Initial Teacher Education: Lifelong Learning
Pre-service
In-service

Course Handbook 2019/20

Certificate/Professional Graduate Certificate/Postgraduate Certificate in Education (CertEd/PGCE)
Postgraduate Diploma in Education (Advanced PGCE)
Welcome to teacher training at UCO

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Information for University Campus Oldham

Academic Development Lecturers

Engaging with a Higher Education programme at UCO is a life changing experience. To make the most of this new phase in your education, expert Academic Development Lecturers are on hand to offer advice on various aspects of study skills. As well as helping you make the transition into degree level studies, they will help you to develop the skills you will need in preparing coursework, as well as any other academic challenges you may face whilst at UCO. Throughout the academic year there are a wealth of activities on offer to ensure you can access supportive, friendly and developmental guidance in relation to your studies.

The Academic Development Lecturers will help you to:

- strengthen your research
- improve your problem solving skills
- manage your time effectively
- acquire good study skills
- adopt an academic writing style
- structure your work appropriately
- construct arguments
- gain confidence in referencing
- finding and evaluating information
- improve your grades
- prepare for exams

Contact Details:
Academic Success Centre, Room S1/7, first floor, main UCO building.
ASC@oldham.ac.uk

Career & Employability Service

The Career and Employability Service provides expert help from qualified and experienced professionals to help you plan your career from day one of your UCO journey, continuing for 3 years following graduation. The service is provided by a highly qualified guidance and practitioner with substantial experience and contact across a range of industries, which means that you will get the very best up-to-date information to help you make great choices. UCO students have exclusive access to this service from day one and continuing for three years after graduation.

The Career and Employability Service provide the following services:

- One to one careers information, advice and guidance
- Seminars, workshops & masterclasses
- Career planning and decision making
- Online CV resources
- CV checking service
- Application form support
- Job interview preparation
- Mock Interviews
- Finding a placement

Contact Details:
Appointments can be made with the Careers Advisor via the UCO Reception or by calling 0161 344 8800
HE Student Service Team

The HE Student Services Team are located at the UCO Main reception desk, which is open from 8.30am until 5.30pm Monday to Thursday and 8.30am until 4.00pm on Fridays. If you have queries regarding fees, replacement ID cards, council tax letters, or need advice regarding specific processes such as extenuating circumstances (ECs), extensions and appeals, please call at the UCO Reception desk, or contact a member of the HE Student Services Team on the details below.

Any accidents or hazards should be reported to a member of staff via the UCO Reception desk where details will be logged and submitted to the Health and Safety Manager. First Aiders can be requested via the UCO Reception desk or by contacting a member of the HE Student Services Team on the details below.

If the fire alarm sounds, students are requested to exit the building via the closest emergency exit in an orderly fashion and make their way to the fire assembly point on the main car park. Students with mobility limitations will have an evacuation plan within their Personal Emergency Evacuation Plan, which they will be made aware of at the commencement of their studies.

Contact Details:
UCO Reception, ground floor, main UCO building.
info@uco.oldham.ac.uk
0161 344 8800

Library & Resource Centre

The Library and Resource Centre provides learning resources, support and help to enable students to achieve success on their course of study. Our knowledgeable and friendly staff are on hand to help with all your enquiries. The small community here at UCO means that staff develop an effective learning relationship with every student. Whether it is responding to your individual enquiries, or working with groups of students in a bespoke workshops to develop information and digital literacy skills, we support all students to achieve success in their studies. You can access a wealth of online information, creative suite programs, audio-visual materials, and of course, books.

The Library and Resource Centre Team can provide support with:

- Locating and accessing relevant resources
- Developing your skills in effective searching
- Utilising technology effectively in your learning, assessment and research activities

Contact Details:
Library and Resource Centre, first floor, main UCO building.
ucolrc@oldham.ac.uk
0161 344 8888

Disability and Mental Health and Wellbeing Support

If you have a disability, long-term health condition, mental-health condition or a specific learning difficulty such as dyslexia or dyspraxia, UCO has a HE Disability Support Officer and a Health & Wellbeing Support Officer who are here to advise and help you.
At UCO we can make reasonable adjustments to what we do to help you overcome the difficulties your disability presents you with. Examples of the adjustments that may be appropriate are: development of learning support plans, alternative arrangements for exams, extra time on library book loans or extra tutorials with your programme tutors.

We are also able to support you in an application for Disabled Students’ Allowance (DSA). This is a government grant to help you pay for the extra costs you may have as a result of your disability.

We offer you time and space in a confidential manner, tailoring your support needs specifically to you offering support from a bespoke 6 week monitoring programme, counselling, 1-2-1 appointments, drop in’s, tutorials and workshops.

If you would like to book an appointment with either of our officers you can do this via the booking systems outside SG/3 for Health and Wellbeing or SG/4 for Disability. You will also find drop in times available here.

For Disability related queries, please contact 0161 344 8877
For Mental Health and Wellbeing queries, please contact 0161 344 8843

The HE Disability Policy can be found here

Timetable / Calendar

Timetables will be provided during your induction period and will be available online via the VLE.

UCO sets provisional term dates a few years in advance and confirms them for the forthcoming year on an annual basis. To check the term dates can be found on Moodle, please click here to view.

You are expected to be available for the full length of the academic year.

Attendance

As a registered student of UCO, you are expected to attend all timetabled learning activities for each module. If you miss classes, your absence will be noted and you may find that you have to explain your poor attendance. Continued poor attendance may lead to exclusion from your programme.

Notification of illness or exceptional requests for leave of absence must be made to the HE Student Services Team, by calling 0161 344 8800 or by emailing info@uco.oldham.ac.uk. Full details of the UCO Attendance Monitoring Policy can be found here.

Student Representative Information

University Campus Oldham (UCO) considers student representation to be an important part of the process of engaging students in giving feedback to UCO to enhance the students' experience of learning and teaching. The use of student representatives allows direct and immediate input from students, providing two-way communication that is interactive and not constrained.

Each cohort will nominate a Student Representative to represent them and their views in each academic year. Discussions in Group Tutorials will inform the issues that your class representative(s) take forward to the HE Student Forums and Student Panels. Student representatives have a valuable role in providing feedback on current provision and providing views on future course developments. Student Representatives can also be used to identify good practice and provide feedback on student satisfaction. Student Representatives will be expected to
pass on information to the students in their cohort, ask for their comments and suggestions and either take them to meetings or take them up individually.

**Staff / Student Panels**

Staff Student Panel Meetings will be held twice per year, and are an opportunity for UCO Staff and Students to discuss their views, identify good practice, and develop improvements. Staff Student Panels are an integral part of the quality assurance and quality enhancement processes. The panel must be free to discuss any business relating to the overall student learning experience, including but not limited to:

- Staff Student Panel representation
- Assessment methods
- External Examiner reports and action plans
- Learning and teaching methods
- Student evaluation, i.e. module and course surveys
- Quality of teaching
- Work placements
- Academic policy
- Quality and availability of resources, including rooms, library and IT resources
- Student support services
- Content and quality of modules
- Feedback mechanisms for assessed work
- Personal tutor system
- Student, course and module handbooks
- NSS results

**Complaints**

The student complaints procedure enables students to bring matters of concern about their learning experience to the attention of UCO. The procedure should be invoked within one calendar month of the incident which is the cause of the complaint. Students who have left UCO may invoke this procedure within one calendar month of termination of their academic studies.

The procedure comprises three stages: an informal approach with emphasis on early resolution, a formal stage and an appeal stage.

It is anticipated that the majority of complaints will be resolved satisfactorily on an informal basis and close to their point of origin through early resolution. Initial contact should be made with the relevant member of staff who is responsible for dealing on a day-to-day basis with the matter being complained about. (For example, if the complaint refers to an academic matter, the first point of contact should normally be the module tutor, personal tutor or course leader.)

UCO recognises that there may be exceptional circumstances where early resolution is not appropriate, in particular where the issues are complex and will require detailed investigation. In these circumstances, a formal Stage 2 complaint should normally be made.

Students who wish to instigate a formal Stage 2 complaint must do so by completing the Student Complaints Form available [here](#).

Full details of the HE Complaints Policy and Procedure can be found [here](#).
Requests to Withdraw or Suspend Studies

Everyone at UCO wants you to enjoy your time here and to succeed in your programme, and we will support you in achieving this. Because of personal or academic issues you may think about changing programmes, suspending your studies or withdrawing from your programme. However, there may be financial implications involved with such changes to study, for example, liability for tuition fees, repaying student funding, funding while taking time out, and/or the impact on funding for future studies.

If you are considering suspending your studies or withdrawing from it, you must talk to your Personal Tutor about the implications and any alternative options available to you. If you are worried about your studies, we want you to be able to talk through the difficulties you are experiencing. We would welcome the opportunity to explore with you support that might make a difference and help you to carry on.

If you do want to leave, these discussions will ensure that you have made an informed decision. You must formally notify UCO of your decision. You will need to fill in a withdrawal form, which you can get from the HE Student Services Team based at the main UCO Reception. The precise date of your withdrawal can be significant for a variety of reasons. Withdrawal will be deemed to be effective from the date that this form is received. You must remember that withdrawal does not end all your obligations to us as a student (such as your liability to pay tuition fees).

Personal Tutor

Every student enrolled on the course has a personal tutor allocated to him or her and they will arrange to meet you during your induction week. It is the responsibility of the personal tutor to supervise and monitor their tutee’s progress and well-being, both personal and academic.

Everyone has problems from time to time. They may be academic: you have problems with a particular subject; your study skills are weak; you are not very good at presenting written work; you are concerned at your oral presentational skills. Your problems may be personal, illness, family or social problems. These may affect your standard of work, your attendance, your production on time of written work, your examination results or your general well-being. You should see your personal tutor sooner rather than later if you have a problem – do not wait for the crisis to occur! Any discussions with the tutor will be completely confidential. If necessary, your tutor can pass you on to professionals who can help with specific problems e.g. an Academic Development Lecturer or the Mental Health and Wellbeing Support Officer. The personal tutor is, therefore, an important focal point for every student and students are expected to keep in regular contact with their personal tutor, particularly in the student’s first year.

It is your final year personal tutor who you can ask to provide a reference for you. It is, therefore, important that you have an up to date curriculum vitae (CV) is available.

The role of the personal tutor

- To provide a personal contact for the student within the institution.
- To act as a liaison between the student and course leaders to seek any improvements required.
- To offer guidance, assistance and support in helping to manage the student’s academic experience.
- To recognise when the problems presented are beyond the tutor’s competence and control and seek guidance and support for the student through the appropriate institutional referral processes.
- To work with students to review and reflect upon their own progress and if necessary on ways to improve it.
• To take part in supportive training events.

**The responsibilities of the personal tutor**

The personal tutor should:

• Introduce themselves and meet their new tutees before the end of the first week of a new academic year.
• Aim to see their tutees regularly and, at a minimum, twice during the winter and spring term and once in the summer term.
• Ensure tutees know how to contact their tutor at short notice in the case of emergencies and make themselves available to students for some specified period every week. Dates and times of availability should be displayed clearly on department noticeboards or staffroom doors and be lodged within the Administration Office.
• Be aware of any special learning needs of their students.
• Help the tutees allocated to them overcome any problems of adjustment to University life.
• Respond to tutees’ requests for advice on matters and refer, as necessary, to the correct department or service, ensuring that appropriate help is offered to the student.
• Encourage tutees to come and see them in the event of needing to seek information or advice or to talk things through with a friendly listener.
• Complete appropriate records of dates, times and outcomes of meetings with tutees.

**The responsibilities of the Student**

Students should:

• Respond promptly to requests to see their personal tutor, meeting or having contact at a minimum twice during the winter and spring term and once in the summer term.
• Aim to respect the specified times at which tutors make themselves available to see students.
• Ensure they know how to contact their tutor at short notice in the case of emergencies and, at all other times, try to see their tutor at the specified time.
• Keep tutors informed of any academic, health or personal problems which may have an effect upon their studies.
• Complete appropriate records of dates, times and outcomes of meetings with tutors, and store in their PDP.

**IT Support**

Your UCO IT account gives you access to PC’s on campus at UCO, your UCO email account, and your UCO library account.

The UCO virtual learning environment, Moodle, can be found at:

http://moodle.uco.oldham.ac.uk/.

Contact Details:

itservices@oldham.ac.uk

0161 785 4182

IT help sheets can be found on Moodle here.
Student Charter

Our student charter was developed jointly by the staff and students. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff. A copy of the current Student Charter can be found on Moodle. Please click here to view.

Programme Spec

This is below and further module details are in the module handbooks

Communication

UCO expects you to use your UCO email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course team will normally communicate with students by email, through the campus VLE (Moodle), the course notice board and by post. Messages can be left with the HE Student Services Team. It is always helpful to leave your name, course and year of study and needless to say a contact number. Tutorials can be arranged with staff in the scheduled tutorial times and by appointment.

External Examiner

An External Examiner has been appointed to help ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

If you wish to make contact with your External Examiner, you must do this through your Course-Leader and not directly.

A sample of student coursework will be sent to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. External Examiner reports will be made available to you electronically on the course Moodle page.

Personal Development Planning

Personal Development Planning (PDP) is an important aspect of every student’s learning experience at UCO. It has been defined (by the Quality Assurance Agency) as:

"a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development".

As this implies, it is something you are ultimately expected to take responsibility for yourself. The idea is that from time to time you should lift your thoughts above the particular assignments or modules you are doing, and think about where your education is leading you, where you want to be in the future, and what you need to do in order to get there (such as developing particular skills or acquiring new knowledge).

Personal development planning is actively encouraged and we will ask you to complete a PDP record as you progress through your programme of study. Your Personal Tutor will be available to support you with this process.
Information for University of Huddersfield

Courses covered by this handbook

- Certificate in Education (Lifelong Learning)
- Professional Graduate Certificate in Education (Lifelong Learning)
- Postgraduate Certificate in Education (Lifelong Learning)
- Postgraduate Diploma in Education (Lifelong Learning)

These courses are available on an in-and pre-service basis, depending on whether you already have teaching hours as an employee or volunteer in the sector or whether you intend to work in the sector and gain experience through a teaching practice placement.

In-Service refers to teachers employed in the sector without a teaching qualification and to teachers employed in a voluntary capacity. Professional teaching and/or training experience (teaching practice) is provided by their job role. The course is part time over two academic years.

Pre-Service refers to applicants without a recognised teaching qualification or employment in the sector who wish to train to teach. Professional teaching and/or training experience (teaching practice) is provided through a teaching practice placement at a placement institution. The course is full time over one academic year. One partner college currently offers a two-year part time pre-service course.

The courses are managed by the School of Education and Professional Development.

The University of Huddersfield School of Education and Professional Development has a long standing history of providing professional Initial Teacher Education courses in the Lifelong Learning sector on an In-Service and Pre-Service basis, in partnership with a network of Further Education Colleges (known as centres or partner colleges) and approved by the University of Huddersfield, known as The Education and Training Consortium.

If you are studying in an Education and Training Consortium partner college or Centre, you will be a student both of that centre and of the University. Your centre of study will provide you with specific details for that centre. This handbook is applicable to all courses but also provides specific detail for courses based at the University Centre.

Please note that the Postgraduate Certificate in Education and Postgraduate Diploma in Education (Lifelong Learning) are only available at the University Centre and a limited number of partner colleges.

The information in this handbook applies to all students registered on this course. This handbook does not form part of the terms of your student contract with us, which are provided to you separately.

Welcome – From the University of Huddersfield

The course team is delighted to welcome you to the University of Huddersfield pre-service and in-service courses of initial teacher training for the Lifelong Learning sector.

Lifelong Learning is used on this course to encompass the wide range of teaching in the sector which includes colleges of further education, sixth form colleges, adult and community education, work based learning, post-14 Education, offender learning. The sector is sometimes also known as ‘education and training’, ‘further education’, ‘post-compulsory education and training’, ‘learning and skills’, and ‘FE and skills’: the term is intended to Lifelong Learning encompasses all of these
Our courses have a major role in the professional training of teachers and trainers within lifelong learning and by joining the course we feel that you are contributing to the overall professional development of the sector.

Learning to teach and to become a teacher is a complex process. The pedagogy of teacher education encourages you to think about how you learn (metacognitive awareness) as well as developing the knowledge and language of teaching and learning in order to inform and justify your pedagogic decision making. Although your knowledge may typically be developed through classroom based group sessions, lectures, seminars and tutorials, it is the active engagement in deconstructing, discussing and reflecting on practice, facilitated, explicitly modelled and linked to theory by expert teachers which is critical to the development of practical and public knowledge.

Professional teaching and/or training experience (teaching practice) is a key element of your learning and is provided through current employment (in-service) or teaching practice placement (pre-service). Your understanding will be strengthened by group and tutorial discussion and the contextualisation of general principles within your own practice environments and reflective learning is a key element in the development of understanding of pedagogy, as well as for the wider teaching role including concepts such as professionalism and the critical review of educational values.

A word about terminology will be useful at this point. To make it clear who we are talking about at any time in this handbook, we will normally refer to you (the trainee teacher) as the trainee, to your own students as students or learners, and to your teachers on the course as your tutors. This and other language used in the handbook is not meant to be exclusive in any way.

Terms such as ‘college’, ‘teaching’, ‘lesson’, ‘class’ and so on, that might be taken as implying a traditional and formal setting for learning are used as a convenient shorthand for the great diversity of learning situations to be found in lifelong learning.

The Pre-service version of the course is a one-year full time course and, along with the two-year In-service version, is available through a network of colleges which are located throughout the north of England and beyond and are approved by the University to offer this provision. Although you will study at a single centre, you will be part of a community of around one thousand trainees, following the same curriculum and being assessed according to the same criteria. The tutors and trainees throughout the network of centres are a unique resource consisting of professionals working in the education and training sector and a rich source of ideas and experiences.

The University of Huddersfield awards are endorsed and accredited by appropriate professional bodies in further and higher education. In the Lifelong Learning sector this is the Education and Training Foundation which was established in October 2013, whilst in HE this is the Higher Education Academy (HEA). If you work in Higher Education or College Based Higher Education, you will need to meet certain specific requirements as well as the general requirements of the course.

This course handbook is your guide to your course, to the development of your learning and assessment and your progress. Please refer to it as a support to your learning in conjunction with your Personal Development Planning.

Annual study requirements

As a member of an initial teacher education course, you need to do a great deal more than simply attend classes. Practical teaching, directed or independent private study and preparing work...
for assessment need to be allocated a substantial amount of time. The following explain in detail what is expected of you.

The requirement the full time pre-service one-year full-time course is 120 credits. The part time in-service course normally takes two years. In each year of the course, you will complete 60 credits so that part-time trainees study at an intensity of 50% of equivalent full-time trainees.

University regulations require 100 study hours per 10 credits. The total annual commitment to study:
For a part-time (in-service) student on this course is 600 hours, or the equivalent of 100 days of full-time study at 6 hours per day.
For a full-time (pre-service) student there should be a minimum 1200 hours for the duration of the course.
A large part of this must be done during the working day (in-service) or teaching practice placement (pre service) because it is based on your professional practice
A large part of this must be done alongside your teaching practice as the course is based on your professional practice as a Pre Service trainee. A considerable amount of reading and other tasks (including preparing assignments) needs to be done, and you need to spend time in your centre library or learning resource centre. Your tutors will give you reading lists and assignment briefs connected with the course modules.

Examination/assessment periods

An important date is the deadline for the submission of your assessed work to your module tutor. Your Personal Tutor/Centre Manager will give you the exact date for each piece of assessed work. There are no exams for this course and you will be assessed using a range of methods. You will be provided with an e-portfolio which provides a record of the process of initial assessment and ongoing formative assessment throughout the period of the course. Within your e-portfolio, you can keep records of assignments and feedback obtained from module tutors and from observations of your teaching. In addition, the e-portfolio contains a record of tutorials, meetings with the mentor and your own reflections on your progress. Practical teaching is also assessed by means of the e-portfolio, which brings together a range of evidence including teaching observation reports, planning documents and learning materials which you have prepared as part of your practice as well as reflective accounts of your learning and development as a teacher.

However, please note that on this course you will not have any formal examinations. You’ll have a range of assessments and deadlines during the course of the year.

For examinations and other assessments conducted under examination protocols, the University operates a ‘fit to sit’ procedure. This procedure instructs that a candidate who undertakes an assessment under examination protocols is declaring themselves fit to sit for that assessment. A candidate, who in sitting an examination, has declared themselves fit to sit and as a result is unlikely to have a subsequent claim for extenuating circumstances considered.

The University’s resit period is within the final term – the resit exam timetable will be published after the release of results in June in the same way as the main exam timetable.

Please be aware that where a formal examination forms part of a module assessment strategy, it is your responsibility to ensure that you are available for the duration of the specified examination period, as your examination could fall at any point during this time.

Failure to attend an examination without good cause will result in you being deemed to have failed the assessment concerned. Work commitments and holiday arrangements, for example, would not be considered valid grounds for non-attendance.
**Note to part-time students** – your examinations may take place on a day which is different to your normal day of attendance.

**How and when to access your results**

Although you will receive feedback on your assessments during the course of the year, until the marks have been agreed by the Course Assessment Board (CAB), any marks you are given will only be provisional. Once the marks have been confirmed by the CAB, the University publishes the formal results for all students on-line and you can access your results via the [University’s Student Homepage](#) and clicking on the My Results button.

We will let you know the date of the official publication of your results on this course during the year.

It’s your responsibility to access your results promptly. This is particularly important as there are time limits for the submission of referred work or appeals – and any delay in accessing your results may mean that you miss the chance to complete referral work or ask for a review of your results. If you can’t access the results on line after the publication date, you should call your School Office to report your difficulties.

It’s a good idea to print off a copy of your results – then, if you have any queries, you can take your results along to the School Office or your tutor and ask for further clarification.

If you want to request a review of your published results, there are limited grounds on which you can do so – and these can be found at [regulations and policies](#).
Course Information

Aims and learning outcomes of the course

Introduction
This course has a number of aims and learning outcomes. A course aim is an aspiration of the course to provide you with certain learning or professional opportunities. A course outcome is something you will be expected to know, to understand or to do by the end of the course, and will guide the judgement of tutors when making decisions on the award of credit or of the complete qualification.

It is very important that you refer to the course outcomes when preparing work for assessment. This is so that you can ensure that your work meets appropriate course outcomes as well as the specific outcomes stated in the module.

Course structure
The course leads to one of the following four awards:

Certificate in Education; Cert Ed (I)
This 120 credit award is the ‘standard’ university level award for teachers in the Lifelong Learning sector who do not have a first or undergraduate degree; following a period of professional post-qualification formation, it can lead to the status of Qualified Teacher Learning and Skills (QTLS). It contains 90 credits of study at intermediate level (HE level 2). The Certificate is equivalent to the level 5 Diploma in Education and Training.

Professional Graduate Certificate in Education: PGCE (H)
This 120 credit award is the ‘standard’ university level award for graduate teachers in the Lifelong Learning sector; following professional post-qualification formation it may lead to the status of Qualified Teacher Learning and Skills (QTLS). It contains 60 credits of study at honours level (HE level 3). It is at a higher academic level than the new level 5 Diploma in Education and Training but contains equivalent practical content.

This award was introduced nationally to clarify the distinction between initial teacher training for graduates, which was normally postgraduate in time but not in level, and postgraduate study in education as an academic discipline (such as an MA in Education). Thus, the Professional Graduate Certificate in Education is the direct successor to the initial teacher training award commonly known as a ‘PGCE’ and has the same abbreviation. For more information, see the QAA website at http://www.qaa.ac.uk/academicinfrastructure/FHEQ/PGCEstatement.asp.

Postgraduate Certificate in Education: PGCE (M)
This 120 credit award is intended for graduate teachers in the lifelong learning sector who wish to undertake a programme at Master’s level, and may also lead (following professional formation) to the status of Qualified Teacher Learning and Skills (QTLS). Although it has the traditional title commonly associated with the abbreviation ‘PGCE’, it contains 60 credits of study at Masters (M) Level. Entry to this programme is limited at present to the University and certain partner colleges, and is subject to a selection process. For more information, please speak to your Centre Manager and/or Personal Tutor.

Postgraduate Diploma in Education: PgDipE
Like the PGCE (M), this 120 credit award is intended for graduate teachers in the Lifelong Learning sector who wish to undertake Master’s level study and may also lead (following post qualification professional formation) to the status of Qualified Teacher Learning and Skills (QTLS). All 120 credits are at Masters Level and for this reason it is called a Diploma – however, it is essentially a PGCE which is entirely at Master’s level. The PgDipE gives direct access to a full Master’s ‘top-up’ award, the MA Teaching in Lifelong Learning. Entry to the PgDipE course is limited at present to
the University and certain partner colleges, and is subject to a selection process. For more information, please speak to your Centre Manager and/or Personal Tutor.

**Explanation of credits, core, compulsory and optional choices**

Whichever award is taken; the course has a modular structure consisting of four core modules. Each module carries a credit rating of 30 credits and a total of 120 credits is required in order to gain the award. The level of each module is significant; achievement at intermediate level is sufficient to gain the Certificate in Education but 60 credits at honours level are essential for the Professional Graduate Certificate and 60 credits at Masters level are required for the Postgraduate Certificate. The Postgraduate Diploma, introduced in 2013/14, and only available in certain centres, consists of four 30 credit Masters Level modules.
A: Knowledge and Understanding

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<thead>
<tr>
<th>Certificate in Education</th>
<th>Professional Graduate Certificate in Education</th>
<th>Postgraduate Certificate in Education</th>
<th>Postgraduate Diploma in Education</th>
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<tbody>
<tr>
<td>1. Investigate pedagogical issues and principles in own specialist area</td>
<td>1. Analyse pedagogical issues and principles in own specialist area</td>
<td>1. Critically evaluate pedagogical issues and principles in own specialist area</td>
<td>1. Critically evaluate pedagogical issues and principles in own specialist area</td>
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<td>2. Discuss principles underlying the planning and implementation of teaching, learning and assessment</td>
<td>2. Analyse principles underlying the planning and implementation of teaching and learning and assessment</td>
<td>2. Critically evaluate principles underlying the planning and implementation of teaching, learning and assessment</td>
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<td>3. Consider issues of equality and diversity, inclusion and social justice in lifelong learning</td>
<td>3. Analyse issues of equality and diversity, inclusion and social justice in lifelong learning</td>
<td>3. Analyse issues of equality and diversity, inclusion and social justice in lifelong learning</td>
<td>3. Critically evaluate issues of equality and diversity, inclusion and social justice in lifelong learning</td>
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<td>5. Investigate policy context and its impact on practice, curriculum design, delivery and evaluation.</td>
<td>5. Analyse policy context and its impact on practice, curriculum design, delivery and evaluation</td>
<td>5. Critically evaluate policy context and its impact on practice, curriculum design and delivery and evaluation</td>
<td>5. Critically evaluate policy context and its impact on practice, curriculum design and delivery and evaluation</td>
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<td>6. Discuss the nature of professionalism in education.</td>
<td>6. Analyse the nature of professionalism in education.</td>
<td>6. Critically analyse the nature of professionalism in education.</td>
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<td></td>
<td></td>
<td>7. Critically analyse the nature of educational research and its methodological issues.</td>
<td>7. Critically analyse the nature of educational research and its methodological issues.</td>
</tr>
</tbody>
</table>
## Knowledge and Understanding Learning Strategy

Learning to teach and to become a teacher is a highly complex process. The pedagogy of teacher education encourages trainees’ metacognitive awareness of how they learn as well as developing the knowledge and language of teaching and learning in order to inform and justify their pedagogic decision making. Although trainees’ knowledge may typically be developed through classroom based group sessions, lectures, seminars and tutorials, it is the active engagement in deconstructing, discussing and reflecting on practice, facilitated, explicitly modelled and linked to theory by expert teachers which is critical to the development of practical and public knowledge.

Trainees engage in co-construction of knowledge through active learning strategies such as case studies, role play, problem solving, and presentations and directed trainee-centred learning. Where appropriate, individual tutorials are also used. Study resources are available electronically through virtual learning environments.

Professional teaching and/or training experience (teaching practice) is a key strategy and is provided through current employment (in-service) or teaching practice placement (pre-service). Understanding is strengthened by group and tutorial discussion and the contextualisation of general principles within the trainees’ own practice environments and reflective learning is a key element in the development of understanding of pedagogy, as well as for the wider teaching role including concepts such as professionalism and the critical review of educational values. Pedagogic knowledge and its relation to subject knowledge and other specialist subject issues are critically considered throughout the modules as well as more formally through specialist and generic observations, discussions with, and feedback from, the trainee’s subject specialist mentor. An e-portfolio underpins trainees learning and develops digital literacies.

At Masters levels, understanding of educational research methodologies is developed throughout the course, embedded within all modules.

## Knowledge and Understanding Assessment Strategy

Assessment methods are specified in each module specification and in the Course Handbook. All learning outcomes in a module are assessed. In general, apart from practical teaching, each module is assessed by assignments. The assignments normally contain a written component but, where appropriate, also entail seminars or other presentations.

Practical teaching is assessed by means of a teaching portfolio containing evidence of planning, preparation and assessment with rationales, evaluation of own teaching, observations of teaching and feedback from professional teaching and/or training experience –based contexts, a reflective journal, engagement in the wider teacher role and a personal development portfolio.
### General Assessment Criteria

**INTENDED LEARNING OUTCOMES**

#### B: Intellectual/Cognitive Outcomes

<table>
<thead>
<tr>
<th>Certificate in Education</th>
<th>Professional Graduate Certificate in Education</th>
<th>Postgraduate Certificate in Education</th>
<th>Postgraduate Diploma in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate and learn from theory and practice by reviewing appropriate literature and relating it to professional practice and development.</td>
<td>1. Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.</td>
<td>1. Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.</td>
<td>1. Integrate and learn from theory and practice by critically reviewing and evaluating a range of appropriate literature to justify professional practice and development.</td>
</tr>
<tr>
<td>3. Use concepts of reflective practice and reflexivity to reflect on own learning and development</td>
<td>3. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development</td>
<td>3. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development</td>
<td>3. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development</td>
</tr>
<tr>
<td>4. Accurately assess own professional development and identify realistic and demanding targets for own professional development.</td>
<td>4. Critically analyse a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.</td>
<td>4. Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.</td>
<td>4. Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.</td>
</tr>
<tr>
<td>5. Consider research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes</td>
<td>5. Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes</td>
<td>5. Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes</td>
<td>5. Synthesise research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes</td>
</tr>
<tr>
<td>6. Discuss important issues both in the field of lifelong learning and the social, political and cultural landscape more widely</td>
<td>6. Critically analyse important issues both in the field of lifelong learning, the social, political and cultural landscape more widely</td>
<td>6. Critically analyse important issues in both the field of lifelong learning, the social, political and cultural landscape more widely</td>
<td>6. Critically analyse significant current issues in both the field of lifelong learning the social, political and cultural landscape more widely</td>
</tr>
</tbody>
</table>

**Cognitive/Intellectual Outcomes Learning Strategy**

**Cognitive/Intellectual Outcomes Assessment Strategy**
**Intellectual skills are developed through the practice of teaching, as well as project work, seminars and small-group work, independent reading and reflection and the application of general principles to particular educational contexts. These strategies enable students to participate confidently in a knowledge community and develop the metacognition to be able to express this cognition. Problem-solving is directed towards improvement in specific areas of practical teaching or training, supported by the e-portfolio.**

| The integration of theory and practice is an important theme in the module assignments; teaching and learning theory and research is used to support the justification of practice. Outcomes are consolidated through the practice of teaching, its justification through reflection and the development of written assignments and academic tasks. |  |
C: Professional and Practical Outcomes

<table>
<thead>
<tr>
<th>Certificate in Education</th>
<th>Professional Graduate Certificate in Education</th>
<th>Postgraduate Certificate in Education</th>
<th>Postgraduate Diploma in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students</td>
<td>1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students</td>
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<td>1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students</td>
</tr>
<tr>
<td>3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.</td>
<td>3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.</td>
<td>3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.</td>
<td>3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.</td>
</tr>
<tr>
<td>4. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency</td>
<td>4. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency</td>
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</tr>
<tr>
<td>5. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings</td>
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</tbody>
</table>

C Professional and Practical Learning Strategy

Professional teaching practice is the main strategy employed for developing practical abilities. In-service trainees undertake at least 100 hours teaching or training within their own employment in the sector. Pre-service trainees undertake a minimum of 100 hours of supervised practical teaching within a teaching practice placement organised by the University and/or pre-service partner. The mentor plays a key role in supporting trainees’ practical and professional development.

A focus for educating and training of trainee teachers is the development of pedagogic content knowledge which involves moving from personal subject knowledge and or vocational expertise to becoming able to elucidate, restructure and reorganise the specialism in ways which can be understood by and have impact on the progress and achievement of the students being taught.

C Professional and Practical Assessment Strategy

Practical abilities are judged largely by means of teaching observations (at least eight in number, including at least two by the mentor) in which the trainee’s own teaching is assessed and by means of a teaching portfolio containing evidence of planning, preparation and assessment which the trainee has devised, along with rationales for this, evaluation of own teaching, observations of teaching and feedback from professional teaching and/or training experience based contexts, a reflective journal, engagement in the wider teacher role. In addition, the e-portfolio supports and tracks the more general professional activities of trainees. Reflection and the impact of experience, reading, research and facilitated discussion on the development of reflective learning and writing are also evidence of professional learning.
All trainees are expected to play as full a part as possible within their respective organisations so that a wide range of abilities is developed rather than classroom skills alone.

In addition to professional teaching experience/work based learning, practical abilities are developed through microteaching sessions, trainee presentations, role play and case studies.

In Masters modules, research skills in education are assessed through a number of assignments, with a particular emphasis on critical evaluation of research findings (DMQ8130/5) and conducting independent research (DMQ9130/5 and DMQ9230/5).
**D: Key/Transferable Outcomes**

<table>
<thead>
<tr>
<th>Certificate in Education</th>
<th>Professional Graduate Certificate in Education</th>
<th>Postgraduate Certificate in Education</th>
<th>Postgraduate Diploma in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching experience and day to day involvement in the course.</td>
<td>1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching and/or training experience and day to day involvement in the course.</td>
<td>1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching and/or training experience and day to day involvement in the course.</td>
<td>1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching and/or training experience and day to day involvement in the course.</td>
</tr>
<tr>
<td>2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies</td>
<td>2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies</td>
<td>2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies</td>
<td>2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies</td>
</tr>
<tr>
<td>3. Communicate effectively using a range of media</td>
<td>3. Communicate effectively using a range of media</td>
<td>3. Communicate effectively using a range of media</td>
<td>3. Communicate effectively using a range of media</td>
</tr>
<tr>
<td>4. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.</td>
<td>4. Demonstrate appropriate skills in analysing information and numerical data gathered from a variety of sources.</td>
<td>4. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.</td>
<td>4. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.</td>
</tr>
<tr>
<td>5. Draw on a range of sources including observation feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets.</td>
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<td>5. Draw on a range of sources including observation feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets.</td>
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</tr>
<tr>
<td>8. Investigate employment opportunities</td>
<td>8. Investigate employment opportunities</td>
<td>8. Investigate employment opportunities</td>
<td>8. Investigate employment opportunities</td>
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</table>

**D Transferable Skills Learning Strategy**

**D Transferable Skills Assessment Strategy**
Transferable skills are developed in an integrated manner through all modules. Initial assessment and periodic review take place and are evidenced through the personal development plan in the e-portfolio.

The Professional Teaching experience undertaken by all trainees allows the development of a wider professional awareness, supported by the Personal Development Portfolio and by a reflective journal related to practical teaching.

The use of trainee presentations and collaborative learning activities promotes the reflective development of communication and teamwork skills.

An Academic Skills Tutor based in the School is available to trainees needing support.

Transferable skills are assessed through feedback on activities in teaching practice, observation of teaching, written assignment work and engagement with the e-portfolio.
In completing the course, you will need to demonstrate achievement of the Professional Standards for Teachers and Trainers.  
http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

The overall course structure is shown below:

**Teaching and learning**

<table>
<thead>
<tr>
<th>‘Generic’ module title</th>
<th>Course Route, Title and Module Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Titles</td>
<td>Cert Ed</td>
</tr>
<tr>
<td>Research Informed Teaching Learning and Assessment</td>
<td>DFQ8130/5</td>
</tr>
<tr>
<td>Becoming a Subject Specialist Teacher</td>
<td>DIQ8230/5</td>
</tr>
<tr>
<td>Being a Subject Specialist Teacher</td>
<td>DIQ9130/5</td>
</tr>
<tr>
<td>Policy and Professional Issues</td>
<td>DIQ9230/5</td>
</tr>
</tbody>
</table>

One of the distinctive features of a course of professional training in education is that the teaching and learning strategies used by tutors are actually part of the content of the course as well as its delivery. Your tutors will often encourage discussion of the methods they use and their effectiveness. This helps you to make judgements about what will work with your own trainees. You are required to reflect critically on the processes that help you to learn, or that provide barriers to learning. These considerations are the philosophy underlying the prominence of ‘reflection’ in the course and the requirement in your Personal Development Plan to set down your thoughts on the process of your own learning.

You should expect to encounter a wide range of teaching and learning activities as you work through the course. You will work in small groups and on your own, attend lectures and seminars as well as presenting your own seminars. Work-based learning will be an important feature of your studies, not just in relation to practical teaching but also to develop your wider professional role. A similar variety of assessment strategies will also be encountered, ranging from essays and projects to teaching observations and peer assessment.

How much work you do on a module, and how it is divided between tutorial time and private study, will depend on the nature of the module. For a 30-credit module, it is normally expected that you devote a total of 300 hours’ study time to the module. Typically, this might involve 45-60 hours group time with the remainder consisting of professional teaching experience such as supervised teaching practice, reflection, tutorials, meetings with your mentor, directed study tasks and individual private study.

Underlying the selection of teaching and learning strategies by your tutors is the basic assumption that the course will operate as an adult learning environment. You will be expected to develop autonomy as a learner, to ‘take responsibility for your own learning’, and to co-operate in
supporting the learning of your peers. The idea of an adult learning model is also part of the content of the course, and you will learn more about its assumptions and approaches in your work on the modules.

The following are seen as essential parts of the professional repertoire and activity of a teacher or trainer. There is (intentionally) no separate module within the course dealing with this; instead, you are expected in each module to develop appropriate skills, knowledge and understanding and to confront the associated pedagogical issues

- Behaviour Management
- Equality and Diversity and Social Justice
- English and Maths
- Digital Literacies
- Professional Development

**Reflection**

This course, in common with others in the School of Education and Professional Development, requires you to engage in reflective learning. The fact that you are learning as a teacher or trainer means that the processes by which you and your peers learn are an important resource for your own practice.

In addition, the Professional Standards for Teachers and Trainers in Education and Training require you to engage in reflection.

A representation of your learning journey (one-year full time course) is outlined below

<table>
<thead>
<tr>
<th>Timing</th>
<th>Values and knowledge underpinning the modules</th>
<th>Taught Modules</th>
<th>Practice based modules with supported teaching and learning</th>
<th>Personal Development e-portfolio Action Planning and Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>Values and beliefs</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Review and targets 1</td>
</tr>
<tr>
<td>Oct</td>
<td>Behaviour Management</td>
<td>Research</td>
<td>Becoming a Specialist Teacher</td>
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<tr>
<td>Nov</td>
<td>Subject specialism</td>
<td>Informed</td>
<td>4 observations</td>
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</tr>
<tr>
<td>Dec</td>
<td></td>
<td>Teaching learning and Assessment</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Taught Modules</td>
<td>Assessment</td>
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<tr>
<td>Jan</td>
<td>Equality and Diversity</td>
<td>e-portfolio development&lt;br&gt;Reflections&lt;br&gt;Personal Skills&lt;br&gt;presentation/Critical review</td>
<td></td>
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</tr>
<tr>
<td>Feb</td>
<td>Social Justice</td>
<td>Review and targets 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>English and Maths</td>
<td>Module 4&lt;br&gt;Policy and Professional Issues&lt;br&gt;Contemporary issue - presentation</td>
<td></td>
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</tr>
<tr>
<td>Apr</td>
<td>Digital Literacies</td>
<td>Module 3&lt;br&gt;Being a Specialist Teacher&lt;br&gt;4 observations&lt;br&gt;e-portfolio development&lt;br&gt;Reflections</td>
<td></td>
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<tr>
<td>May</td>
<td>Professional Development</td>
<td>Review and targets 3</td>
<td></td>
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<tr>
<td>Jun</td>
<td>Reflective Practice</td>
<td>Professional Issues – written assignment&lt;br&gt;Specialist Conference paper/presentation</td>
<td></td>
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<tr>
<td></td>
<td>Continuing Professional Development Portfolio&lt;br&gt;Professional Formation/QTLS</td>
<td>Review and targets 4/Final Grading of practice</td>
<td></td>
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</tr>
<tr>
<td>Year 1</td>
<td>Module 1</td>
<td>Module 2</td>
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<tr>
<td>Sept</td>
<td>Values and beliefs</td>
<td>Research Informed Teaching Learning and Assessment</td>
<td></td>
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</tr>
<tr>
<td>Oct</td>
<td>Behaviour Management</td>
<td>Context of practice – written and micro-teach</td>
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<tr>
<td>Nov</td>
<td>Subject Specialism</td>
<td>Research-informed practice – intervention and justification</td>
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<tr>
<td>Dec</td>
<td>Equality and Diversity</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Module 4</th>
<th>Module 3</th>
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<tbody>
<tr>
<td>Sept</td>
<td>Digital Literacies</td>
<td>Policy and Professional Issues</td>
</tr>
<tr>
<td>Oct</td>
<td>Professional Development</td>
<td>Contemporary issue - presentation</td>
</tr>
<tr>
<td>Nov</td>
<td>Reflective Practice</td>
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<td>Jun</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Review and targets 1</th>
<th>Review and targets 2</th>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Review and targets 3</th>
<th>Review and targets 4/Final Grading of practice</th>
</tr>
</thead>
</table>
Qualified Teacher Learning and Skills

Qualified Teacher Learning and Skills (QTLS) is a professional status which can be gained by successfully completing a period of professional formation after completing a qualifying certificate at level 5 or above (Initial Teacher Education qualification such as PGCE, Cert Ed, PGDipE (FE) or other level 5 Diploma in Education and Training (DET) (120 credits) and whilst teaching in further education and training settings.

It is important to note that QTLS is currently awarded by the Society for Education and Training and not by the University.

Currently, candidates for QTLS must be a member of The Society for Education and Training (SET) [https://set.etfoundation.co.uk/home/] which is the professional membership organisation for practitioners working in the (usually post 16) Education and Training sector. It is not a requirement to join, but Society for the Education and Training maintains a register of members who have:
- successfully completed a period of professional formation and achieved Qualified Teacher Learning and Skills (QTLS) status
- have remained in good standing by completing effective continuing professional development (CPD) annually
- adhered to the Code of Professional Practice

In 2012, a change in government regulations enabled holders of QTLS to be employed in schools on the same basis as those holding QTS (see Qualified teacher status (QTS): qualify to teach in England ). Please note, however, that possession of QTLS does not provide QTS; it is currently regarded as being equivalent.

Recognition by the Higher Education Academy

The Higher Education Academy (HEA) is the recognised professional body for teaching in higher education; this course is accredited by HEA.

If a substantial part of your teaching is in higher education (whether in an HE institution, College Based higher education, a school of nursing or some other organisation delivering HE), you are in principle eligible for recognition by the HE Academy once you have successfully completed this course. However, Certificate in Education trainees seeking this recognition must take the honours level modules DHD7230 and DHK7230 instead of the corresponding intermediate level modules.

Should you wish to seek HEA recognition, you will need to complete additional sections as part of your PDP. The documentation for this, including comprehensive guidance, is contained in the HEA-PDP and is available from your course tutor.

Further information about the HE Academy is available on their website.

Assessment
Grading of modules
The course as a whole is graded Pass or Fail (see table below)

The Becoming a Subject Specialist Teacher Modules DIQ8230/5 and DMQ8230/5 are graded pass fail but as part of your work for the module, you will discuss with your tutor and indicative grade

The Being a Subject Specialist Teacher modules DIQ9130/5, DHQ9130/5, DMQ9130/5
are formally graded as Outstanding, Good, Standards Met or Fail (an equivalent literal mark will appear on your credit transcript, with Outstanding = A, Good = B and Standards Met = C).

For more details on the grading process, please see the Assignment Handbook.

Module learning outcomes

Every module has a module specification, which sets out the learning outcomes and the assessment strategies to be used in determining whether or not they have been achieved. A module specification also gives details of the content normally covered in the module and of recommended reading. Module specifications are given in separate module handbooks (the specifications can be found on the University’s VLE and on the University website).

Learning outcomes fall into two categories:

- Knowledge and understanding outcomes, which relate to knowledge of the module content and to understanding of relevant theoretical principles, concepts and issues; and
- Ability outcomes, which relate to specific skills and abilities, work-based competence and key transferable skills.

The assessment strategy for a module will typically provide the opportunity for you to demonstrate achievement of both categories of outcome, by asking you to reflect, to analyse, to criticise and to synthesise and also to actually do or produce something.

You will also be asked to show that you can relate together the two types of outcome, in other words to show that you can integrate theory with practice. You will frequently be asked to show how the theoretical knowledge you have gained in the module can be applied to your practical teaching and training or to your other professional duties, or alternatively to show how your practice can illustrate or suggest general principles and theories.
Formative assessment

Throughout the course, formative assessment takes place in a variety of forms and contexts. These include:

- The initial assessment process
- Group discussions, literature reviews and case-studies
- Academic writing exercises
- Teaching observations
- Presentations and microteaching sessions by trainees, individually or in groups
- Regular PDP reviews
- Drafts of work for summative assessment

In many of these examples, feedback is informal and immediate. In some cases, for example teaching observations, feedback is more formalised and standard University forms are used.

Under University regulations, the assessment strategy for every module must contain opportunities for formative assessment. In addition to informal opportunities such as those described above, Cert Ed/PGCE/PgDipE assignments normally provide the opportunity for trainees to submit a draft of their work.

What is a draft?

A draft is a substantive attempt at a piece of summative assessment. It will therefore have the following features:

- It responds to a specific assignment brief or learning contract
- It contains a significant proportion of the word count (or equivalent) of the assessment (at least 20 per cent)
- Although not necessarily in its final form, it provides an indication of the likely form, content and quality of the final submission (so a set of bullet points, for example, would not be a draft)

How many drafts am I entitled to submit?

According to the University Assessment and Feedback Strategy, this varies according to the level of the module and the year of study (see Sections 1.6 and 1.7 of the University Strategy). In the Cert Ed/PGCE/PgDipE:

For the Foundation level modules, trainees are entitled to feedback on one complete draft for each assignment.

- At the discretion of the module tutor, feedback on further drafts may be given if the trainee appears to be at risk of failure in one or both of these modules.
- For the modules at Intermediate, Honours and Masters level grouped under the headings Curriculum & Professional Issues and Teaching a Specialist Subject, feedback should be more limited but should also take into account that the programme is a practice-based course and therefore trainees may require practice-specific support and guidance.
- In the Curriculum and Professional Issues modules, trainees are entitled to feedback on one draft of each assignment
- In the Teaching a Specialist Subject modules, trainees are entitled to feedback on the following elements of the Teaching File:
  - The reflective journal
  - Discussion and evidence relating to the grading process
- In the Teaching a Specialist Subject modules, Specialist Conference Tutors will give feedback on a draft of the Conference Paper
- At the discretion of module tutors, one tutor re-assessment per module will apply if a final submission is not of Pass standard but appears to be retrievable in time for the tutor to re-
mark the work and submit the result before the credit deadline for the main Course Assessment Board.

**When can I submit a draft?**

As part of the induction process, tutors will provide information to you on deadlines for both drafts and final submissions. If you don’t submit a draft by the relevant deadline, you will not be entitled to feedback but, at the discretion of the module tutor, feedback may be given. You should note that in such cases feedback may well be very brief, depending on when the draft is submitted.

**Word counts**

Module specifications and assignment briefs provide approximate word counts. These indicate both the expected depth of treatment of each component of assessment, and the economy of language to be used. You should endeavour to meet the stated word counts, and should not normally submit work significantly below the word count. In some cases, a minimum required word count is stated.

The ability to structure written work, and to write with appropriate concision having regard to the assessment guidelines, are important academic skills. It should be noted that where word limits are exceeded beyond a tolerance of 10 per cent this will impact negatively on the grade/mark awarded, having regard to the related assessment criteria.

**English, Maths and Digital Technologies**

As a professional teacher or trainer, you will be expected to display an appropriate level of ability in English, Maths and digital skills in order to support the needs of the students you teach in these areas within the context of teaching your subject, and to develop your own understanding of related professional issues in education and training. These skills will be assessed during the application process and through your coursework. Because it is appropriate skill levels, rather than formal qualifications, that are required, it is not compulsory to achieve specific English Maths and ICT qualifications during the course. However, you will need evidence of achievement in English and Maths in order to be awarded QTLS after the period of post-qualification professional formation. We therefore strongly recommend that, if you do not already hold a level 2 qualification in English and Maths such as GCSE you aim to achieve this by the end of the course.

If you think that you may need support in order to achieve an appropriate level in English Maths or digital technologies, please discuss this with your tutors as soon as possible. You should certainly expect to receive feedback on your performance in these areas, particularly if there are any issues to address.

As well as any specific support you may require, there are many opportunities for key transferable skill development within the modules you will study. The table below shows how you will demonstrate achievement in key skills through your work in these modules.

<table>
<thead>
<tr>
<th><strong>Key transferable skill</strong></th>
<th><strong>This may include:</strong></th>
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<tbody>
<tr>
<td>Oral and written communications</td>
<td>Academic referencing</td>
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<td>Reading academic papers</td>
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<td>Essay writing</td>
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<td>Critical writing</td>
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<td>Reflective writing</td>
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<td>Note taking</td>
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<td>Report writing</td>
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<td></td>
<td>Written applications (jobs, courses)</td>
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<td></td>
<td>Portfolio building</td>
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<td></td>
<td>Avoiding plagiarism</td>
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<td></td>
<td>Presenting numerical data</td>
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<td></td>
<td>Oral presentations/discussions</td>
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<td>Seminars/tutorials</td>
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<td>Interviews and appraisal</td>
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<td></td>
<td>Using images and illustrations</td>
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<td></td>
<td>Presentation skills</td>
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<tr>
<td>Information management</td>
<td>Handling and presenting data</td>
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<td>------------------------</td>
<td>-----------------------------</td>
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<tr>
<td>Critical analysis of data</td>
<td>Solving problems</td>
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<tr>
<td>Analysing numerical data</td>
<td>Identifying sources</td>
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<tr>
<td>Interpretation of graphical information</td>
<td>Avoiding plagiarism</td>
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<tr>
<td>Information and communication technology</td>
<td>Basic confidence in ICT</td>
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<td>Basic ICT skills</td>
<td>Virtual Learning Environments</td>
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<tr>
<td>Word processing</td>
<td>Power Point/data projection</td>
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<tr>
<td>Producing tables</td>
<td>Data base graphics</td>
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<tr>
<td>Layout and style</td>
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<tr>
<td>Spread sheets</td>
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<tr>
<td>File management</td>
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</table>

**Ethical practice and confidentiality in assessed work**

In the work you submit for modules, you will quite often include examples of work from your students, information relating to your organisation and so on. When you do this, please ensure that you do not identify individuals.

You may also need to undertake research as part of your work for modules. Each module handbook contains an ethical statement which outlines the precautions you need to take, including consulting the guidelines of the British Educational Research Association.

**Updating My Details – Your Responsibilities**

When you completed your registration, you will have been asked to confirm that the personal and contact details held for you by the University are correct. You must keep this information up-to-date, amending such things as your local address and mobile numbers as necessary. If the University tries to contact you in line with the details you have provided and you have moved and so miss out on vital information, the University will not accept this as a good reason for you being unaware of something.

It’s also important to be sure that your name is recorded correctly as the name which will appear on your award certificate will be exactly as it appears on the system. Award Certificates will not be reissued if your name has been incorrectly or incompletely recorded.

**Aspects of Health and Safety specific to the course**

A point to note is that in-service trainees are employed as volunteers or employees in the location where they undertake their teaching whereas pre service trainees are on teaching practice placements. Professional teaching experience contexts and teaching practice placements provide an opportunity for you to apply skills acquired whilst in your training to ‘real-life’ situations.
For pre-service trainees, many qualities can also be learned and developed during a placement that could improve your employment prospects. However, there are health and safety aspects to every placement, namely:

- Being under the supervision of a third party;
- Being involved with, or undertaking, activities where you have little or no experience; and
- Working in and visiting environments and locations that you are unfamiliar with.

For both in- and pre-service trainees, this guidance assists in providing you with an awareness of the health and safety aspects of professional teaching experience and teaching practice placements.

Health and safety responsibilities

Professional teaching experience/teaching practice placement providers have:

- A general duty to ensure your health and safety whilst on placement;
- To take account of your potential inexperience for activities you’ll be expected to undertake and put into place appropriate controls; and
- Provide you with information, instruction, training and supervision including an induction.

As a trainee you should:

- Not to do anything that puts your or other people’s health and safety at risk;
- Follow health and safety instructions, information and training;
- Never intentionally misuse equipment or anything provided for health and safety reasons; and
- Bring any health and safety concerns to the attention of your professional teaching experience provider/teaching practice placement provider and your centre tutor, placement tutor/organiser at the institution as soon as possible. Do not wait for their next visit or contact with you.

Professional Teaching experience/teaching practice Placement preparation

There are many aspects to teaching that you have to prepare for, health and safety included. It is important that you:

- Attend briefings (and for pre-service any prior to teaching practice placements commencing as health and safety will be covered); and
- Familiarise yourself with the health and safety aspects of your workplace/teaching practice placement, (and for pre-service trainees you and your placement provider’s responsibilities, and what you should receive, particularly in the initial period)

Information, instruction, training and supervision

These form the ‘backbone’ of seeking to ensure your health and safety and can include classroom-type situations; health and safety notices and signs; safe working procedures.

On starting teaching and/or teaching practice placement, you must receive a health and safety induction. If you do not receive an induction, then raise this with your professional teaching experience context or teaching practice placement provider placement provider. The induction should include;

Emergency Information:

It is essential that you receive information and instruction on what action to take should an emergency situation arise. Such situations include:

- Hearing the fire alarm;
- Discovering a fire;
- Requiring first aid assistance;
- A threat to personal safety; and
- The spillage of a dangerous substance.

If you are not made aware of what correct actions to take raise this with your placement provider. This information **must** be given at the induction stage and where a change of work location or activity occurs.

**Assessing and managing health and safety risks**

Your workplace/teaching practice placement provider is expected to determine the risks encountered with the activities you’ll be involved with and put into place measures to control these risks. Such measures may be no different to those already in place for any of their employees. However, because of your potential inexperience, or other factors, a higher level of measure may be required, especially in the early periods of the placement.

**Measures to control risks can include:**

- Providing information, instruction, training and supervision;
- Having in place guarding, ventilation systems etc. to control risks at source;
- Ensuring equipment used is appropriate and in safe condition; and
- Providing, and ensuring the use of, personal protective equipment and clothing.

It is important that you are made aware of the risks associated with the activities you will be involved with and what is in place and required of you to control these.

We take your health and safety seriously; so if you spot anything or you are worried about something, let us know – this includes places at the University where you see something that needs mending.

**Personal Development Planning**

**Reviewing progress and setting targets**

You will need to track your progress as you develop your teaching and learning skills. You will need to set individual targets to enable you to make sustained progress. This should be carried out throughout your course but the timing will vary depending on whether you are on a full-time one-year course, two-year part-time course or one-year direct entry with APEL into year 2 of the two-year part-time course.

<table>
<thead>
<tr>
<th>Stages</th>
<th>1-year full-time course (e.g. pre-service)</th>
<th>2-year part-time course (e.g. in-service)</th>
<th>1-year direct entry with APEL into year 2 of the two-year part-time course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initial Assessment</td>
<td>This should be completed in the early stages of your course. It is intended as a starting point from which you can identify your personal development needs.</td>
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<tr>
<td>2. Review and Targets 1</td>
<td>This will normally be completed <strong>after 2 observations and around 25 hours of teaching</strong> on teaching practice placement</td>
<td>This will normally be completed <strong>mid-way through Year 1 of your course when you have had at least 2 observations</strong></td>
<td>Not applicable</td>
</tr>
<tr>
<td>This should be completed <strong>mid-way through</strong> module 2.</td>
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</tr>
<tr>
<td>3. Review and Targets 2</td>
<td></td>
<td></td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
This should be completed **at the end of module 2.**

4. Indicative grade
   You will need to make a claim for an indicative overall grade at this point which you should justify with reference to work submitted in the workbook. Your tutor will consider your submission and agree a grade with you.

This will normally be completed after **4 observations and around 50 hours of teaching** on teaching practice placement.

This will normally be completed at the **end of Year 1** of your course when you have had at least 4 observations.

At each stage you will need to action plan to ensure you are able to:

- meet the module outcomes
- address relevant key themes and essential elements
- develop your practice
- consider your progress against the Professional Standards

**Teaching and Observations**

**Teaching Log**

**Number of hours**

You will need to keep a record of all your teaching in this section to show that you have completed **at least 100 hours** of teaching by the end of the course.

Most people teach many more than 100 hours throughout the course. You should include the teaching hours for which you have had personal responsibility for the impact on learners (e.g. planning, teaching and learning, learner progress.) These may be drawn from, for example:

- formal classroom based lessons
- lectures
- seminar
- tutorials
- workshops
- skills lessons
- enrichment activities

The hours you log should not exclusively be one sort of teaching and could include

- whole class
- small groups
- one to one teaching or tutorials
- large groups e.g. lectures

**Contexts**

In order to show your development as a professional within the sector overall, you should record the contexts(s) within which you have been teaching as you undertake this course (e.g. Colleges of Further Education (FE), Sixth-form colleges, Adult and Community Education, Work-based learning providers, Offender learning, Voluntary organisations, Higher Education Institutions, Schools 14+, etc.).

You should show the breadth of experience you have gained in teaching which might consist of different:

- Qualifications
- Awarding Bodies
- Modules
• Units
• Levels
• Student cohorts (e.g. 14-19, adult learners etc.)

Wider Role
Becoming a professional teacher is not just about classroom practice and we also encourage you
to develop your involvement in the wider role of the professional teacher and to record this
involvement in the wider activities log. This might include, for example, attendance at team
meetings, staff development, assessment and verification, moderation and standardisation,
marketing, open evenings, curriculum development activities, parents’ evenings, field trips etc. You
should aim to observe other teachers where possible (you will need to do this at least once to meet
the requirements of the module) and to visit and/or engage in different lifelong learning contexts.

Recording your teaching and involvement in other activities will provide a basis for reflecting on
your development and for building your professional profile.

Observations of Teaching
You must include in your e-portfolio by the end of the course at least eight successful observations
of your teaching by approved observers and personal tutors. At least two of these must be by a
specialist in your subject.

For each observed session, you must include:
• The preparation/rationale form This is an important
document which should explain your
thinking in detail in relation to the lesson, with reference to relevant academic and
professional literature which will help you to provide evidence for a range of module
outcomes, ETF standards and essential elements

• The session plan This may be in any appropriate format. Templates are available or you
might need to use the format as directed by your employer or placement

• The tutor feedback form

• Your reflections and evaluations on the lesson This should explain your thinking in detail in
relation to the lesson you have taught as well as the feedback you have received from the
observer. It should make reference to relevant academic and professional literature which
will help you to provide evidence for a range of module outcomes, ETF standards and
enable you to plan further developments

• Relevant lesson documentation such as: learner profiles, individual or personalised
planning, resources, monitoring and assessment processes, schemes of work, records of
learner progress and assessment

For further guidance see separate Observation Handbook

Teaching Report Form
Towards the end of the module you should ask your mentor to complete the teaching report form
which will provide you with valuable information relating to the direction of your action planning and
professional development.

If you have not been observed teaching, you cannot pass the practice-based modules.

Additional observations, broadening of experience, trainee presentations and
microteaching
As well as the formal observations, you should try to obtain as many additional teaching
observations as is practicable. Negotiate observations with your mentor, with close colleagues and
with fellow trainees. As part of your work on the Initial Teaching Assignment and elsewhere in the
course, you will take part in presentations to other trainees and in microteaching sessions. All of
these activities will give you ‘food for reflection’ and you should make use of them in the work you submit for modules.

**Mentor arrangements**

As part of the course, you are required to have a suitable person to act as your mentor. Ideally, your mentor will be a person who teaches the same subject area as you (or a closely related one), has a teaching qualification and is a more experienced teacher than you are. Your mentor would also need to be willing to spend time talking to you about teaching issues and your progress on the course (about an hour each month), and to observe your teaching at least once each year.

When arranging a mentor, you need to be confident that they will meet the following criteria or have equivalent qualifications and experience:

1. Have a recognised teaching qualification.
2. Be employed as a teacher and/or have substantial experience of teaching in Lifelong Learning.
3. Have the same or a related specialism to your own.
4. Be sympathetic to the developmental ethos of the course and not act as an ‘inspector’.

If you are unsure about whether a possible mentor would be appropriate, or if you have any other questions about arranging a mentor, please consult your Tutor/ Centre Manager as early as possible in the course.

Your mentor will not normally take part in the formal tuition and assessment of your work on the course, but should provide support and guidance as you progress, particularly in relation to teaching and learning issues related to your specialist area. You should find that the process of reflecting on your learning and practice, and the development of your Personal Development Plan, are both greatly enhanced by having a mentor with whom you can talk things over.

At least once during your time on the course, your mentor should conduct a joint observation with your tutor, either by observing one of your classes or some other form of teaching observation to support them in observing you and giving feedback according to the standards of the course. This will help familiarise your mentor with our developmental ethos and the procedures to follow. Please note that this joint observation is in addition to the specialist observation conducted by your mentor. Wherever possible, the joint observation should take place before the specialist observation. In certain circumstances, and at the discretion of your tutor, this joint observation may not be necessary as your mentor may already be familiar with the course and trained in observing. For in-person visits, please be prompt in supplying your tutors with details of your teaching timetable so that together you can identify suitable times for observations. **Remember that it is your responsibility to ensure that observations are arranged at appropriate times and that you do not run out of teaching with observations still to take place.**

You should set down the outcomes of regular meetings with your mentor, including action points. An important feature of the mentor meetings should be a focus on your professional development and specialist issues relating to the teaching of your subject, and this should be evident in what you record. The ETF Professional Standards should form the basis for discussion of your progress and to help specify your next targets for development.

It is recommended that you have a structured mentor meeting at least fortnightly if you are full-time and monthly if you are part-time.

**Preparing for and reflecting on teaching observations**

The following points are intended to help you in preparing for formal teaching observations.

- You will normally be observed by someone you know. This will often be your module tutor, but in some circumstances it is necessary for other tutors to undertake the observation. Nevertheless, you should be given an opportunity to meet your observer before the visit and to
find out about their expectations.

- You will need to be well-prepared before the session. Make sure you have spare copies of lesson plans and teaching materials to give to your observing tutor when they arrive, and that the room has somewhere for the tutor to sit.

- You should normally expect verbal feedback immediately following the session, and a written version of the feedback (either there and then or as soon as possible thereafter, usually within 7 working days. If pressing commitments mean that there is no opportunity for feedback at this time, make an appointment with the tutor for feedback as soon as possible.

- You do not pass or fail the module on the basis of a single session; instead, the feedback and your own materials and reflections form part of the overall evidence you need to collect to show that you have achieved the outcomes. Keep them in your teaching file.

- Don’t forget to complete the reflection form in which you give your own reflections on the feedback and the way you plan to address the development points raised by the observing tutor.

- Your first teaching file will form the basis for planning for improvement.

Following the observation, you will need to keep copies of your lesson materials, and of the relevant forms, in your e-portfolio.

**Unexpected outage of TurnItIn**

The standard means for submitting written coursework is via TurnItIn. Although rare, unplanned service outages do happen. The University does not wish to see students disadvantaged by such outages and, depending on the length of the outage, may arrange for deadlines to be extended to give students reasonable opportunity to submit their work. If this is the case, a message will appear on the system to explain when service was lost and what arrangements have been made to extend your deadline. If you are at all uncertain of the arrangements, please do contact your Student Support Office.

**Deadlines/Extensions/Extenuating Circumstances (ECs)**

Deadlines for the submission of assessed work are strictly applied.

There are procedures in place for you to request a short extension to a deadline but this request has to be made no later than two working days after the published submission date. If you have difficulties such as a short term illness and need to request an extension, you should submit a request via the Student Portal.

Late requests for extensions are not accepted and you run the risk of scoring the minimum pass mark for that piece of work if submitted late but within 5 working days of the original deadline, or 0% if submitted later than this without an approved extension.

The University understands that there may be times when your ability to complete a piece of assessed work or to concentrate on your studies may be hindered by factors beyond your control – such as illness or personal difficulties. The regulations include a process to allow students who are affected in this way to bring these extenuating circumstances (ECs) to the attention of the relevant people in the School (such as the Course Assessment Board) so that proper account can be taken. Please be aware that a claim for ECs will usually only be accepted where you’ve been able to demonstrate that the circumstances described have had a direct impact on you and were substantial and unexpected - in all other cases students would be expected to negotiate an extension. The regulations for ECs can be found here [Regulations and Policies](#).

Additionally, the University does operate a ‘fit to sit’ policy for examinations – this means that, by attending an examination, a student is declaring that they are fit to undertake that assessment and it is unlikely that a claim for poor performance will be accepted.
When completing an EC form please make sure that you include the correct modules and assessments and to be sure that you attach appropriate and acceptable evidence to your claim.

Extenuating circumstances claims should be sent by post to the address below. In-service trainees should also send a copy to their Centre Manager.

**Quality of Feedback**

We always endeavour to provide trainees with feedback that is timely, clearly expressed and constructive. All Centres will, whenever practicable, adhere to the following guidelines:

- Dates for submission of written work, including both drafts and final submissions, should be provided to trainees during the induction period. Dates should be chosen so that holidays or other events that may delay feedback do not significantly disrupt the assessment process.
- Trainees submitting written work by the relevant deadline should normally receive written feedback within three weeks of the deadline. You should normally receive feedback on your assessments three teaching (i.e. term time) weeks after the submission date for the assessment. See section 5.2 for how to access the deadlines if you are studying at the University. Feedback should help you understand why you received the mark and what you can do to improve your performance in future assessments.
- Feedback on written work should comprise both annotations on the script and overall evaluative comments.
- Constructive language should be used and should highlight strengths of the submitted work as well as areas for development.
- Overall evaluative comments should make clear the main priorities for improvement and what needs to be done to close the gap between current performance and the level of performance to be targeted (for example, what needs to be done to pass; what needs to be done to achieve a higher grade)
- Feedback on practical performance (for example, teaching observations or trainee-led presentations) should be given as soon as possible after the performance has taken place. This will normally include oral feedback, but in the case of practical performance which is part of an assignment (teaching observations, microteaching sessions and the Personal Skills Presentation are the main examples), written feedback should also be provided.
- Feedback on the Specialist Conference Paper will follow the guidance provided by the Conference Organisers. Information on the assessment and feedback process for the Conference is available on the University’s VLE.

**Moderation** is undertaken to ensure consistency of assessment and to monitor the standards of students’ work. Normally a small sample of assessed work from each group of students is selected for moderation and these assignments will be looked at by the course external examiners.

Student assignments selected for moderation will be returned as soon as the moderation process has finished. An Internal moderation event will take place each year, normally in May or June at the University. External examination of written work takes place in June.

**Course Assessment Boards (CABs)**

The main CAB is usually held in June/July. The role of the Board is to approve the recommendation of the tutor marking the assignments and to confer the credit for each module passed onto the student. You receive confirmation of their credits achieved after each exam board via the web. We will let you know the date and how to receive your results via your University email account.

A sample of scripts from all modules is internally moderated by the staff team. External examiners are approved by School Board and appointed by the University’s Learning and Teaching
Committee. A sample of scripts from all modules is read by external examiners who report to the Course Assessment Board. Their role is to ‘exercise an oversight of students’ overall performance and carry out a responsibility for monitoring the comparability and fairness of the assessment processes for all the modules which comprise the course.

Feedback for assessed work will normally be available within three weeks of the submission date; however, scripts may need to be retained for internal and external moderation. All work will be available for collection once the student’s results have been confirmed of Education and Professional Development via ‘My Details’ on the Portal.

Intellectual Property

Undergraduate (Cert Ed, Professional Graduate PGCE)
The default position is that undergraduate students shall own all IP in their work. The University reserves the right to acquire IP from such students; it is anticipated that this is most likely to occur where a final year project contributes to a larger commercial opportunity from the research group of the supervising academic.
The default position does not apply to the following:
   - Placements. Any IP developed by the student during their placement would be the property of the host company/organisation.
   - Alternative internal placement e.g. Canalside Studios. Any IP developed by the student during their placement would be the property of the host group/department.

Postgraduate –Taught (Post graduate PGCE, PG DipE)
The default position is that postgraduate students studying on taught courses shall own all IP in their work. The University reserves the right to acquire IP from such students; it is anticipated that this is most likely to occur where a Masters project contributes to a larger commercial opportunity from the research group of the supervising academic.

Academic Integrity

Students’ responsibilities
The University regards any action by a student that may result in an unfair academic advantage as a serious offence. It is your responsibility to ensure at all times that the assessments you complete are entirely your own work and that you have used the relevant referencing technique correctly and in full. Please be particularly careful when discussing your assessments with others – it is a breach of regulations to share your work with other students. The full set of regulations which govern academic integrity can be found under Section 4, Assessment Regulations 3 and 4 at Regulations and Policies.

If you are struggling with an assignment and need help with academic protocols in terms of referencing, please contact your module tutor or the School’s Academic Skills Tutor.

All trainees should learn about plagiarism and how to avoid it, as well as other aspects of academic writing and use of literature, as part of their work in all modules.

Please remember that making your work available to another student (even if you tell them not to copy it) may lead to an allegation of a breach of the academic integrity regulations may lead to an allegation of academic integrity being brought against you.

Guidance on Academic Integrity

As a member of a professional and academic course community, it is of the utmost importance that your academic conduct (including the way you approach assessed work and also your
relationships with others) is of a high standard. In particular, academic integrity such as plagiarism is viewed extremely seriously by the University.

As stated earlier, all trainees should learn about plagiarism and how to avoid it, as well as other aspects of academic writing and use of literature.

During taught sessions and tutorials, and during other time spent on campus, on placement and with other students and staff, you should bear in mind the University’s Fitness to practice. Students on professional courses must behave professionally at all times.

The University has a software package available to all students to support them in understanding accurate referencing and the dangers of breaching academic integrity. We would strongly encourage that all students engage with and complete the activities within the resource, including the Academic Integrity Quiz, in order to highlight the dangers and implications associated to breaching the academic integrity regulations.

The Academic Integrity Quiz can be found at http://yournextstep.hud.ac.uk

Available support for referencing (Can be accessed at Huddersfield by all students)

The University’s preferred referencing system is APA 6. As well as being a programme of professional training, the course is a higher education course and as such you are expected to engage in scholarship related to the discipline of education. This means that you are required to read widely and systematically, and to make use of your reading in the work you produce for assessment. Some of the ways in which the course supports this requirement are set out below:

- All modules have reading lists associated with them. You should make yourself familiar with their contents and make use of a range of these texts in your work.
- The catalogue of the University library is available online at the University website www.hud.ac.uk. You will also be able to gain electronic access to online journals and e-books through this website, using Summon (see What makes the library special?).

It is important to understand that the course assessment criteria require you to make use of appropriate literature in your assessed work. You cannot pass a module without doing this. You also need to be aware of the distinction between primary and secondary sources:

- A primary source is an article in a refereed journal, a book by an original author, a government report or piece of legislation etc. Thus Schön (1983) is a primary source.
- A secondary source is a publication (usually a book, but it may be a review article, website etc.) containing summaries of primary sources. Thus Hillier (2002) describing and analysing Schön’s work is a secondary source.

In foundation level modules, secondary sources are perfectly acceptable but you should also make use of at least some primary sources. The course reader will be helpful here.

In honours level modules, it is a requirement that you make use of a range of primary as well as secondary sources (see the course assessment criteria for honours level). The module reading lists will provide starting points, but you should also carry out your own literature searches to find further relevant reading.

Remember that you should not only read, but also refer to your reading in reflections, assignments and other coursework. Use the ideas you have found in your reading to support and enrich your arguments, giving quotations where appropriate.
When referring to published work, you should use our referencing system (other correctly applied systems of academic referencing will not be penalised, but tutor feedback will recommend that you use this system). Persistently incorrect or inadequate referencing will be penalised and you should expect to have work returned to you for correction in such cases.

You can find a guide to the referencing system can be found on the [Student Hub](#)

<table>
<thead>
<tr>
<th>TITLE &amp; ADDRESS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>The University of Huddersfield</td>
<td>The main web site of the University with details of all the services it provides for its students, including those who study off-campus – and a direct link to the University’ VLE with guidance on accessing it.</td>
</tr>
<tr>
<td>The University Library</td>
<td>For a range of information on learning resources and on-line services – from ordering books and downloading e-journals, to using self-study packs on study skills and remote and/or specialised databases. It also has a wide selection of advice, FAQs, guides etc in its “Help” section.</td>
</tr>
<tr>
<td>The University's VLE</td>
<td>A Virtual Learning Environment (VLE) with notice-boards, resources and selected course documents. This is accessible once you are registered as a student of the University on the in-service course for Cert. Ed or PGCE.</td>
</tr>
<tr>
<td>Consortium</td>
<td>A “gateway” to many other relevant web sites (see “Links”); this site provides information and a wide variety of services and “tools” for enhancing your learning and teaching.</td>
</tr>
<tr>
<td>Pebblepad</td>
<td>The PebblePad Workbook will form the e-portfolio, incorporating your Personal Development Plan (PDP) for the Initial Teacher Education course. You will be able to present your assignments, teaching files and teaching related experiences in the relevant Module sections. You will be able to track your learning, achievements and progress and action plan your development in the Review and Targets section.</td>
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We use the University’s VLE and Pebblepad to build your e-learning experience through the course. In addition to your tutors, the School has specialist technical support staff who can help advise and support you in using the University’s VLE, Pebblepad, and other online forms of learning.

**IT support – Computing Services helpdesk (For support with Pebble Pad)**

There are two points of contact to help you with technical enquiries. The School of Education and Professional Development has a technical support team based in the Student Support Office on the ground floor of Lockside Building who are available during office hours. Technical support can help with logons, the University’s VLE and Pebblepad access, the use of applications and equipment and they support the computers and printers/scanners in the labs. They hold some specialist applications you may find useful, which you can access on any computer you can log onto across the University, including in the library. If you find any problems, please let them know. They also offer loan of equipment, mainly for audio and video recordings and can help advise on what will suit your needs best. The helpline phone number is 01484 478181 during office hours.
The University has a computing services helpdesk which is open 24/7 and you can reach the support team by email it.support@hud.ac.uk or ringing 01484 473737. If you are studying at another Centre.

Please also follow the local arrangements for IT Support. Your centre tutors will inform you of these arrangements.

**Sources of Support at University of Huddersfield**

**Student Hub**

You can change your personal details (including your address), view your end of year results and re-register for the next stage of your course on-line via The Student Hub.

This is your 24/7 online one-stop shop that gives you access to a wealth of University resources from any location.

Login using your University username (e.g. u0812345) and password. The Student Hub understands who you are, logs you in automatically and displays information, options and applications which are relevant to your personal profile.

Use the Student Hub for instant access to:

- Your library account; catalogue, E-journals and e-resources via Summon
- UniMail
- The University's VLE
- My details, My results
- Personal Storage
- Timetables
- University and World News and much more

The Student Hub can be found at [http://studenthub.hud.ac.uk](http://studenthub.hud.ac.uk) whether you are on or off campus and is available to you 24/7.

**Students' Union**

The Student's Union represents, supports and advises students on all aspects of their time at university. It offers you a chance to have a say in the things that affect your daily life as a student. The Student Central building is located centrally on the main Queensgate campus – and iPoint, which is a one-stop resource centre for all things to do with student activities. Here you can find out about sports clubs, societies, volunteering, events and student media including RadioHUDD and the Huddersfield Student, the Union’s own newspaper.

You can access more advice and information on anything related to the Students' Union at: [www.huddersfield.su](http://www.huddersfield.su)

If you are studying at another Centre, you might also follow the local arrangements for Students’ Union. Your centre tutors will inform you of these arrangements.

**Students' Union Advice Centre**

The Students’ Union runs a full-service Advice Centre, located on Floor 5 of Student Central. The service is completely free for students and is entirely independent from the University. The advice centre can help with Academic information, advice and representation on University procedures; Student Finance related support, Independent housing advice and Wellbeing information.

You can access more information about the SU Advice Centre at [https://www.huddersfield.su/advice](https://www.huddersfield.su/advice)
Showcasing your research
Interested in showcasing your research? Fields: journal of Huddersfield student research is a peer reviewed journal that features primarily work by undergraduate students but can include occasional postgraduate taught work. The journal will only accept submission from students registered at the University of Huddersfield and will include articles but also welcomes submissions from practice based research which can include poems, designs, music scores, drama productions, case studies etc. Where creative or non-textual work is submitted a short commentary is required. The remit is to support and showcase the best of our student work in terms of research across all the seven Schools that make up the University of Huddersfield.

The Library
The Library at the University provides a range of facilities and materials to help your studies. We give you access to a wide range of printed, audio-visual and electronic information sources including e-journals and e-books via our library search engine SUMMON. Most electronic sources of information are available on our computers at the University or off-campus from any internet-connected computer. There is a choice of study space within the library and you can expect excellent customer service from experienced, friendly staff who are information and IT specialists, including Subject Librarians. For more details on subject resources please see our Library Subject Guides at: http://hud.libguides.com/
Please see your Centre Tutor for details of library facilities in your centre.

Careers and Employability
We offer careers appointments, free workshops and drop-ins all year round and you can still receive help from us for up to three years after graduation. You can also use our Student JobShop where we advertise full and part time vacancies.

Look out for the green EmployableME character around campus and particularly within the Careers Centre in Student Central. EmployableME is our innovative and fresh approach to careers and employability at the University of Huddersfield. It is about taking control of your own career planning – with support from your professionally qualified and experienced award winning careers team.

Whatever point you’re at on your course, the Careers and Employability Service is here. From the moment that you arrive on campus everything that you do and learn from that point onwards – whether from Careers, your course, the Student’s Union or on work placement – will help you reach your end destination of becoming an employable graduate.

Find out more about us at Student Central or online at
www.hud.ac.uk/careers
@HudUniCareers
Facebook HuddCareers