracker in addition to any interventions made). This is done from the outset and for the duration of the ITE journey.
* Subject Knowledge Audits
* Trainee reflections and responses to their weekly curriculum during their Weekly Development Meeting (WDM) whilst on Professional Practice.
* Lesson observations during Professional Practice
* Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions
* Key assessment points (e.g. Progress Reports)
* Academic submissions related to the level at which the trainee is studying (L4-L7)
* Additional support for trainees who require targeted intervention to make progress.



## 

## Progress Support Plans

Progress Support Plans (PSPs) are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support and intervention being put in place. Such interventions made include (but are not limited to):

* Signposting to additional material or specific content addressed in taught sessions.
* Additional tutorials and/or sessions with a relevant colleague.
* Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
* Referral to the Student Support Team and the requirement that the trainee engage with their support.
* Department Progress Meetings (DPM)

The process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on, and provides an opportunity for progression towards these targets to be reviewed after one-two weeks. A PSP can lead to one of three outcomes for the trainee: sufficient progress has been made and the trainee returns to being monitored via the WDS; partial progress has been made but the trainee requires an additional week to make sufficient progress; or the trainee has not made sufficient progress and is referred to the Associate Head of Department for consideration of next steps. These next steps can include:

* A delay to the trainee undertaking their placement until such a time as progress has been made.
* A request that the trainee undertakes their placement at a second attempt (if the PSP relates to progression through the curriculum whist on Professional Practice).
* The trainee is transferred to an alternative program which does not enable them to be recommended for QTS (Secondary) or which makes them ineligible for QTLS (FET).

For a comprehensive guide to the PSP process please see the appendix.

## Key Texts and Debates:

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# Weekly Curriculum Map 2024/25

|  | To make progress through the ITE curriculum in FES, trainees should know: | | To make progress through the ITE curriculum in FES, trainees should be able to: | To make progress, trainees could be given the following opportunities: | | Questions for the weekly mentor meeting: |
| --- | --- | --- | --- | --- | --- | --- |
| 2.  2/9/24 | **INDUCTION AND INTRODUCTION TO PROFESSIONALISM** | | | | | |
|  | 1. The nature and context of the FE sector in England.  2. The importance of Safeguarding Training / PREVENT and Fundamental British Values (FBV) within an educational setting.  3. How the Occupational Standards link to Teaching and Learning in their subject and what is meant in terms of standards and expectations. | | 1. Demonstrate they have a clear understanding of RSE and its importance within the wider curriculum of their subject and consider identity, gender and sexuality, consent and healthy relationships, anatomy, sexual health, and fertility, and RSE in a digital context within a safe space.  2. Consider Safeguarding and PREVENT in the context of teaching and learning within an FE setting and the responsibilities linked to that of the trainee teacher.  3. Consider the Occupational Standards and how these inform their subject delivery. | 1. To introduce themselves to their personal tutor, their peers and actively engage in group discussion.  2. To become familiar with KCSIE (2024). | | 1. Thinking about what you have learnt in relation to Safeguarding / PREVENT and FBV – how do you think you would deal with this in an FE setting? What research did you carry out to help you understand this further? What do you think would be your strengths and weaknesses when considering these topics?  2. Considering the RSE context as a tutor, how do you think you would facilitate this in your FE setting?  3. Describe how you think the Occupational Standards link to Teaching and Learning in your subject. |
| Engaged reading | **Prevent Duty Safeguarding Learners (2022) -** [**https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation**](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation)  **Keeping Children Safe in Education (2024) -** [Keeping children safe in education 2024 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf) | | | | | |
| 3.  9/9/24 | **What makes an effective teacher?** | | | | | |
|  | 1. What is expected of them as a teacher, according to the Occupational Standards.  2. That planning, high quality subject knowledge and classroom management are fundamental for effective teaching.  3. The key features and critics of behaviourism, constructivism, cognitivism  4. How PISA is used to measure quality in a comparative manner. | | 1. Explain how the Occupational Standards should be used to drive good teaching.  2. Evaluate key learning theories, giving examples of good practice and applying them to their own subject. | 1. Explain what CLT is and how it links to Teaching and learning.  2. Discuss with peers why it is important to break down learning.  3. Identify methods in which learning can be broken down in your subject | | 1. In your subject, how could you introduce unfamiliar vocabulary in a new topic?  2. Consider and discuss the role of memory and retrieval tasks when you start planning in your subject.  3. What questions can you ask learners to help them develop their own learning in your subject? This is called metacognition. |
| Engaged reading | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.  <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf> | | | | | |
| 4.  16/9/24 | **Know your learner** | | | | | |
|  | 1. There are a range of pathways and routes into and through FE and this will impact on FE learners.  2. Maths and English are fundamental life skills and FE teaching should provide opportunities for learners to develop in these areas  3. All professionals have a responsibility and duty of care for their pupils' wellbeing and the importance of creating a safe and inclusive learning environment for sensitive and personal discussions.  4. All professionals must follow the safeguarding / Prevent principles, policies (KCSIE, DfE 2024) and procedures when responding to disclosures and know who to report to when on campus (DSO) or in an educational setting (DSL/DSO). Teachers must be professional in terms of standards and expectations.  5. All teachers, including those in FE, must adhere to the Equality Act 2010. | | 1. Demonstrate an awareness of the learners within their own subject and how they might learn.  2. Recognise signs of abuse and neglect that encompass vulnerable individuals (ACEs) associated with CSE, Gangs, Peer on Peer, potential grooming towards radicalisation (Prevent strategy). | 1. To research into how learning occurs in the FE sector.  2. To discuss the differences that may occur when teaching secondary versus FE learners  3. To recognise where there might be a situation where safeguarding is an issue. How to respond quickly to any behaviour or bullying that threatens emotional safety.  4. Engage with Safeguarding provision / CPD: safeguarding level 1 &2/ Prevent and Feminista.  5. Familiarise yourself with the WMC/EHU safeguarding procedures. | | 1. Briefly define these topics and explain why they are a concern in FE from a safeguarding perspective: peer on peer abuse, online bullying, radicalisation, trauma informed practice  2. Choose one of the topics above and explain strategies you might suggest teachers could use to respond to incidents related to that topic. |
| Engaged reading | Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: <https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf> | | | | | |
| 5.  23/9/24 | **Designing effective curriculum** | | | | | |
|  | 1. That assessment, scaffolding and context are important aspects to be included in planning. This includes the need to use external and internal frameworks, such as specifications, schemes of work and summative assessments when planning sessions.  2. How to make use of cognitive load theory when planning for learners.  3. How to develop a bank of resources to meet a wide range of learner needs, reflecting on the use of font, colour and pictures on resources when working with SpLD and neurodiverse students. | | 1. Identify the importance of supporting all pupils including those with a range of additional needs. Utilising, for example, the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. | 1.To familiarise themselves with the SEND Code of Practice (0-25).  2. To research the basic principles of working with neurodiverse students. | | 1.How can teachers check prior knowledge and misconceptions within your subject area?  2.Why is it important to work closely with other professionals to support learners with specific needs? Give an example of how you could do this in your subject area. |
| Engaged reading | Lovell, J. (2020) Sweller's Cognitive Load Theory in Action (In Action Series) | | | | | |
| 6.  30/9/24 | **Preparing for placements** | | | | | |
|  | 1.What is expected from them when attending professional practice. This includes how to conduct themselves as professionals, the dress code and how they should manage their workload.  2.The importance of observations and how to make them meaningful and useful: considering timings of the lessons, range of activities and use of voice/language.  3. How to plan and deliver a 5-minute lesson (micro-teach) on their subject specialism, ensuring it is inclusive for learners with SpLD.  4. How to deliver effective, quality formative feedback as an observer and why such feedback is important.  5. How discussion, reflection and identifying key elements of adaptive teaching can inform planning for student progression. | | 1. Plan a sequence of learning in their subject specialism and deliver to a group of peers as part of their own trainee teacher journey.  2. Give constructive feedback to their peers on the outcome of the micro-teach considering strengths and areas for development.  3. Utilise appropriate reflective models such as Kolb (1984) and Gibbs (1988) to evaluate their own microteach. | 1. Read the EHU Code of Conduct for ITE (2024/25).  2. Consider an appropriate reflective model for their micro-teach and reflect on it.  3. To read the feedback given and consider next steps. | | 1. Why is constructive feedback useful and why it is important to reflect on your teaching?  2. Explain how you engaged learners in your micro-teach.  3. Give an example of a common misconception in your subject and how you could plan to check and address this |
| Engaged reading | Midwinter, D. & Whatmore, T. (2011) Positive placements: making the most of your educational placement. Continuum. | | | | | |
| **Start of introductory placement phase** | | | | | | |
|  | **Teachers as Professionals** | | | | | |
| 7.  07/10/24 | 1.That teachers and lecturers are key role models, who can influence the attitudes, values, and behaviours of their students, with focus on Canter’s Theory of Assertive Discipline.  2.That a culture of mutual trust and respect supports effective relationships with learners thereby facilitating learning.  3. That a positive and safe learning environment is rooted in routines and the building of trusting relationships benefits all students, especially for those learners who have a particular learning difficulty or SEND | | 1. Identify and familiarise themselves with placement setting safeguarding procedure, including the name of the Safeguarding Lead at Wirral Met (or external placement). They should know their role and responsibilities in this process to keep children and young people safe.  2. Create a culture of respect and trust in the classroom that supports all learners to succeed (e.g., by modelling the types of courteous behaviour expected of students) and respond quickly to any behaviour or bullying that threatens emotional safety.  3.Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises student effort. | 1. Introduce yourself to the DSL/O in your setting.  2. Observe how expert colleagues create a warm and welcoming environment for learners.  3. Familiarise yourself with the relevant policies and codes of conduct in your setting including the setting SEND policy. | | 1.Who is the DSL (Designated Safeguarding Lead) in your setting? What are the processes and structures in place to keep learners safe and what role/responsibility do you play in this?  2. Explain what is meant by personal and professional conduct and give examples of the Professional Standards which you are held to. Why are such standards important?  3. What have you learned in relation to professionalism when observing other colleagues from other departments? |
| Engaged reading | Thompson, C. & Wolstencroft, P. (2021) Being a Teacher: The trainee teacher’s guide to developing the personal and professional skills you need, Learning Matters. | | | | | |
| 8.  14/10/24 | 1.Teachers in FE can use a range of strategies within a session to motivate and assess learners.  2.That reflecting on a range of theories, such as behaviourism, cognitivism and constructivism can be effective at increasing motivation in the FE classroom. | | 1.Identify a range of strategies used effectively by teachers.  2.Understand the range of needs within a classroom which may influence students’ behaviour and attitudes. | 1. To observe how teachers ensure an environment suitable for learning.  2.To familiarise themselves with the behaviour policy of your setting.  3.To discuss with your mentor how they ensure resilience when teaching difficult groups. | | 1. What strategies have you observed in creating a safe classroom environment?  2. How are behaviours managed in your setting both inside and outside of the classroom?  3. What policies are in place for ensuring suitable behaviour in your placement? |
| Engaged reading | Kirschner, P.A & Hendrick, C. (2024) How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice, Routledge. | | | | | |
| 9.  21/10/24 Contrasting placement week 1 | 1. How to reflect on progress made, recognising strengths and opportunities for development, and identifying next steps for improvement.  2. How to respond to challenges, feedback and critique from experts and other colleagues in an open, trusting, and professional environment.  3. How to develop as a professional in line with Occupational Standards. | | 1. Completed training in relation to Safeguarding Training, knowing who to contact with any safeguarding concerns within this setting.  2. Distinguish and have a clear understanding of what sorts of behaviour, disclosures and incidents to report is also important within this setting.  3.Utilise gained experience within BM and assessment | 1. To introduce themselves to the Safeguarding and Pastoral Leads.  2. To observe expert colleagues in this new setting and consider the BM methods used. | | 1. How effective is your understanding of the college or training provider’s safeguarding policy? Has this knowledge been put to the test?  2. Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important? |
| Engaged reading | Barker, M. & Glanville, M. (2021) Lessons Will Be Learned: Transforming safeguarding in education, Practical Inspiration Publishing. | | | | | |
| 10.  28/10/24 | **HALF TERM** | | | | | |
| 11.  4/11/24 -  Contrasting placement week 2 | 1. How to respond consistently and decisively to student behaviour (including the use of rewards, praise, and sanctions).  2. How to motivate learners by engagement of challenging content, building towards the students’ long-term goals and aspirations.  3. Work alongside and learn from new expert colleagues as part of a wider system of behaviour management. | | 1. Promote and establish a supportive and inclusive environment with a  predictable system of reward and sanction in the classroom.  2. Give manageable, specific, and sequential instructions and check students’ understanding of instructions before a task begins to establish an effective learning environment.  3. Use consistent language and non-verbal signals for common classroom directions allows for early and least-intrusive interventions as an initial response to low level disruption. | 1. To familiarise themselves with the EDI policy in the setting, focusing on how it ensures a supportive environment.  2. To observe the routine followed by teachers when teaching their class.  3. To complete their Placement 2 reflection and IDP. | | 1.Based on what you have previously learned, how has knowledge gained of learning behaviour informed this practice?  2.Based on your prior experiences and academic reading, what promotes high expectations of effective behaviour management in this setting?  3.What are your areas of development with regarding setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom? |
| Engaged reading | Duckworth, V., Flanagan, K., McCormack, K. & Tummons, J. (2012) Understanding Behaviour 14+, Open University Press. Chapter 3: An exploration of why students behave in the way they do, pp. 25-54. | | | | | |
|  | **Building resilient students** | | | | | |
| 12.  11/11/24 - | 1.Model courteous and aspirational behaviour thereby creating a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.  2. There are theories linked to how learners learn, and that Cognitive Load Theory is the predominant at present, with a consideration of how that looks within subject specialisms.  3. The role of the pastoral tutor with FE is an important role and one which may encompass teaching about PSHE/RSE.  4. What effective teaching of RSE/PSHE looks like within FE. | | 1. Explain their role in keeping learners safe in their setting.  2. Discuss teaching and learning strategies for learners with a range of abilities, including SEND specialists, reflecting on what they have seen in their two placements.  3. Access resources which will enhance and develop their subject knowledge as appropriate to teaching in the FE phase.  4. Understand the role of pastoral tutor and the importance of acquiring a concise understanding of the key topics and themes covered in PSHE at KS4 and KS5. Inclusive of mental health and well-being, relationships, and sex education, CSE, drugs and alcohol education, financial literacy, and citizenship, consent, and online safety  5. How to apply effective teaching and learning strategies in a safe inclusive learning environment specific to PSHE through active learning, group discussions, role-plays, case studies, and real-life examples to engage students.    6. How to work collaboratively with other professionals (college counsellors, external agencies, and parents/carers) and procedures (Safeguarding policies / RSE) to provide comprehensive support and guidance to signpost students to appropriate material, resources, and professionals | 1. To adapt an existing lesson plan/activity to consider how to reduce cognitive load.  2.To research a current educational theory and apply to a topic in their subject specialism. | | 1.What have you learnt about the importance of having high expectations in the classroom during these two placements?  2. How has your understanding of managing behaviour developed over the last four weeks? Explain how you can link this to any learning from your university learning. Are there any specific challenges in your subject?  3. Discuss any effective / ineffective practice you have observed this week and what made the practice effective or ineffective. |
| Engaged reading | Education and Training Foundation (2020) - Understanding and promoting positive behaviour in the FE sector <https://repository.excellencegateway.org.uk/Promoting_positive_behaviour_-_Sep_2020.pdf> | | | | | |
| 13.  18/11/24 | 1. That learners have a range of needs and strengths and to recognise some of the reasons for this and the importance of high expectations to stretch and challenge all students.  2. That Heads of Dept, SENCO and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for students. | | 1.Demonstrate that structured tasks and questions can allow teachers and learners to easily identify misconceptions and knowledge-gaps and address them using concrete examples.  2.Plan a sequence of learning to deliver building on the schema and add new learning/ knowledge using retrieval practice and spiral curriculum (Bruner, 1960).  3.Support ALL pupils including those with a range of additional needs. Utilising, for example, the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. | 1. To familiarise themselves with the SEND Code of Practice (0-25).  2. To discuss with their mentor learners who have SpLD in the classes you are teaching.  3. To introduce themselves to the SENCO and pastoral lead at their setting. | | 1. How do you plan to check for prior knowledge and pre-existing misconceptions in your subject areas?  2. How do research and theories inform planning for a sequence of learning in your subject?  3. Why is it important to work closely with colleagues/families and other professionals to support learners with specific needs? Give an example of how you could do this in your subject area. |
| Engaged reading | Duckworth, V., Flanagan, K., McCormack, K. & Tummons, J. (2012) Understanding Behaviour 14+, Open University Press. Chapter 6: A framework for reflection and solution-focused approaches to problems, pp. 104-134. | | | | | |
|  | **Teachers as collaborators** | | | | | |
| 14.  25/11/24 | 1. How collaboration with peers/mentors works when planning to teach a lesson within their own subject specialism.  2. The principles of teaching and learning in relation to behaviour for learning.  3. The importance of subject knowledge in motivating students, teaching effectively and being able to identify gaps in the conceptual, processual, and content demands of their own subject specialism. | | 1. Underpin the principles of teaching and learning and the benefits for professional practice using research and strategies learned.  2. Contribute to a discussion on teaching and learning principles so they can share their experiences.  3. Identify areas of development within their own subject knowledge and create an action plan to address these. | 1. To discuss with their mentor what they have learned in relation to collaborative teaching.  2.To explain why it is important to revisit the already taught curriculum.  3. To carry out an audit in relation to subject knowledge. | | 1. Explain the strengths and weaknesses for collaboration with colleagues when planning a sequence of learning.  2. Why do we need to consider students’ prior knowledge and understanding when planning a scheme of learning?  3. What are the essential skills, knowledge and concepts needed in your subject area?  4. How are learners supported in knowing these concepts within your subject? |
| Engaged reading | Brooks, C. (2016), Teacher Subject Identity in Professional Practice: Teaching with a Professional Compass, Routledge, Chapter 4 Subject and Phase Identity, pp. 49-59. | | | | | |
|  | **Building an effective curriculum** | | | | | |
| 15.  2/12/24 | 1. How to identify essential concepts, knowledge and skills within a sequenced curriculum and look to apply the curriculum specifications relevant to your subject.  2. Provide opportunity for all learners to learn and master essential concepts, knowledge, and skills in their subject thereby ensuring that learning is sequenced so that students master initial concepts before moving on and address misconceptions.  3. Including the key ideas and principles within their subject is important when sequencing learning over a sustained period of time. | | 1. Consider the research regarding process and product models of curriculum and the relevance of each to their own subject teaching.  2. Thinking about working with subject specialist colleagues when planning teaching delivery.  3. Explain the benefits of interleaving and spacing practice within the curriculum. | 1. To discuss their subject audit with mentors, then set targets appropriate to the next term's subject content.  2. Reflect on progress made during this first term so far. | | 1.Give an example of how you have addressed a misconception in your subject area.  2.How did this impact on the learning of your students?  3. Explain how you have used questioning as an effective tool when assessing level of understanding. |
| Engaged reading | Singh Gill, A. (2022) Dunlosky’s Strengthening the Student Toolbox in Action, John Catt Educational Ltd. | | | | | |
| 16.  9/12/24 | 1.What effective adaptive teaching methods look like in their subject area.  2.How to ensure effective adaptations are made in their subject within the FE sector, ensuring that all learners are able to make progress rather than learning goals being reduced or expectations being lowered. | | 1. Apply strategies which enables them to adapt their teaching to meet the needs of their learners  2. Know the difference between Adapted and Differentiated teaching. | 1. To consider how expert colleagues have adapted lessons in their subject.  2.To demonstrate in their lesson planning how they have adapted their T&L.  3. To familiarise themselves with the EEF Adapt / Assess/ Adjust blog –  <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you> | | 1.How have you adapted your teaching to meet the needs of SEND students? How effective has this been?  2.How have you challenged your learners in your lessons this week? Have you considered the questioning within it? How could you develop this?  3.Thinking about one of your lessons this week, reflect on how you adapted your teaching for specific SEND learners or those with SpLD or considered EDI and Sustainability? |
| Engaged reading | Westwood, P. (2024) Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom, Routledge, 3rd edition. Chapter 5, pp. 47-61. | | | | | |
| 17.  16/12/24 | 1. How to make use of the Spiral Curriculum (Bruner,1960) and CLT to avoid overloading working memory by considering new content and breaking such content into smaller steps/ the constituent parts.  2. How to sequence learning so learners are secure in foundational knowledge before introducing more complex material.  3. How to use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when learners can apply such structures to prior learning.  4. How to identify learners who need new content further broken down and/or who benefit from additional adaptations.  5.How to support learners with a range of educational needs, such as specific learning difficulties and neurodivergence.  6. The importance of embracing social change and recognising that the practice of Equality Diversity and Inclusion is ever-changing, appreciating the diversity of people and values in our society. | | 1. Adapt their teaching practice for those learners who have a SpLD or SEND and plan accordingly.    2. Think about creating challenge in lessons for those who may be more able and plan extension activities within their planning.  3.Consider the types of questions to pose to learners to illicit deep responses from learners using explicit subject specific terminology and adaptive questioning techniques. | 1. To discuss with their PEG groups how they adapt their teaching for SEND learners.  2. To reflect on expert colleagues’ approach to EDI within their teaching  3.To plan for questioning in their subject to ascertain learner knowledge | | 1.What ideas from research and first-hand experience have you used, adapted, and developed to inspire and motivate learners in your classroom?  2.Think about something you have taught that did not go well – how would you do things differently next time?  **3.** Explain what research you carried out to help you with T&L in your subject. |
| Engaged reading | Westwood, P. (2024) Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom, Routledge, 3rd edition. Chapter 4, pp. 35-46. | | | | | |
| **End of introductory placement phase** | | | | | | |
| 18.  23/12/24 | **CHRISTMAS BREAK** | | | | | |
| 19.  30/12/24 |
| **Start of developmental placement phase** | | | | | | |
|  | **Using formative assessment in the classroom** | | | | | |
| 20.  6/1/25 | 1.How to prompt learners to elaborate on their responses to questions to check secure understanding.  2. How to provide specific and helpful feedback which assists learners in progressing, focusing on specific actions using strategies such as formative verbal feedback.  3. How to check student understanding (inc. checking for misconceptions) of the topic. | | 1. Plan effectively to ensure there are opportunities to carry out formative assessment.  2. Gain an understanding of what the learners know via discussion and engaging in reflection on feedback.  3. Use retrieval / reflection tasks to check prior learning thereby supporting learners to monitor and regulate their own learning. | 1. Observe an expert colleague within your subject carry out learner questioning thereby gaining an insight as to what they have understood.  2. Create a formative assessment strategy to deliver in your next lesson.  3. Update your audit based around assessment. | | 1.How have you adapted your teaching to meet the needs of SEND students? How effective has this been?  2.How have you challenged your learners in your lessons this week? Have you considered the questioning within it? How could you develop this?  3.Thinking about one of your lessons this week, reflect on how you adapted your teaching for specific SEND learners or those with SpLD or considered EDI and Sustainability? |
| Engaged reading | William, D. (2017) Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning), Solution Tree Press. | | | | | |
|  | **Embedding digital skills into teaching and learning** | | | | | |
| 21.  13/1/25 | 1. How to use a range of suitable digital tools for students, linked to formative assessment (Kahoot, Padlet etc.).  2.How to make effective use of digital resources to benefit both workload and kinaesthetic approaches to teaching. | | 1. Identify effective digital tools both for students use and as a tool of assessment.  2. Embed digital tools into their planning in a way which enhances their sessions and formative assessment. | 1. Create and share a range of digital tools with their PEG groups.  2. Carry out research on how digital tools can be used to effectively enhance sessions and FE teaching.  3. Observe expert colleagues in the way they include digital literacies in their teaching and learning. | | 1.How have you developed your knowledge and ability to set formative assessment tasks linked to objectives? What are your areas of development?  2.How do you ensure that learners have developed their understanding rather than just checking they understand the task or completed the work? Why is this important?  3.Have you been able to identify any effective / ineffective assessment practice during your observations this week? What was it? Why did it work/not work? |
| Engaged reading | Scott, D. (2022) Digital Learning, Teaching and Assessment for HE and FE Practitioners, Critical Publishing. | | | | | |
| 22.  20/1/25 | 1. The different types of assessment (formative and summative) and what it looks like in their subject area.  2.How to ensure assessment opportunities are carried out throughout the lesson (and not just at the end) in their subject.  3. The importance of regularly reviewing and practicing key concepts over time (for example, through effective discussions and/or structured talk activities) is an effective strategy to help manage cognitive load. | | 1.Apply assessment strategies from what they have carried out in their setting.  2. Adapt teaching in a responsive way, including by providing targeted support to learners who are struggling, thereby increasing student success.  3. Seek to understand students’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. | 1. To consider alternate formative assessment strategies within their subject.  2. To create a range of assessment strategies for a lesson in their subject. | | 1.What effective/ineffective practice have you observed with regards the retrieval practice of your subject knowledge content? What was it? Why did it work/not work?  2. How can feedback be used in your subject to ensure students get the most benefit, but without creating excessive workload? |
| Engaged reading | Dweck, C. (2017) Mindset – Updated Edition: Changing the Way You Think to Fulfil Your Potential, Robinson. | | | | | |
|  | **Using external assessments to ensure effective teaching.** | | | | | |
| 23.  27/1/25 | 1.How to utilise externally validated material (such as past papers at GCSE, BTEC or A level) to structure assessment tasks.  2.How to scaffold and structure self and peer assessment, making use of model answers which highlight key details.  3. How to benefit from strategies such as managing workload, resilience (Allan, 2020) and planning will help them to protect time for rest and recovery and promote good mental well-being. | | 1. Construct a curriculum design and know how it impacts on subject delivery incorporating active and innovative teaching and learning methods.  2. To use strategies based on practical and creative approaches to teaching, learning and assessment.  3. To articulate high-quality feedback whether that be written or verbal, to encourage further effort, and provide specific guidance on how to improve. | 1.To consider how expert colleagues have carried out assessment in their lessons within their subject.  2.To demonstrate in your lesson plan where and how you have assessed learners.  3.To familiarise themselves with the EEF blog (assessment and feedback) - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>. | | 1.How does your placement use digital tools?  2. Have you identified ways in which digital tools can be used in a more effective or imaginative way? How could you do it differently?  3. What do you think the future of digital tools looks like in the classroom? |
| Engaged reading | Allan, D. (2022) Developing Resilience in FE Teaching, Routledge. | | | | | |
|  | **Embedding adaptive teaching** | | | | | |
| 24.  3/2/25 | 1. How to adapt teaching and resources for a range of needs, such as SPLD, EAL and prior attainment.  2. How to identify particular needs in their classroom and adapt their teaching as required. | | 1.Vocalise and explain particular strategies or adaptations they have made for a student.  2. Identify a student for a case study on adaptive teaching.  3. Use theory to articulate why certain adaptations can be beneficial for this particular student. | 1.To identify a support need in their classroom.  2. Using theory, design an adaptation that would be effective for this particular student. | | 1.Why is it important to be aware of student motivation within our sessions?  2. How do teachers build resilience with their students?  3.Why is it important to reflect on the language we use with our students, if we wish to grow their mindsets? |
| Engaged reading | Westwood, P. (2024) Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom, Routledge | | | | | |
| 25.  10/2/25 | **HALF TERM** | | | | | |
|  | **Measuring progress** | | | | | |
| 26.  17/2/25 | 1. That recording data is useful for improving student outcomes when considering progression.  2. That written marking is only one form of feedback and making use of marking strategies (e.g., using abbreviations or codes) is beneficial to help manage workload.  3. That high quality verbal feedback should be given during a lesson and written feedback is typically more effective after. | | 1.Identify effective approaches to marking and alternative approaches to providing feedback to manage workload and focus on learner understanding in that subject.  2. Give feedback both verbally and written through techniques learnt in professional practice.  3. Utilise other efficient approaches to assessment and include using whole class feedback or well supported peer- and self-assessment and deconstructing this approach. | 1. Identify alternate approaches to giving formative feedback to learners in real time.  2. To discuss with their mentor how tracking of assessment data is carried out. | | 1. Thinking about one student in your class (without identifying them) discuss their support needs.  2. How would you adapt your teaching to meet the needs of this student?  3. Why have you chosen this approach? |
| Engaged reading | Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487> | | | | | |
| 27.  24/2/25 | 1.How to provide feedback which considers the range of factors which can impact on students’ understanding of the feedback.  3. How to utilise external materials (such as specifications or examiners reports) to assist with providing accurate assessment and feedback to learners in line with external benchmarking (such as GCSE or A level requirements). | | 1. Carry out summative assessment with colleagues in setting and know that using verbal feedback during lessons in place of written feedback after lessons will reduce workload.  2. Use feed forward techniques ensuring they are specific, with measurable actions, providing time for learners to respond to the information given. | 1. To observe and discuss with expert colleagues how they give written feedback on learner’s work  2. Demonstrate to your mentor your own feedback on learners’ work. | | 1.How effective is your written feedback to students? To what extent do you focus on correct misconceptions rather than careless mistakes?  2.How has your understanding of summative assessment practice developed? Think specifically about those which prepare learners for GCSE /A level / BTEC outcomes.  3.Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving student outcomes? |
| Engaged reading | Hattie, J. (2018), Visible Learning: Feedback, Routledge | | | | | |
|  | **Building professional relationships** | | | | | |
| 28.  3/3/25 | 1.Engage with parents/carers and colleagues in helping to support and manage student outcomes.  2. How to build effective working relationships by working with colleagues as part of a team, for example a subject or departmental team.  3. How to use specific EDI related events and celebrations as well as naturally occurring moments within your teaching on a daily basis. | | 1.Liaise with parents, carers and colleagues to better understand the students’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.  2. Contribute to the settings Open Evenings, Parent/ Carer Evenings (or other such events).    3. Be able to communicate with parents and colleagues via phone, email, or the settings communication portal as part of teacher professionalism. | 1. To observe expert colleagues and their interaction and communication skills with parents/ carers.  2. To discuss with your mentor how you relay information about specific learners to expert colleagues in real time. | | 1.How effective is your communication to parents/carers in relation to student’s achievements and well-being?  2. Are you able to access communication with other colleagues in real time in your setting? If so, how do you do this?  3.How has your understanding of professionalism developed since the start of your ITT programme? What insights have you made? |
| Engaged reading | Lebor, M. (2022) Teaching Resistant Learners in Post-School Education: A Guide to Working with Challenging Behaviour, Routledge. | | | | | |
| **End of developmental placement phase** | | | | | | |
|  | **Building on your PGDiT year** | | | | | |
| 29.  10/3/25 | 1. How to critically engage with research and use evidence to critique practice.  2. Identify areas for development and engage in appropriate and subject specific CPD with clear intentions for student outcomes in your subject areas (for example, subject associations, exam boards etc.).  3. How to apply for roles within the FE sector and write an effective letter of application. | | 1. Access subject specific CPD and training focusing on the QTLS application and what it offers.  2. Work as a professional teacher and know what responsibility the position holds by reflecting on progress made.    3. Recognise strengths and weaknesses and identify next steps for professional development (for example, as part of the QTLS process). | 1. To discuss with expert colleagues' subject specific associations to be involved with as they enter the next phase of their teaching career.  2. Create an action plan with achievable goals as they progress into the next phase of their career. | | 1. Identify key areas you would like to explore further to develop as a professional within your first year of teaching.  2.How would you access support for this development? Who can help you?  3.What impact could this have on your future career progression? |
| Engaged reading | TeacherToolkit, How to Apply for Your First Teaching Job and Get It! [How To Apply For Your First Teaching Job - And Get It! (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/2018/05/09/first-teaching-job/) | | | | | |
|  | **CAREERS WEEK** | | | | | |
| 30.  17/3/25 | 1. The wide range of roles available in FE.  2. How to source and apply for appropriate roles.  3. About the support available within Edge Hill and Wirral Met for finding jobs. | | 1.Articulate the roles and professional routes available in FE and express a clear interest in the available roles within their subject specialism.  2. Attend and actively participate in guest lectures around employability. | 1. Attend available guest lectures and engage with opportunities offered.  2.Carry out research on types of roles available within their subject specialism. | | 1.Discuss any involvement with CPD to improve teaching outside of your FET programme.  2. How has this enhanced your knowledge as a teacher in your subject?  3. What CPD may you find useful to engage with in the future as you progress towards QTLS. |
| **Start of consolidation placement phase** | | | | | | |
|  | **Using Action Research for teaching** | | | | | |
| 31.  24.3.25 | 1.The recent key developments in educational policies which have shaped Further Education.  2. How social/ government policies are interpreted into college wide policies and procedures. | | 1. Demonstrate a clear understanding of a policy or social decision and the impact it has on their subject.  2.Understand the impact of educational policies on their subject specialism, with particular focus on FE. | 1. Discuss with mentors the policies or educational decisions which have impacted their subject.  2.Reflect on the impact these changes have had on the student experience and the workload of teachers affected. | | 1. Focusing on one aspect of social policy, how has it shaped your subject specialism?  2. Has the impact of this policy been what was intended on your subject?  3. In your opinion, what could be done which would have a greater impact on your subject specialism? |
| Engaged reading | A History of Education: A Timeline [: A history of education | Tes Magazine](https://www.tes.com/magazine/archive/timeline-history-education) | | | | | |
| 32.  31/3/25 | 1. How teachers use action research in the classroom to shape planning and assessments.  2. The key concepts in evidence-based practice and some of the current critiques, such as the limits of ecological validity, sample sizes, and effect sizes.  3. The ethical processes and issues the evidence-based practitioner needs to be aware of. | | 1. Critique a piece of educational research  2. Discuss the ethical issues involved in educational research when working with children or young people | 1. Carry out a case study of contemporary evidence-based practice.  2.Complete an evaluation of the case study, with the intention of trialling a new approach in their own classroom, based on their reading. | | 1. Focusing on the case study you chose last week, give an overview of the research.  2. What were the findings of the research?  3. Would the findings of this research be appropriate in your classroom? Why? |
| Engaged reading | McAteer, M. (2013) Action Research in Education, SAGE Publications, chapter 1, pp. 7-20 | | | | | |
| 33.  7/4/25 | EASTER BREAK | | | | | |
| 34.  14/4/25 |
| 35.  21/4/25 | 1. The methodologies available to evidence-based practitioners to use when carrying out action research.  2.The limitations of these methodologies when used in the classroom.  3. The effectiveness of the methodologies in shaping educational practice. | | 1. An understanding of the methodologies available for teachers in a research-based classroom.  2.An ability to evaluate the methodologies to find the most appropriate to their own setting. | 1. The opportunity to carry out a detailed case study on a contemporary piece of evidence-based research. | | 1. Justify the methodological approach you are using for your research.  2. What are the limitations of this approach and why were other approaches discounted? |
| Engaged reading | McAteer, M. (2013) Action Research in Education, SAGE Publications, chapter 4, pp. 62-88. | | | | | |
|  | **Revisiting feedback and assessment** | | | | | |
| 36.  28/4/25 | 1.How to prepare for externally assessed work, completing appropriate paperwork and preparing for moderation.  2.How to provide feedback which makes it clear to examiners/internal/external verifiers where marks are being awarded.  3. The difference between feedback for students and feedback/commentaries for external bodies. | | 1. Carry out summative assessment with colleagues in setting and know that using relevant language and commentary.  2. Utilise the opportunity of marking using abbreviations and codes in written feedback. | 1. Observe and discuss with expert colleagues how they give written feedback on learner’s work  2. Demonstrate to your mentor your own feedback on learners’ work.  3. Read the EEF blog based on assessment and feedback  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> | | 1.How effective is your written feedback on summative assessments? How is providing a commentary to a verifier different to providing feedback to students?  2.How has your understanding of summative assessment practice developed? Think specifically about those which prepare learners for GCSE /A level / BTEC outcomes.  3.Reflect on a lesson you taught this week. How did you ensure it was delivered so that it was built on prior knowledge and prepared learners for the next step? |
| Engaged reading | Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from: [Workload Challenge Analysis of teacher consultation responses: Sixth form colleges (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A_-_Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf) | | | | | |
| 37.  5/5/25 | 1.How to engage with parents/carers and colleagues in helping to support and manage student outcomes.  2. How to build effective working relationships by working with colleagues as part of a team, for example a subject or departmental team.  3. How to use specific EDI-related events and celebrations and naturally occurring moments within your teaching daily. | | 1.Liaise with parents, carers and colleagues to better understand the students’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.  2. Contribute to the settings Open Evenings, Parent/ Carer Evenings (or other such events).  3. Be able to communicate with parents and colleagues via phone, email, or the settings communication portal as part of teacher professionalism. | 1. Observe expert colleagues and their interaction and communication skills with parents/ carers.  2. Discuss with your mentor how you relay information about specific learners to expert colleagues in real time. | | 1.How effective is your communication to members of your department and outside agencies in relation to students’ assessments and achievements? How do you know this?  2.How has your understanding of professionalism developed since the start of your ITE programme? What insights have you made? |
| Engaged reading | Shepherd, J. (2022) “Beyond Tick-Box Transitions? Experiences of Autistic Students Moving from Special to Further Education,” International Journal of Inclusive Education, 26(9), pp. 878–892. Doi: 10.1080/13603116.2020.1743780. <https://edgehill.on.worldcat.org/oclc/9538031318> | | | | | |
| 38.  12/5/25 | 1. The importance of reviewing and reflecting on the weekly targets they have been set during Professional Practice and how to set their own targets for ongoing professional development.  2. How to reflect on their progression across the Occupational Standards.  3. How to embed and practice EDI / Digital Literacies and Sustainability throughout their subject specialism. | | 1. Critique their own performance on Professional Practice and set new targets for professional development.  2. Recognise the importance and development of professional identity and educational philosophies for their ongoing development as a teacher in their subject area | 1. To update their portfolio, reflecting on their progress across the Occupational Standards, with particular focus on EDI, digital skills and sustainability. | | 1.Reflecting over the past 39 weeks of your ITE course, in what ways do you feel you have developed as a teacher within the Further Education Sector within your subject?  2. What have you excelled in and what have you found challenging? |
| Engaged reading | Institute for Apprenticeships, Occupational Standards: [Teacher / Institute for Apprenticeships and Technical Education](https://www.instituteforapprenticeships.org/apprenticeship-standards/teacher-in-revision) | | | | | |
| 39.  19/5/25 | 1. That ongoing CPD is important for professional and personal development in teaching and learning.  2. That professional development is a sustained process over time that will impact positively on student outcomes thereby ensuring effective up to date knowledge. | | 1.Critique the links you have established between theory and practice.  2.Use research informed methods / results to offer insights into how curriculum and practice can be enhanced.  3. To ensure progression of knowledge which is enquiry based and plans for and assesses student outcomes | 1. To update their portfolio and Occupational Standards tracker.    2. To complete their reflective rationale.    3. To prepare for their Professional Reflective Viva. | | 1. Reflecting on the work in your portfolio, and the experience of the conference, what would be a useful focus for you developing your career moving forward?  2. How might you access the support you need for this? |
| Engaged reading | Making the most of Continuing Professional Development (CPD) [Continuing Professional Development (CPD) | Society for Education and Training (et-foundation.co.uk)](https://set.et-foundation.co.uk/your-career/continuing-professional-development-cpd) | | | | | |
| 40.  26/5/25 | **HALF TERM** | | | | | |
| **End of consolidation placement phase** | | | | | | |
| 41.  2/6/25 | 1.How to present their subject specific research in an academic conference.  2. The range of strategies and provision available at local Further Education colleges. | 1.To complete their research and present it as an academic poster in front of an appropriate audience.  2.Criticallly reflect on the guest speakers to enable them to set targets for their first year of teaching. | | 1.To present their posters at an academic conference in front of an audience of mentors and FE managers.  2.To attend an academic conference with a range of relevant guest speakers. |  | |
| **End of ITE curriculum and progression to Professional Reflective Viva (PRV)** | | | | | | |

# Curriculum Design Quality Assurance Processes & Co-authors 2024/25

In designing and Quality Assuring this curriculum, the following partners and external bodies have been consulted:

| Name | Role | Organisation |
| --- | --- | --- |
| Ailz McHale Bailey | Programme Leader | Wirral Metropolitan College |
| Martin Rigby | Deputy Principal | Runshaw College |
| Caroline Wright | Head of Learning, Innovation and Teacher Education | Southport College |

Revise subject curriculum aims and objectives in light of Ofsted research and ITE frameworks.

Outline the knowledge, skills and behaviours gained at each stage in learning.

Work in course team to redesign curriculum area.

Review curriculum maps at programme level ensuring appropriate sequencing, coherence, inclusion and ambition.

Share with selected mentors and ITE partners and revise planning based on feedback.

Review and revise the curriculum with Strategic Partnership Board

Peer reviews with senior Leadership Team external ITE partners and external examiners.

Revise in light of feedback.

Consult with expert colleagues from subject associations as well as peers from across the faculty and other universities.

Consult Student body via fora and revise planning based on feedback.

Revisions made in respect of recommendations made by

Strategic Development and Quality Committee

Revisions made in respect of recommendations made by the Curriculum Development Group

Amend at key points during the year to reflect feedback, impact and trainee progress.

# The Occupational Standards for those teaching young people and adults within all parts of the education and training sector

Your FES ITE curriculum is underpinned and mapped against the occupational standards for those who are working (or training) as teachers in the Further Education and Skills sector and complies with all guidance issued by the Education and Training Foundation (ETF). These standards are organized into eight duties.

More guidance on the occupational standards including how these are mapped against the required Knowledge, Skills, and Behaviors (KSBs) can be found here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher-v1-2>

|  |
| --- |
| **Duty 1** Promote a passion for learning and set high expectations of all students and support their personal and skills development.  *K5, K9, S10* |
| **Duty 2** Maintain a focus on outcomes, for all students, so that they recognize the value of their learning and the future opportunities available to them.  *K5, K6, K8, K9, S1, S3, S10, S11* |
| **Duty 3** Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice.  *K2, K5, K6, K9, K14, K15, K16, K19, K20, S2, S3, S4, S7, S9, S15, S25, B2, B3* |
| **Duty** 4 Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning.  *K3, K5, K6, K7, K9, K17, K18, K20, S1, S3, S4, S7, S11, S15, S17, S18, S19, S20, S22, S25* |
| **Duty 5** Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students.  *K4, K7, K10, K15, K16, S6, S8, S13, S18, S19, S22, B5* |
| **Duty 6** Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training.  *K11, K12, K15, K26, S14, S18, S19, S20, B4* |
| **Duty 8** Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change.  *K1, K2, K4, K19, S23, B1, B2, B3, B6* |
| **Duty 9** Support students with their next steps for progression and learning by providing appropriate information, advice, and guidance.  *K7, K8, K13, S1, S5, S12, S14, S16, S21* |

|  | **Duty 1** | **Duty 2** | **Duty 3** | **Duty 4** | **Duty 5** | **Duty 6** | **Duty 7** | **Duty 8** | **Duty 9** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 |  |  |  |  |  |  |  |  |  |
| Week 2 | X |  |  |  |  |  | X |  |  |
| Week 3 |  |  | X |  |  |  |  |  |  |
| Week 4 |  |  |  |  | x |  |  | X |  |
| Week 5 | X | X |  | X |  |  |  |  |  |
| Week 6 | X | X |  |  |  | X | X | x |  |
| Week 7 | x | X | x |  |  | x |  |  |  |
| Week 8 |  |  |  | x |  |  | X |  | xx |
| Week 9 |  |  |  |  |  |  |  |  |  |
| Week 10 |  | X |  |  |  | X | X |  |  |
| Week 11 | X | X |  |  |  | X | X | X | X |
| Week 12 | X | X | X |  |  | X |  | X |  |
| Week 13 | X | X |  |  | X |  |  |  |  |
| Week 14 |  |  | X |  |  | x | x | x |  |
| Week 15 | x | x | x |  |  |  |  |  |  |
| Week 16 |  |  |  |  | x |  |  |  | x |
| Week 17 |  |  |  |  |  |  |  |  |  |
| Week 18 |  |  |  |  |  |  |  |  |  |
| Week 19 | X |  | X | X | X | X | X | x |  |
| Week 20 | X | X | X | X | X |  | X | x | x |
| Week 21 |  |  | X | X |  |  |  |  |  |
| Week 22 | X | X | X | X |  |  |  |  |  |
| Week 23 | X | X |  |  | x |  | x |  |  |
| Week 24 | X | x |  |  |  |  |  |  |  |
| Week 25 |  |  |  |  |  |  |  |  |  |
| Week 26 | X | X | X |  |  | X |  |  |  |
| Week 27 | X | x |  |  | X | X | X |  |  |
| Week 28 | x |  |  |  | X | x | X |  |  |
| Week 29 |  |  |  |  |  |  | X | X | X |
| Week 30 |  |  |  |  |  |  | x | X | X |
| Week 31 |  |  | x |  |  |  |  | x |  |
| Week 32 |  |  |  |  |  |  |  |  |  |
| Week 33 |  |  |  |  |  |  |  |  |  |
| Week 34 |  | X |  | X |  |  | X |  |  |
| Week 35 |  | X |  | X |  |  | X |  |  |
| Week 36 | x | x | X | x | x |  |  |  |  |
| Week 37 |  |  |  |  |  | x | X | X |  |
| Week 38 |  |  | X |  |  |  |  | X |  |
| Week 39 |  |  | x |  |  |  |  | xx |  |
| Week 40 |  |  |  |  |  |  |  |  |  |
| Week 41 |  |  |  |  |  |  |  |  |  |
| Week 42 |  |  |  |  |  |  |  |  |  |
| Academic Assignments | x | x | x | x | x | x | x | x | X |
| Subject Knowledge Audits | x | x | x | x | x |  |  |  | X |
| Mentor Progress Meetings | x | x | x | x | x | x | x | x | X |
| Engaged Reading | x | x | x | x | x | x | x | x | X |
| Placement Based Training | x | x | x | x | x | x | x | x | X |
| Safeguarding Feminista and Prevent Training | x | x | x |  | x | x | x | x | x |

# Appendix: Progress Support Plans



Text

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All information contained in this document correct at time of creation (July 2024). We will endeavor to provide any updates should key information change during the academic year.

1. [1] Cf. The Reading Resilience Toolkit, a major outcome of the OLT project, Building Reading Resilience: Developing a Skills-Based Approach to Literary Studies. The Reading Resilience Toolkit is available online at: [https://ltr.edu.au/resources/CG10\_1566\_Kennedy\_Toolkit\_2013.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fltr.edu.au%2Fresources%2FCG10_1566_Kennedy_Toolkit_2013.pdf&data=05%7C02%7CPatterss%40edgehill.ac.uk%7Ca19a59c5842649c0733508dc4a889c71%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638467197794505675%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=q1pPmblzub%2FD1ehfcUmUMD2yfWiR7d581B4ok7qY%2B2s%3D&reserved=0) [↑](#footnote-ref-2)