



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023-2024

Level 5 Learning and Skills Teacher

Contents

1.	Welcome and Introduction to Level 5 Learning and Skills Teacher.....	3
1.1	Welcome Statement.....	3
1.2	Programme Management	3
1.3	Personal Tutor.....	3
1.4	Tutoring at UCSD.....	4
1.5	Course Contact List.....	4
1.6	Preparing for Your Programme	5
1.7	Curriculum Design Principles	6
1.8	Research and employment-informed teaching and learning	7
1.9	Knowledge, Skills, and Behaviours Developed on the Programme.....	8
1.10	Assessment and Feedback Strategy.....	10
1.11	Student Engagement in Ongoing Programme Development	10
1.12	Student Support Hub.....	11
1.13	Preparation for Employment, Further Academic Study and Personal Development	13
1.14	Becoming a South Devon Graduate.....	13
1.15	UCSD Enterprise and Employability Framework Mapping	14
1.16	Regulations, Policy, and Procedures	16
2.	Programme Specification	17
2.1	Programme Details	17
2.2	Programme Aims	18
2.3	Programme Intended Learning Outcomes (ILO)	18
2.4	Progression Route(s) – what can you do next.	19
2.5	End Point Assessment Arrangements (if required)	19
2.6	Admissions Criteria	19
2.7	Programme Structure.....	21
3.	Apprenticeship Standard.....	21

1. Welcome and Introduction to Level 5 Learning and Skills Teacher

1.1 Welcome Statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://www.ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

The Level 5 Learning and Skills Teacher is a course which is designed to support those wanting to progress into the teaching role. This programme has been designed to equip you with the knowledge, skills and behaviours required to work in your chosen specialism in further education.

Through a range of delivery, you will engage with a broad range of concepts which underpin education and training. These will include effective planning, teaching and assessment of learning, as well as developing your wider professional practices. A range of assessment formats are used to ensure all learning outcomes can be effectively evidenced. These can include assignment-based activity, professional discussion, and observation of practice. The ITE team work hard to develop supportive learning environments focused on developing your 'self-confidence' and 'self-concept', both as a teaching practitioner and an independent Higher Education student. By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling you to become a reflective, inspirational practitioner who proactively leads your own professional development, ensuring you remain at the forefront of innovative practice beyond your initial training year(s).

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Kath Burrows / Paul Hooper	kathburrows@southdevon.ac.uk phooper@southdevon.ac.uk
Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Curriculum Head	Katy Joy	katyjoy@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. Your personal tutor is Kath Burrows. Kath has been teaching for 29 years, teaching philosophy and ethics, religious

education, health and social care and extended projects. She has been involved with teacher training for over 20 years, supporting NQTs and PGCE students on placements whilst working in both secondary and further education. Kath has also been a tutor in HE, assessing trainee teachers on placements across a number of schools in the South West. Kath has been working at South Devon College as part of the teacher training team for over 5 years.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. The integrated tutorial model ensures all students have a personal tutor and access to personal development resources, and can access professional study skills, wellbeing, disability, and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information.

See section [Student Support Hub](#) below for more information.

1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: <https://www.ucsd.ac.uk/research-and-expertise/initial-teacher-education/>

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Tutor	Units	Contact	If part time days/hours that are worked
Kath Burrows	All	kathburrows@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Paul Hooper	All	phooper@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Emma Corin	Assessment & Observations	ecorin@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Katy Joy	Education Policy & Observations	katyjoy@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Holly Vaughan	Stakeholders & Quality	hollyvaughan@southdevon.ac.uk	Mon – Fri 09:00 – 16:30

1.6 Preparing for Your Programme

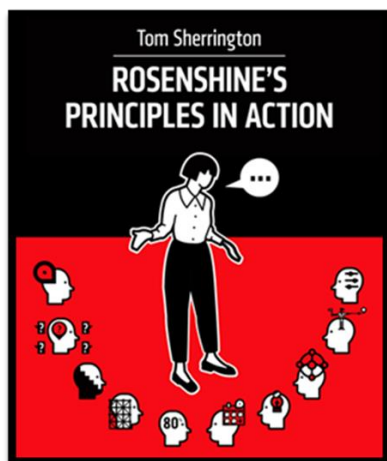
At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

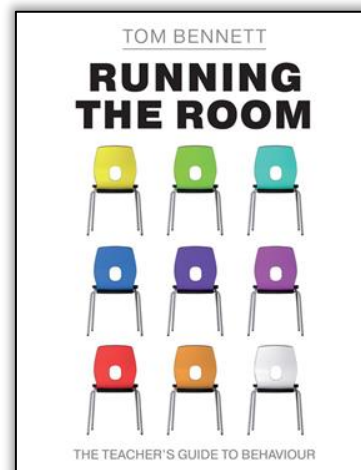
The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability, and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Recommended Preparatory Reading:



Sherrington, T. (2019) *Rosenshine's principles in action*. Woodbridge: John Catt Publications - ISBN 1912906201



Bennett, T. (2020) *Running the room: the teacher's guide to behaviour*. Woodbridge: John Catt Publications - 9781913622145

- Professional Standards - <https://set.et-foundation.co.uk/professionalism/professional-standards/>
- Minimum Core Guidance - [The-Minimum-Core-for-teacher-training-qualifications-Sept-22-V2-2.pdf \(et-foundation.co.uk\)](https://set.et-foundation.co.uk/the-minimum-core-for-teacher-training-qualifications-sept-22-v2-2.pdf)

Other Materials:

Society for Education and Training – FREE Student membership - <https://set.et-foundation.co.uk/membership/free-student-membership-offer/>

1.7 Curriculum Design Principles

Programme Rationale (Summary)

The primary aim of the curriculum is to support new and aspiring teachers to become highly skilled, effective practitioners who incorporate evidence-informed practices within their day-to-day work. The core of the curriculum is designed to develop the relevant knowledge, skills and behaviours associated with effective planning, teaching and assessment of learning, as well as developing their wider professional practices. The Initial Teacher Education (ITE) team work hard to ensure the differing needs of both in-service and pre-service teachers are acknowledged and supported, by promoting the use of 'communities of learning' and 'coaching approaches', alongside more traditional lessons, seminars, and workshops. On completion of the course, trainees will be able to apply for a variety of teaching roles within the Further Education (FE) and Skills sector, or alternatively continue to develop their knowledge and skills within Higher Education (HE). Trainees can then apply for Qualified Teacher Learning and Skills (QTLS) status.

Context

The Level 5 Learning and Skills Teacher curriculum reflects the most current and up to date industry practices. It has been designed alongside current education policy, research, and practices. The ITE team are actively engaged with multiple external organisations and bodies, including awarding organisations, Department for Education, and Institute for Apprenticeships, which enables the team to keep abreast of changes in the sector. The ITE team also work closely with employers in the education sector, locally and nationally, to develop the curriculum and ensure currency of practice.

Content

Through the following themes the Level 5 Learning and Skills Teacher provides a structured and sequenced approach to enhancing your knowledge, skills, and behaviours.

- Developing Teaching, Learning and Assessment in Education & Training
- Teaching, Learning and Assessment in Education & Training
- Theories, Principles and Models in Education & Training
- Wider Professional Practice and Development in Education & Training
- Developing, Using and Organising Resources in a Specialist Area
- Inclusive Practice
- Teaching in a Specialist Area

Through the above themes the following professional behaviours will be developed:

- Adaptable when dealing with challenge and change, maintaining focus and self-control.
- Underpin practice by reference to professional standards and evidence-based teaching and learning.
- Committed to continuous professional development.
- Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students, and stakeholders.

- Act in a manner that is ethical, fair, consistent, and impartial, valuing equality, diversity and champion British values within professional boundaries.
- Model sustainable practices and promote sustainable development principles, values, and goals in relation.

Teaching and Learning Strategy

The delivery approach adopted provides a good blend of academic study and practical application, exposing trainees to a broad range of teaching styles. All members of the ITE team have strong teaching backgrounds enabling them to build trainees' knowledge and skills by modelling evidenced informed principles within their own practice. A range of assessment formats are used to ensure all learning outcomes can be effectively evidenced. The ITE team work hard to develop supportive learning environments focused on developing trainees' 'self-confidence' and 'self-concept', both as teaching practitioners and independent Higher Education students. By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling trainees to become reflective, inspirational practitioners who proactively lead their own professional development, ensuring they remain at the forefront of innovative practice beyond their initial training year(s).

Resources to Support Outstanding Teaching and Learning

You will be provided with a reading list in your course handbook. There is an onsite library where all recommended reading texts are available. You will also be directed to a range of online sources of information throughout your programme to support your professional development. We highly recommend that you become a member of the Society for Education and Training, where you will have access to a vast range of free online resources, as well as opportunity to attend professional development courses.

1.8 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Professional Development

The ITE team are all highly qualified and experienced practitioners who are dedicated to maintaining their currency in practice through professional development.

Research and Scholarly Activity

Each member of the delivery team is engaged with research and scholarly activity, be that as part of a formalised qualification (Masters and Doctoral level) or as part of ongoing professional practice.

Each of the team have obtained a Fellowship of the Higher Education Academy where we have the following levels of Fellowship: Fellow, Senior Fellow and a recent application for Principal Fellow.

Industry Liaison and Engagement

We have high levels of engagement with industry with one of the team being chair of the Education and Training in FE trailblazer team which involves monthly engagement with other providers in the sector, such as the Institute for Apprenticeships and the Department for Education. Members of the team also work as external examiners in education programmes up to level 7.

1.9 Knowledge, Skills, and Behaviours Developed on the Programme

Knowledge, Skills, & Behaviours	Mapped to where it is covered in the programme
Knowledge	
K1: The pedagogical theory and how to apply this theory to practice	Theory lessons Work-based practice Tutorials (one-to-one) Self-directed study
K2: How to support contextualized opportunities to develop English and Maths	
K3: The principles of designing, planning, and organising curriculum	
K4: Methods for creating and adapting inclusive learning resources	
K5: Evidence-informed inclusive teaching, learning and assessment strategies	
K6: Strategies to engage and challenge all learners	
K7: How to implement ongoing initial and diagnostic assessment to inform planning and progression	
K8: Techniques to involve learners in taking ownership of their own progress	
K9: Principles and practices of assessment and feedback	
K10: How to promote and foster a safe and supportive learning environment	
K11: Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment	
K12: The range of support available for learners related to health, wellbeing and safeguarding	
K13: Sources of current information, advice, and guidance to support progression opportunities for learners	
K14: The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks	
K15: Techniques to develop collaborative relationships	
K16: Communication techniques and how to adapt these for different audiences, including leading difficult conversations	
K17: Coaching and mentoring principles and techniques	
K18: Strategies for quality improvement	
K19: Ways to access personal and professional development, and to maintain sector and/or subject specific currency	
K20: Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety	
Skills	
S1: Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice	Theory lessons
S2: Identify, consider and take steps to minimise the impact of barriers to learning	Work-based practice
S3: Contextualise English and mathematics in a way that promotes understanding of key topics	

S4: Use a variety of teaching and assessment methods depending on the learning environment and learners' needs	Tutorials (one-to-one) Self-directed study
S5: Encourage learners to set challenging goals	
S6: Promote understanding of equality and diversity and sustainable development	
S7: Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice	
S8: Design and use resources that are inclusive and add value to learners' development	
S9: Engage and inspire all learners	
S10: Identify and set outcomes to enable each learner to achieve or exceed targets	
S11: Provide ongoing learner feedback	
S12: Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey	
S13: Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change	
S14: Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners	
S15: Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions	
S16: Prepare learners for their transition through education, further training, and into employment	
S17: Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners	
S18: Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders	
S19: Engage learners to establish standards of behaviour, mutual respect and safe working	
S20: Challenge learners to address inappropriate behaviour or viewpoints	
S21: Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)	
S22: Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice	
S23: Manage workload through preparation and prioritisation, time management, and responsiveness to change	
S24: Act within, the statutory frameworks which set out their professional duties and responsibilities	
S25: Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment	
Behaviours	
B1: Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	Theory lessons Work-based practice Tutorials (one-to-one) Self-directed study
B2: Underpin their practice by reference to professional standards and evidence-based teaching and learning	
B3: Committed to continuous professional development	
B4: Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders	
B5: Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries	
B6: Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism	

1.10 Assessment and Feedback Strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

The Level 5 Learning and Skills Teacher assessment plan can be found here: [st0149 learning and skills teacher l5 ap-for-publication 08062022.pdf \(instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org/st0149-learning-and-skills-teacher-l5-ap-for-publication-08062022.pdf)

On programme assessment will be undertaken at regular intervals with formative assessment methods being used to support the preparation or EPA. Assignment tutorial weeks are built into the timetable and all trainees can book one-to-one tutorials with the assignment tutor.

1.11 Student Engagement in Ongoing Programme Development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Some confusion over how to access feedback about assignments once marked.	How to access feedback on Turnitin has been embedded into the Induction. Teaching team will also re-cap this in lessons once the first assignment has been marked and grades are released.

Occasional confusion regarding certain assessment criteria and what evidence is required.	Additional guidance has been added to assignment briefs. If there is still any confusion regarding what is required, we encourage you to book a tutorial with the relevant team member to discuss.
The portfolio on OneFile feels a bit overwhelming and confusing.	We are always looking to streamline the portfolio requirements and we are re-developing this for Sept 23.

1.12 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>. By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. However, we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years. Everyone will find the step up to Higher Education learning a challenge. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging.

There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk. Sessions can be held face-to-face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies. We understand that students can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support.

For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.13 Preparation for Employment, Further Academic Study and Personal Development

By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling trainees to become reflective, inspirational practitioners who proactively lead their own professional development, ensuring they remain at the forefront of innovative practice beyond their initial training year(s). Similarly, all trainees are required to evidence that they meet the Education and Training Foundation 'Professional Standards', which provide a framework for teachers and trainers to critically appraise their own practice and improve their teaching through Continuing Professional Development (CPD). Ensuring trainees adhere to these professional standards, alongside legislative requirements such as those outlined within the Equality Act (2010), helps support the development of responsible, respectful and tolerant practitioners. The development of trainees' subject pedagogy is also supported using additional mentor support and the use of targeted independent investigation. Additional 'transferable skills' developed within the curriculum that are useful to employers across a variety of jobs and industries include 'effective communication', 'working as part of a team', 'time management', 'organisation and management', 'critical thinking' and 'digital literacy'. It is also expected that initial teacher education programmes equip all trainee teachers with the skills to address the language, literacy and numeracy needs of their learners. To this end, minimum core standards are embedded and assessed throughout the curriculum.

1.14 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-Level Academic Skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills, and behaviours.

Positive Personal Attributes for Your Future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability, and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-Ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work.

1.15 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 5						
Employability Criteria	Definition	Programme Aims and Intended LOs	Units	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	All programme aims	All units	Teaching, Learning and Assessment in Education & Training	Professional development opportunities Wider professional practice	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	All programme aims	Wider Professional Practice and Development in Education & Training	All assessment	-	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	All programme aims	All units – creation of resources	Teaching Practical Portfolio Assessment creation and submission	Option to study digital skills qualifications alongside programme	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	All programme aims	All units	All assessment	-	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	All programme aims	All units	All assessment	Tutorials and progress reviews	UCSD Employability Support and Personal Tutor Support

Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	All programme aims	Teaching practice units	Practical observations	Teaching practice	-
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	All programme aims	All units	All assessment	-	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	All programme aims	All units	All assessment	-	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	All programme aims	All units	All assessment	Additional offered CPD	Linkedin
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.16 Regulations, Policy, and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

Awarding Body:	<i>NCFE</i>
Delivery Institution	<i>South Devon College</i>
Accrediting Body:	<i>N/A</i>
Mode of Study:	<i>Part Time</i>
Final Award:	<i>Level 5 Learning and Skills Teacher</i>
Programme Title:	<i>Level 5 Learning and Skills Teacher</i>
Date of Programme Approval:	<i>08/06/2022</i>

2.2 Programme Aims

[Learning and skills teacher / Institute for Apprenticeships and Technical Education](#)

2.3 Programme Intended Learning Outcomes (ILO)

Programme intended learning outcomes will be aligned with the Knowledge, Skills and Behaviours from the standard and can be summarised below:

Knowledge and understanding

On successful completion graduates should have developed:

- Knowledge and understanding of theories of teaching, learning and assessment
- Knowledge and understanding of communication theories, learning theories and theories of reflection
- Knowledge and understanding of legislation, ethics and standards
- Teaching, learning and assessment approaches
- Legislative and ethical boundaries
- Use of internal and external provision to support learners

Cognitive and intellectual skills

On successful completion graduates should have developed:

- Independent study skills
- Reflective practice skills

Key and transferable skills

On successful completion graduates should have developed the ability to:

- Interpersonal skills
- Intrapersonal skills
- Communication skills
- Independent study skills
- Reflective practice skills
- Practical teaching skills

Employment related skills

On successful completion graduates should have developed:

- Teaching skills, knowledge and understanding to support development in their current role and/or support progression onto future employment.
- A wide range of interpersonal and intrapersonal skills are embedded in the programme, therefore there are a number of transferrable skills into other areas of employment.

Practical skills

On successful completion graduates should have developed:

- Practical teaching skills

2.4 Progression Route(s) – what can you do next.

From achieving this qualification trainees will meet some of the eligibility criteria to apply for QTLS and have the opportunity to progress onto the following programmes:

- BA (Hons) Education, Development & Society top-up
 - At UCSD
- BA (Hons) Child Development & Education top-up
 - At UCSD
- PGCE at another institute

2.5 End Point Assessment Arrangements (if required)

[st0149 learning and skills teacher l5 ap-for-publication 08062022.pdf \(instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org/st0149-learning-and-skills-teacher-l5-ap-for-publication-08062022.pdf)

2.6 Admissions Criteria

Entry Requirements for Level 5 Learning and Skills Teacher	
Higher Level Qualifications	It is recommended that the applicant holds a level 4 or above qualification prior to entry.
Level 3 Qualification	Required in specialist area of teaching (or equivalent)
Level 2 English and Maths	Apprentices are required to hold a level 2 English and Maths qualification. It is highly recommended that this is achieved prior to the start of the apprenticeship, however an apprentice can be supported to complete this alongside. Evidence of certificates must be provided prior to gateway
An enhanced Disclosure and Barring Service (DBS) clearance is required for this programme and will be undertaken by the employer	
Level 5 Diploma in Education and Training is not approved for learners under 19 years of age. Pearson's cannot accept any registrations for learners below this age group.	

<p>Admissions Criteria for Higher Level Apprentices if applicable (including skills scan requirements)</p>	<p>Application: Completion of application form and Skills Scan is required.</p> <p>Duration: Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard, is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:</p> <ul style="list-style-type: none"> • Levy paying employers with sufficient funds in their digital account – 100% funding • Non-Levy payers -90% ESFA funding, 10% Employer co- funding. Non-levy paying companies will be asked to pay their 10% of the full cost of the apprenticeship at the start of the programme. <p>All candidates must be employed in a role related to the subject matter of the Higher Apprenticeship and be sponsored by their employer. Funding for this degree is provided by the Education and Skills Funding Agency (ESFA) who will pay two-thirds of the student fees and the employer who will pay the remainder of the fees plus a salary to the apprentice.</p> <p>All Higher Apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the course. Although the College may receive direct applications and filter these applications before passing them to prospective employers, some apprentices may apply directly to an employer. Either way, after acceptance by an employer, South Devon College will require a formal application, which it will assess according to the programme entry criteria.</p>
--	---

2.7 Programme Structure

The following structure diagram(s) provides the current structure for this programme:

Level 5 Learning and Skills Teacher			
THEME	Year of Delivery*	Semester / Term of Delivery	Core / Optional
Developing Teaching, Learning and Assessment in Education & Training	2	All Year	Core
Teaching, Learning and Assessment in Education & Training	1 (or APL from CET)	All Year	Core
Theories, Principles and Models in Education & Training	1	All Year	Core
Wider Professional Practice and Development in Education & Training	2	All Year	Core
Developing, Using and Organising Resources in a Specialist Area	2	All Year	Core
Inclusive Practice	2	All Year	Core
Teaching in a Specialist Area	1 (or APL from CET)	All Year	Core

3. Apprenticeship Standard

[Learning and skills teacher / Institute for Apprenticeships and Technical Education](#)