

PROGRAMME SPECIFICATION: INITIAL TEACHER EDUCATION (LIFELONG LEARNING)

1 Awarding Institution	University of Huddersfield
2 Teaching Institution	The University of Huddersfield and Centres of the Education and Training Consortium
3 School and Department	School of Education and Professional Development Department of Initial Teacher Education
4 Course accredited by	The Higher Education Academy
5 Mode of delivery	Part-time and Full-time
6 Final award	Certificate in Education Professional Graduate Certificate in Education Post Graduate Certificate in Education Post Graduate Diploma in Education
7 Course title	Initial Teacher Education (Lifelong Learning)
8 UCAS code	
9 Subject benchmark statement	Education Studies (2019)
10 Date of Course Specification Approval	November 2017

11 EDUCATIONAL AIMS OF COURSE

Context

A description of the context of the sector itself and the terminology it uses to signify itself and that which is used by others to understand it forms an important and necessary background: the nature of the sector, in comparison to primary and secondary sectors, might be seen to be problematic in terms of establishing of a coherent definition. According to Thompson 2014:5

There are well-known difficulties in defining the sector, arising from its diversity and complex history. Various described over the years by terms such as 'further education', 'post-compulsory education and training', 'learning and skills', 'lifelong learning' and 'FE and skills', the sector includes the activities of many different types of institution, including colleges of further education (FE), sixth-form colleges, adult education centres, work-based learning providers, voluntary organisations, and higher education institutions. Even when higher education is excluded, the range of provision is so broad as to pose extremely difficult challenges to developing a coherent national system of ITE for teachers in the education and training sector

It is proposed that the sector described above will be referred to as the Lifelong Learning sector, to take account of the complexity within the sector.

The University of Huddersfield School of Education and Professional Development has a long standing history of providing professional Initial Teacher Education courses in the sector on an In-Service and Pre-Service basis in partnership with a Consortium of Further Education Colleges

In-Service refers to teachers employed in the sector without a recognised 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. The course is full time over one academic year. One partner college currently offers a two year part time pre-service course.

The Education and Training Consortium is a long standing network of Further Education Colleges, in partnership with and approved by the University of Huddersfield, delivering Higher Education initial teacher education qualifications. (The first partnership was with Durham College in 1966. The Consortium for Post-Compulsory Education and Training was established in 2002 as a “HEFCE Recognised Funding Consortium” to support partner colleges’ aspirations for growth within ITE and thus it was given its own separate student number allocation by HEFCE.) This will be referred to in this document as the Consortium.

Trainees refers to student teachers on the course to distinguish them from the students they teach.

Initial Teacher Education comprises a range of exit qualifications at different levels which consist of 120 credits in 4x30 credit modules as follows:

Certificate in Education

For trainee teachers with vocational and professional qualifications at Level 3 and above, consisting of:

- 1x30 credit module at Foundation Level
- 3x30 credit modules at Intermediate Level

Professional Graduate Certificate in Education (PGCE)

For graduates who wish to undertake initial teacher training at an equivalent level to their degree, consisting of:

- 1x30 credit module at Foundation Level
- 1x30 credit module at Intermediate Level
- 2x30 credit modules at Higher Level

Postgraduate Certificate in Education (PGCE)

For graduates who wish to undertake some study at Masters level, consisting of

- 1x30 credit module at Foundation Level
- 1x30 credit module at Intermediate Level
- 2x30 credit modules at Masters Level

Postgraduate Diploma in Education (PGDipE)

For graduates who wish to undertake initial teacher training at a higher level than their degree. This route has an option to undertake a further 60 credit dissertation module and ‘top up’ to a full Masters qualification in Teaching and Learning and consists of:

- 4x30 credits at Masters Level

Trainee teachers at each level undertake professional learning together in each approved centre. The levels of course are differentiated in academic level by module outcome and assessment requirements (as set out below). These are taught in mixed level groups.

The multiple levels of study enable a high level of flexibility to cater for a diverse range of potential trainees, which will be retained in the new programme.

'Generic' module title	Course Route, Title and Module Requirement			
Module Titles	Cert Ed	Professional Graduate Cert Ed (PGCE)	Postgraduate Cert Ed (PGCE)	Postgraduate Diploma
Research Informed Teaching Learning and Assessment	DFQ8130/5	DFQ8130/5	DFQ8130/5	DMQ8130/5
Becoming a Subject Specialist Teacher	DIQ8230/5	DIQ8230/5	DIQ8230/5	DMQ8230/5
Being a Subject Specialist Teacher	DIQ9130/5	DHQ9130/5	DMQ9130/5	DMQ9130/5
Policy and Professional Issues	DIQ9230/5	DHQ9230/5	DMQ9230/5	DMQ9230/5

Aims

Each version of the course (Certificate in Education, Professional Graduate Certificate in Education, Postgraduate Certificate in Education, Postgraduate Diploma in Education [Advanced PGCE in Lifelong Learning]) aims to provide initial teacher education for the Lifelong Learning sector which develops excellent practical skills underpinned by an understanding of the theoretical basis for practice. The programme challenges and supports participants to become autonomous, self-regulating professionals with a comprehensive, critical understanding of developments in the sector.

Teaching is a complex activity which depends on the ability to blend formal propositional knowledge with critical reflection and a range of personal attributes, skills and knowledge. The programme aims to provide a thorough grounding in all three of these elements, through learning and assessment activities which model good practice and support the development of trainee teachers. This includes achieving a critical understanding of learning, teaching and training in their social, political and philosophical contexts, but also specifically involves providing trainees with the opportunity to meet relevant professional standards, for example the standards for teachers in the Lifelong Learning sector and the UK Professional Standards Framework for Higher Education. These standards include areas such as:

- the knowledge and understanding required to plan, implement, assess and evaluate learning in own specialist area;
- practical skills in supporting and enabling learning; interpersonal skills associated with their intended or actual work role;
- inclusive approaches to teaching and learning, addressing issues of social justice

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- commitment to, and critical understanding of, professional values, knowledge and skills.

In addition, those course with Masters level modules (Postgraduate Certificate in Education and The Postgraduate Diploma in Education [Advanced PGCE in Lifelong Learning]) will include critical engagement with educational research and aim to provide a foundation for further postgraduate study in the field of Lifelong Learning. In particular, these courses will prepare trainees for progression to the top-up degree MA Education.

11.1 To develop practitioners who are reflective and enquiring and who think critically and metacognitively about their practice and the contexts in which teaching and learning take place

11.2 To develop pedagogically informed practitioners who are able to facilitate and justify teaching and learning drawing on relevant research and theoretical frameworks

11.3 To develop practitioners who maintain and develop knowledge and expertise as both subject and/or vocational specialists and as specialists in teaching, learning and assessment

11.4 To develop professional practitioners with critical awareness of professional values, knowledge and practice who have high standards of integrity, ethics and professional behaviour

11.5 To develop knowledge and understanding of pedagogical issues relating to English, maths and digital technologies and the personal skills required to use and apply them effectively in learning situations.

11.6 To encourage inquisitive practitioners who actively engage with enquiry concerning the aims and values of lifelong learning and their relationship to social justice

11.7 To develop inclusive approaches to teaching and learning, addressing issues of inclusion and social justice including, but not limited to, disability, age, race, ethnicity, culture, sexual orientation, gender and class

11.8 To develop practitioners who work both autonomously and collaboratively with high levels of effective interpersonal and intrapersonal skills

11.9 To develop and manage learning environments and contexts in a way that promotes learning, progress and achievement and is conducive to safeguarding wellbeing

11.10 To develop the knowledge understanding and practical skills to plan, implement, assess and evaluate teaching and learning

11.11 To develop innovative, inspirational and responsive practitioners

11.12 For trainees to articulate how they are learning to teach and how that teachers' know-how is contributing to their own students' learning, progress and achievement, both academically and pastorally

The course complies with disability legislation arising from the Equality Act 2010, the Disability Discrimination Act 2005, the Special Educational Needs and Disability Act 2001.

12 COURSE LEARNING OUTCOMES

Knowledge and Understanding

Certificate in Education

1. Investigate pedagogical issues and principles in own specialist area
2. Discuss principles underlying the planning and implementation of teaching, learning and assessment
3. Consider issues of equality and diversity, inclusion and social justice in lifelong learning
4. Consider pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning
5. Investigate policy context and its impact on practice, curriculum design, delivery and evaluation.
6. Discuss the nature of professionalism in education.

Professional Graduate Certificate in Education

1. Analyse pedagogical issues and principles in own specialist area
2. Analyse principles underlying the planning and implementation of teaching and learning and assessment
3. Analyse issues of equality and diversity, inclusion and social justice in lifelong learning
4. Analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning
5. Analyse policy context and its impact on practice, curriculum design, delivery and evaluation
6. Analyse the nature of professionalism in education.

Postgraduate Certificate in Education

1. Critically evaluate pedagogical issues and principles in own specialist area.
2. Critically evaluate principles underlying the planning and implementation of teaching, learning and assessment.
3. Analyse issues of equality and diversity, inclusion and social justice in lifelong learning
4. Analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning
5. Critically evaluate policy context and its impact on practice, curriculum design and delivery and evaluation
6. Critically analyse the nature of professionalism in education.
7. Critically analyse the nature of educational research and its methodological issues.

Postgraduate Diploma in Education

1. Critically evaluate pedagogical issues and principles in own specialist area.
2. Critically evaluate principles underlying the planning and implementation of teaching, learning and assessment
3. Critically evaluate issues of equality and diversity, inclusion and social justice in lifelong learning

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4. Critically analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning
5. Critically evaluate policy context and its impact on practice, curriculum design and delivery and evaluation
6. Critically analyse the nature of professionalism in education
7. Critically analyse the nature of educational research and its methodological issues.

Professional/practical skills

Certificate in Education

8. Integrate and learn from theory and practice by reviewing appropriate literature and relating it to professional practice and development.
9. Interrogate the concept of reflective practice and its contribution to teacher learning and development
10. Use concepts of reflective practice and reflexivity to reflect on own learning and development
11. Accurately assess own professional development and identify realistic and demanding targets for own professional development.
12. Consider research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes
13. Discuss important issues both in the field of lifelong learning and the social, political and cultural landscape more widely
14. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students
15. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.
16. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.
17. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency
18. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings

Professional Graduate Certificate in Education

8. Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.
9. Critically analyse the concept of reflective practice and its contribution to teacher learning and development
10. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development
11. 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.
12. Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes
13. Critically analyse important issues both in the field of lifelong learning, the social, political and cultural landscape more widely

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14. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students
15. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.
16. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance
17. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency
18. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings

Postgraduate Certificate in Education

8. Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.
9. Critically evaluate the concept of reflective practice and its contribution to teacher learning and development
10. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development
11. Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.
12. Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes
13. Critically analyse important issues in both the field of lifelong learning, the social, political and cultural landscape more widely
14. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students
15. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.
16. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance
17. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency
18. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings

Postgraduate Diploma in Education

8. Integrate and learn from theory and practice by critically reviewing and evaluating a range of appropriate literature to justify professional practice and development.
9. Critically evaluate the concept of reflective practice and its contribution to teacher learning and development
10. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development
11. Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.

12. Synthesise research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes
13. Critically analyse significant current issues in both the field of lifelong learning the social, political and cultural landscape more widely
14. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students
15. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies
16. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance
17. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency
18. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings

Transferable/Key Skills

Certificate in Education

19. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching experience and day to day involvement in the course.
20. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies
21. Communicate effectively using a range of media
22. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.
23. 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.
24. Work effectively with other people.
25. Demonstrate problem solving skills
26. Investigate employment opportunities

Professional Graduate Certificate in Education

19. 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.
20. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies
21. Communicate effectively using a range of media
22. Demonstrate appropriate skills in analysing information and numerical data gathered from a variety of sources.
23. 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

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24. Work effectively with other people.
25. Demonstrate problem solving skills
26. Investigate employment opportunities

Postgraduate Certificate in Education

19. 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.
20. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies
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24. Work effectively with other people.
25. Demonstrate problem solving skills
26. Investigate employment opportunities

13 COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

PART-TIME, IN-SERVICE ROUTE AND PART-TIME, PRE-SERVICE ROUTE				
Year	Module code and title	Credit value	Option, Core and Compulsory	Award and Progression
1	DFQ8130/5 or DMQ8130/5 Research Informed Teaching Learning and Assessment	30	Compulsory	Progression requirements 60 credits are required for progression to Year 2. Exceptionally, and only with the specific agreement of the Course Assessment Board, trainees may progress to Year 2 with 30 credits. Trainees who withdraw at this stage having successfully completed 60 credits may be awarded the UCTLLS. APEL/APLA may be claimed for 60 foundation/intermediate credits to enable direct entry to year 2.
	DIQ8230/5 or DMQ8230/5 Becoming a Subject Specialist Teacher	30	Compulsory	

2	DIQ9130/5 or DHQ9130/5 or DMQ9130/5 Being a Subject Specialist teacher	30	Compulsory	Certificate in Education A total of 120 credits is required for the award consisting of: 30 at level F (DFQ8130/5) 90 at level I (DIQ8230/5, DIQ9130/5, DIQ9230/5),
	DIQ9230/5 or DHQ9230/5 or DMQ9230/5 Policy and Professional Issues	30	Compulsory	Exceptionally, and subject to the agreement of the Course Leader, Certificate in Education trainees may substitute the Honours level modules DHQ9130/5 and DIQ9230/5 for the Intermediate level modules DIQ9130/5 and DIQ9230/5 respectively. Professional Graduate Certificate in Education A total of 120 credits is required for the award, consisting of: 30 at level F (DFQ8130/5) 30 at level I (DIQ8230/5) 60 at level H (DHQ9130/5, DHQ9230/5) Postgraduate Certificate in Education A total of 120 credits is required for the award consisting of: 30 at level F (DFQ8130/5) 30 at level I (DIQ8230/5) The Masters level modules DMQ9130/5 and DMQ9230/5 will be substituted for the for the Honours level modules DHQ9130/5 and DHQ9230/5 respectively Postgraduate Diploma in Education A total of 120 credits at masters level is required for the award, consisting of:

				DMQ8130/5 DMQ8230/5 DMQ9130/5 DMQ9230/5 APEL/APLA may not be claimed against year 2 modules.
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FULL-TIME, PRE-SERVICE ROUTE

Year	Module code and title	Credit value	Option, Core and Compulsory	Award and Progression
1	DFQ8130/5 or DMQ8130/5 Research Informed Teaching Learning and Assessment	30	Compulsory	<p>Certificate in Education A total of 120 credits is required for the award consisting of: 30 at level F (DFQ8130/5) 90 at level I (DIQ8230/5, DIQ9130/5, DIQ9230/5),</p> <p>Exceptionally, and subject to the agreement of the Course Leader, Certificate in Education trainees may substitute the Honours level modules DHQ9130/5 and DIQ9230/5 for the Intermediate level modules DIQ9130/5 and DIQ9230/5 respectively.</p> <p>Professional Graduate Certificate in Education A total of 120 credits is required for the award, consisting of: 30 at level F (DFQ8130/5) 30 at level I (DIQ8230/5) 60 at level H (DHQ9130/5, DHQ9230/5)</p> <p>Postgraduate Certificate in Education A total of 120 credits is required for the award consisting of: 30 at level F (DFQ8130/5) 30 at level I (DIQ8230/5) The Masters level modules DMQ9130/5 and DMQ9230/5 will be substituted for the for the Honours level modules DHQ9130/5 and DHQ9230/5 respectively</p> <p>Postgraduate Diploma in Education A total of 120 credits at masters level is required for the award, consisting of: DMQ8130/5 DMQ8230/5 DMQ9130/5 DMQ9230/5</p> <p>Trainees who withdraw after the first two modules having successfully completed 60 credits may be awarded the UCTLLS.</p>
	DIQ8230/5 or DMQ8230/5 Becoming a Subject Specialist Teacher	30	Compulsory	
	DIQ9130/5 or DHQ9130/5 or DMQ9130/5 Being a Subject Specialist teacher	30	Compulsory	
	DIQ9230/5 or DHQ9230/5 or DMQ9230/5 Policy and Professional Issues	30	Compulsory	

14 TEACHING, LEARNING AND ASSESSMENT

In-service and pre-service programmes are delivered by the university and trainees are recruited, taught and assessed in a well-established network of partner institutions, which together with the University form the Education and Training Consortium. Consortium centres take part in the delivery of the course through formal arrangements, including procedures for validation and re-approval. The Network and Consortium Handbook contains specific details of the Consortium arrangements, which are based on the long experience the School has of working with partner centres.

A representation of the learning journey of the trainees is set out in the diagrams below

Figure 1 One year full time course plan and assessment schedule

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

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			Continuing Professional Development Portfolio Professional Formation/QTLS		

Fig 2 Two year part-time course plan and assessment schedule

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

Teaching and learning activities within the course are based largely on group work and practical teaching experience, although lectures and private study play an important part. Groups may be tutor-led, resource-based or both. Trainees may find themselves working both with other specialists in their own particular field and as members of mixed-discipline groups. Individual and group initiatives are expected and self-directed learning is encouraged. Trainees are exposed to a variety of teaching and learning strategies and are required to reflect critically on these

strategies in module assignments. Teaching, Learning and assessment strategies are underpinned by the aim of providing a student experience which enhances professional development and employability through the embedding of personal and professional skills.

The teaching programme is supported by visiting lecturers and staff in teaching practice placement institutions with which the School of Education and Professional Development has developed excellent working relationships over many years. The extensive involvement of the School with a network of FE colleges, HEIs and training organisations over a period of some seventy years has strengthened these links considerably. Integration of the taught elements of the course with practical teaching is enhanced by the support of a mentor for each trainee.

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, course members 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

Access to the University Library is an entitlement of all trainees (whether University or partner based) and access to the full range of electronic resources is available to all trainees through the Computing and Library Resources website.

Formative assessment is provided in the following ways:

- Each trainee has an e-portfolio which provides a record of the process of initial assessment and ongoing formative assessment throughout the period of the course. Within their portfolio, the trainee keeps records of formative feedback obtained from module tutors and from teaching observations (see below). In addition, the portfolio contains a record of tutorials, meetings with the mentor and of reflections on the trainee's own progress.
- During the period of study for each module, trainees will be given feedback on their progress by means appropriate to the nature of the module. For example, this may include individual tutorials or written feedback on drafts of assignments.
- In the professional practice modules trainees will receive (in addition to the above) detailed written feedback arising from teaching observations.
- For each module, a detailed record of summative feedback is provided by the tutor. This record contains a section for comments on developmental points arising from the module, particularly where these have significance for future modules.
- Each trainee is required to have a subject specialist mentor. Mentors for pre-service trainees are provided through the placement institution. The mentor provides regular formative feedback in line with guidance in a Mentor Handbook produced by the University.

Practical teaching is assessed by means of the e-portfolio, which brings together a range of evidence including teaching observation reports, planning documents and learning materials prepared by the trainee, and a reflective journal. Teaching observations are internally and externally moderated and moderation reports form part of the evidence required for reapproval events involving partners.

Individual modules are assessed in accordance with the strategy identified in the module specification. As a general principle, the assessment strategies are designed to require intellectual rigour, the ability to integrate theory and practice, and the ability to communicate effectively using a variety of media – three key qualities for a teacher. Assessment requirements are normally closely related to the core activities of a teacher and involve a range of tasks including actual teaching, presentations and seminars, project work and scholarly assignments.

The nature of the full-time mode of attendance makes a high level of attendance compulsory. Transfer to an appropriate part-time mode of attendance will be permitted where a strong case exists for such a transfer and where adequate attendance on the full-time mode is no longer possible. All such cases will be referred to the Course Leader for consideration.

For all trainees, the University attendance policy applies.

15 SUPPORT FOR STUDENTS AND THEIR LEARNING

The principal features of the support for students are as follows:

The course begins with an induction programme. In particular, this will include an overview of the course; an introduction to teaching requirements and expectations regarding academic and professional conduct; an introduction to the University's VLE and e-portfolio: For both the University and the Consortium centre, there will be a guide to Computing and Library Services; an introduction to study skills; an introduction to student services. It will also include an explanation of the Personal Development Planning process both at the University and within the Consortium centre

In order to ensure continuous support and guidance, each trainee has a Personal Academic Tutor who will be an experienced teacher educator and practitioner in the field of Lifelong Learning. The Personal Academic Tutor may make specific recommendations regarding the trainee's individual programme and will normally be a module tutor, either as a University member of staff or as a University accredited tutor employed by an institution within the Consortium.

The Personal Academic Tutor will offer pastoral support, academic counselling and guidance, maintain an overview of academic progress, maintain an overview of problems which may lead to a claim for extenuating circumstances, coordinate the preparation of references, and refer the trainee to other university support or Consortium centre based mechanisms as appropriate.

Trainees will be provided with a Student Handbook, which contains inter alia information on university and/or partner facilities, course organisation, assessment regulations, and advice on the presentation of assignments. Trainees will also be provided with relevant information relating to their consortium centre.

Throughout the course trainees will have access to email tutorial support from both module tutors and Personal Academic Tutors.

The Academic Skills Tutor within the School of Education and Professional Development will be available to provide academic support for a range of purposes including: support for dyslexic students; support for mature students who are returning to study; tutorials for all students covering generic academic skills and academic writing skills workshops. Trainees will receive guidance on academic support within their Consortium centre.

Throughout the course trainees will be able to access advice from module tutors on correct forms of referencing using the APA6 System.

Trainees will have access to the provision of the Directorate of Student Services, which includes the Careers Advisory Service, the Chaplaincy, the Faith Centre, Counselling Service, and Disability Support Service and any equivalent services within their consortium centre.

All the modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to the formal submission and there is ongoing feedback on practice from regular observations of teaching throughout the course.

Module tutors provide academic advice and support to students on issues relating to the modules which they teach.

In addition to both the module tutor and the Personal Academic Tutor, who is an academic and experienced in teacher education, every trainee will be required to have a mentor, who will normally be an experienced subject/vocational specialist practitioner within the institution employing or providing a placement for the trainee. The mentor and trainee will meet, normally on at least a monthly (in-service) or fortnightly (pre-service) basis, to address issues arising from the trainee's development as a teacher and progress on the course. Subject specialist pedagogy will be a key element of these discussions. The mentor will observe the trainee's teaching on at least two occasions during the course, and provide developmental feedback. The mentor will also be involved in the formative assessment of the trainee's work on subject specialist pedagogy. Training and support are provided for mentors to assist them in fulfilling their role.

The e-portfolio provides an important focus for identifying and addressing individual support needs. In particular, initial screening of English, maths and digital skills support needs is carried out in the early stages of the course and this leads, where appropriate, to specific support provided by the Academic Skills Tutor (for University-based trainees) or local specialist support (for trainees based in Consortium centres). This is based on further assessment of learning needs, including initial and diagnostic assessment as appropriate. The formal University student support mechanisms are available to all trainees.

A very wide set of learning resources is available to tutors and trainees, including learning resources on key issues such as differentiated learning, reflective practice, creative approaches to teaching, supporting English skills, maths and digital skills. These are available through the University VLE.

The course complies with disability legislation arising from the Equality Act 2010, the Disability Discrimination Act 2005, the Special Educational Needs and Disability Act 2001.

16 CRITERIA FOR ADMISSION

There is an admissions handbook for Consortium Centre managers and admissions tutors with detailed information on the particular criteria for each level (see appendix).

Candidates for the Certificate in Education must possess, or expect to possess before the start of their programme, appropriate qualifications at level 3 or 4 (or an equivalent qualification), in the subject area forming their main teaching base. Exceptionally, candidates not meeting this requirement who are recommended by their employer following a sustained period of teaching and/or training may be offered a place on the in-service programme. In addition to the above, candidates will normally have substantial work-related or other relevant experience in their teaching fields before starting the course. This will normally imply a minimum of 2 years full-time (or equivalent) post-qualification experience related to the candidate's main teaching area, although each application will be considered strictly on its individual merits.

Candidates for the Professional Graduate Certificate in Education course must possess, or expect to possess before the start of their programme, a UK first degree or Masters degree (not a foundation degree) or equivalent qualification from a recognised institution. Where the subject for which the degree was awarded is not in (or academically related to) the subject that is being taught, then the applicant will normally need to prove that they possess other qualifications (at NVQ Level 3 or above) that indicate that they may be a credible person to teach that subject.

Candidates for the Postgraduate Certificate in Education must possess, or expect to possess before the start of their programme, a first degree (not a foundation degree) from a British university, or another award regarded as equivalent by the University of Huddersfield. Candidates will normally be expected to have achieved at least 2(ii) honours and to have potential for postgraduate level study in the field of education. In all cases, entry will be conditional on satisfactory progress and achievement in Year One of the course, with transfer to the Professional Graduate Certificate available for those not meeting this condition. As a secondary requirement, if this degree is not in the candidate's main teaching area, they will normally be required to hold a National Vocational qualification (NVQ) level 3 or 4 (or an equivalent qualification), in the subject area forming their main teaching base. Exceptionally, candidates not meeting this requirement who are recommended by their employer following a sustained period of teaching and/or training may be offered a place on the in-service programme. Please refer all such cases to the University Course Admissions Tutor.

Candidates for the Postgraduate Diploma in Education Applicants must possess, before the start of their programme, a first degree (not a foundation degree) from a British university, or another award regarded as equivalent by the University of Huddersfield. Candidates will normally be expected to have achieved at least 2(ii) honours and to have potential for postgraduate level study in the field of education. All first and second year modules are assessed at Master's Level. As a secondary requirement, if this degree is not in the candidate's main teaching area, they will normally be required to hold a National Vocational qualification (NVQ) level 3 or 4 (or an equivalent qualification), in the subject area forming their main teaching base. Exceptionally, candidates not meeting this requirement who are recommended by their employer following a sustained period of teaching and/or training may be offered a place on the in-service programme. Please refer all such cases to the University Course Admissions Tutor. Candidates who successfully achieve this Master's level teaching qualification in lifelong learning may, subject to successful interview, progress to the full MA Education.

All candidates will always be interviewed before entry. The interview will seek to establish the potential of the candidate with regard to the demands of the Lifelong Learning sector. Particular emphasis will be placed upon the ability of the candidate to demonstrate a facility to communicate both verbally and in writing to a level commensurate with the professional roles and obligations placed upon them as teachers and role models. All pre-service places are conditional upon the following:

- A satisfactory enhanced Disclosure and Barring Service (DBS) check

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- A satisfactory self-completion health check, conducted by the University's Occupational Health Officer (pre-service)
- Two satisfactory references
- Sight of the original qualification related to entry.

In-service candidates are required to provide the University with a written statement from their employer, confirming that a minimum of 100 hours teaching will be undertaken during the course. The teaching engaged in by in-service candidates for the purpose of fulfilling the above requirements is required to be responsible, paid employment; voluntary teaching is normally acceptable. There are two considerations (applied at the discretion of the Course Admissions Tutor):

- A candidate undertaking voluntary teaching for a registered charity may be admitted to the course;
- A trainee undertaking voluntary teaching in an organisation which has given a written undertaking to support the trainee according to conditions specified by the University.

Pre-service candidates are not required to provide evidence of teaching placement on admission.

Applicants who have not completed their education in an English-speaking country must satisfy the University's language requirements before admission to a course (see <http://www.hud.ac.uk/international/apply/>). This requirement means that they must have a satisfactory command of the English language in terms of reading, writing, listening and speaking.

17 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation:

- Module evaluation by students
- Course evaluation by students
- Module Leader's reports
- Moderation events (for Consortium courses only the following needs to be included: at the University centre attended by all Network Tutors involved in the assessment process)
- Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee.
- School Board
- Annual staff appraisals
- Peer observation of teaching
- External Examiners' reports
- External Examiners' report and responses from the course team are reported in the Course Annual Evaluation Report.
- School Teaching and Learning Committee.
- School Accreditation and Validation Panel approves amendments to the course, structure and module specifications
- Subject review/revalidation

Committees with responsibility for monitoring and evaluating quality and standards:

- Student Panel
- Course Committee
- School Board
- School Teaching and learning Committee
- University Teaching and Learning Committee
- Course Assessment Board
- School Accreditation and Validation Panel
- Annual Evaluation Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

Feedback is obtained from students through course evaluation at the end of each academic year. Student Panels provide another opportunity for student feedback. They are held twice during the academic year, and report to the Course Committee.

Staff Development:

Annual Staff Appraisals
Peer observation of teaching
Staff required to attain appropriate higher degrees
Updating professional and IT/computing developments
All staff encouraged to attain HE Academy membership
Research and scholarly activity
Network Meetings
Annual Consortium Conference

18 REGULATION OF ASSESSMENT

Regulations are outlined in the University Regulations for Awards and Student Handbook of Regulations

http://www2.hud.ac.uk/registry/awards_regulations.php

http://www2.hud.ac.uk/registry/students_handbook.php

Role of External Examiners

External Examiners are appointed by School Boards and approved by University Teaching and Learning Committee.

Monitor and comment on:

- the quality of student work
- the appropriateness of approaches to teaching, learning and assessment as indicated by student performance
- the relevance and currency of the curriculum and the adequacy of learning resources
- the strengths and weaknesses of cohorts of students
- the quality of assessment procedures
- the conduct of examination boards

19 INDICATORS OF QUALITY AND STANDARDS

Please note: This specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Equality and Diversity

The School of Education and Professional Development operates within, and has a commitment to, the University's Disability Discrimination and Equal Opportunities policies. This is borne out by ensuring that teaching and learning is inclusive for all students by making appropriate adjustments to teaching delivery and liaising closely with Disability Services as required.

Environmental Sustainability

The Course operates within, and has a commitment to, the School ethos for sustainability. This is borne out by mindful use of resources, full utilisation of the University's VLE and communicating sustainability agendas as appropriate in the context of teaching delivery.

Rationale for Revalidation of Initial Teacher Education Courses (Lifelong Learning) 2017

A full review of the programme has been driven by a number of factors:

Policy and external standards

Prior to the current proposed revalidation, the programme had been written to address the highly specified requirements of the previous external body responsible for the sector standards, Lifelong Learning UK (LLUK) in place from 2007-2014. The publication of the Lingfield Report, Professionalism in Education (2012) which identified a need to reduce detailed central control of qualifications for the sector, ultimately resulted in LLUK being superseded by The Education and Training Foundation and in the introduction of a new more broadly based and aspirational set of professional standards (Professional Standards for Teachers and Trainers in Education and Training 2014). These standards are mapped into the existing courses, but changes to the programme will enable them to be more explicit.

Research

Research into the way the development of teachers is understood, work based learning and the role of teacher educators and subject specialist mentors in the professional education and training of teachers in the sector has developed and inform the currency and relevance of the course. Consortium research projects have investigated behaviour management, volunteer teachers, newly qualified teachers and the British Values agenda. There is a range of doctoral research on trainee teachers and learning to teach. An increased focus on reflective and research informed practice and the subject specialist context are also features of the current proposal.

Market Context

The University of Huddersfield curriculum offered through the Education and Training Consortium needs to be clearly distinguished from non HE Awarding Body qualifications and from other HEI providers of Initial Teacher Education. Non HE Awarding Body qualifications include the Diploma in Education in Training at level 5 (level 5 trailblazer standards). In addition, a Higher Apprenticeship Standard for the Further Education Learning and Skills Teacher is in development and four of our partner colleges are on the Association of Colleges (AoC) trailblazer group developing level 7 standards. The Education and Training Foundation, responsible for the professional standards, has identified the following areas for development in Initial Teacher Training (ITT): a greater focus on subject knowledge, behaviour management, research-informed practice and adapting to the needs of individuals from different backgrounds.

In addition to addressing sector requirements, the new curriculum, in the context of the unique partnership between the Consortium colleges and the University, provides the framework for a community of inquiry from which knowledge and research can be drawn. This also provides an opportunity for high quality provision across a range of providers that extends beyond the length of the qualification.

Ofsted

In addition to destinations, a further indicator of the impact and effectiveness of Initial Teacher Education programmes is through the inspection of newly qualified teachers/former trainees in employment after the course has been completed. The current Ofsted ITE Inspection Framework introduces a two stage process for ITE inspections. Judgements will be made based upon observations of former trainees as well as current trainees. Providers will also be judged on the extent to which the preparation of trainees for employment is monitored by actively seeking feedback on the performance of former trainees to improve the quality of training and outcomes. It is anticipated that retaining the award to include the option to study 120 credits at M level will give impetus for our trainees to continue their Masters level study with us, giving us the opportunity to maintain our relationships with them and their employing institutions beyond the ITE course.

The current proposal also includes the further development of the Personal Development e-portfolio in the form of a Continuing Professional Development Portfolio (CPDP) once the course has been completed. This not only places a high value on professional lifelong learning consistent with the course values, but also has the potential to allow tutors to remain in contact with former trainees and prepares trainees for professional formation leading to Qualified Teacher Learning and Skills (QTLS) status.

Internationalisation/Globalisation and Digital Literacies

The new curriculum includes the potential and flexibility for a wider offer which is not bound by geographical and structural constraints, with the inclusion of a focus on digital literacies. The proposed changes embed the use of an e-portfolio which will facilitate this flexibility. This focus on the development of digital literacies also equips trainees to critically evaluate a range of information and sources to inform a critical consciousness in an arguably post-truth society.

The realigning of pre-service and in-service qualifications

Although they are the same course and qualification, the full time pre-service and part time in-service courses have tended to diverge as they have developed over time. This is a pattern that has repeated over the history of the courses. Since the last revalidation, pre-service courses have been approved to run in Consortium centres which has highlighted the necessity to accommodate the two modes to ensure standardisation.

The Course Structure

This structure is a simplification from the current programme and has been conceived to be more coherent and to reduce the assessment burden on students. The course consists of 4 modules which are studied at either Foundation, Intermediate, Honours or Masters level, depending on the student's target award. This is explained in the course structure table on page 3 of the PSD

The first module, *Research Informed Teaching Learning and Assessment*, introduces students to theories and practices of teaching, learning and assessment within the sector. It is studied at either F or M level depending on the students' route (refer to the course structure on p.3 of the PSD).

There are 2 practice modules on the course: *Becoming a Subject Specialist* and *Being a Subject Specialist*. These modules build on the notion of students' developing professional identity. All students take these two modules which are studied at either I or M level (refer to the course structure on p.3 of the PSD). These two modules (*Becoming a Subject Specialist* and *Being a Subject Specialist*) focus on students' developing teaching skills underpinned by their reflections and informed by reading and theory.

The final module *Policy and Professional Issues* focusses on contextual issues that influence teaching and learning. This module is studied at either I, H or M level depending on the students' route (refer to the course structure on p.3 of the PSD)

Appendix 1 Course Learning Outcomes mapped onto Modules

Course Outcomes	Foundation Level		Intermediate Level				Honours Level			Masters level			
	DFQ8130/5 Research Informed Teaching Learning and Assessment		DIQ8230/5 Becoming a Subject Specialist Teacher	DIQ9130/5 Being a Subject Specialist Teachers	DIQ9230/5 Policy and Professional Issues		DHQ9130/5 Being a Subject Specialist Teacher	DHQ9230/5 Policy and Professional Issues		DMQ8130/5 Research Informed Teaching Learning and Assessment	DMQ8230/5 Becoming a Subject Specialist Teacher	DMQ9130/5 Being a Subject Specialist Teacher	DMQ9230/5 Policy and Professional Issues
Knowledge and Understanding													
CLO1 Investigate/analyse/critically evaluate pedagogical issues and principles in own specialist area			✓	✓			✓				✓	✓	
CLO2 Discuss/analyse/critically evaluate principles underlying the planning and implementation of teaching, learning and assessment	✓		✓	✓			✓			✓	✓	✓	
CLO3 Consider/analyse/critically evaluate issues of equality and diversity, inclusion and social justice in lifelong learning	✓		✓	✓	✓		✓	✓		✓	✓	✓	
CLO4 Consider/analyse/critically	✓		✓	✓	✓		✓	✓		✓	✓	✓	

evaluate pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning													
CLO5 Investigate/analyse/critically evaluate policy context and its impact on practice, curriculum design, delivery and evaluation.				✓			✓						✓
CLO6 Discuss/analyse/critically evaluate the nature of professionalism in education.				✓			✓						✓
CLO7 Critically analyse the nature of educational research and its methodological issues.										✓	✓		
Professional/practical skills													
CLO8 Integrate and learn from theory and practice by reviewing/using/critically reviewing appropriate literature and relating/justifying it to professional practice and development.	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
CLO9 Interrogate/critically analyse/critically interrogate the concept of reflective practice and its contribution to teacher learning and development					✓			✓					✓
CLO10 Use concepts of reflective practice and reflexivity to reflect/critically reflect on own learning and development	✓		✓	✓			✓			✓	✓	✓	
CLO11 Critically analyse/synthesise a range of professional and academic debates/ Accurately assess own professional development and identify realistic and demanding targets for own professional development.			✓	✓			✓				✓	✓	

CLO12 Consider/analyse/synthesise research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes			✓	✓			✓				✓	✓	
CLO13 Discuss/critically analyse important issues both in the field of lifelong learning and the social, political and cultural landscape more widely	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
CLO14 Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students			✓	✓			✓				✓	✓	
CLO15 Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	✓		✓	✓			✓			✓	✓	✓	
CLO16 Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.			✓	✓			✓				✓	✓	
CLO17 Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	✓		✓	✓			✓			✓	✓	✓	
CLO18 Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
Transferable/Key Skills													
CLO19 Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching experience and day to day	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓

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involvement in the course.													
CLO20 Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
CLO21 Communicate effectively using a range of media	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
CLO22 Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
CLO23 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.			✓	✓			✓				✓	✓	
CLO24 Work effectively with other people.	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
CLO25 Demonstrate problem solving skills	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓
CLO26 Investigate employment opportunities					✓			✓					✓

✓

Appendix 2 Sample Assessment Schedule Year Planner: Pre Service Cert Ed/PGCE/PG Dip

week				
3	Teaching Practice Planning and Enrolment Day			
	Day 1	Day 2	Day 3	Other Info
4	Induction as per programme Lecture 1.15-3.15 HAG/28 Follow up enrolment	Induction as per programme	Induction 5-10 minute talks in personal tutor groups	Start of Autumn Term
5	Module 1	Module 1 Lecture 12.15-1.15 BL1/03	Module 1 Tutorial discussions (as required, by arrangement) Placement discussions, lesson plan tutorials etc	Book Pebblepad session
6	Module 1	Module 1 Lecture 12.15-1.15		
7	Module 1	Module 1 Lecture 12.15-1.15	Micro lessons	
8	Micro lessons	Micro lessons	Micro lessons	
9	Reading Week No University classes this week. Attend induction/ activities etc as required by placement.			

	Day 1	Day 2	Placement Hours/days as agreed with placement	Hand in dates
10	Module 1	Module 1 Lecture 12.15-1.15	Start Module 2 placement 2/3 days per week	Module 1: Assignment 1 (Completed) Section 1 to Turnitin
11	Module 1	Module 1 Lecture 12.15-1.15	Module 2 Placement 2/3 days per week	
12	Module 1	Module 1 Lecture 12.15-1.15	Module 2 Placement 2/3 days per week	No lecture

	Day 1	Day 2	Placement Hours/days as agreed with placement	Hand in dates
13	Module 2	Module 2 Lecture 12.15-1.15	Module 2 Placement 2/3 days per week	
	Intro to M level assignment (students from all groups)	JK/LD/SW: Intro to Personal Skills:	Module 2 Placement 2/3 days per week	
14	Module 2 Tutor Led Workshops	Module 2 Lecture 12.15-1.15 /pm PDP/Tutorial	Module 2 Placement 2/3 days per week	Hand In Module 1: Assignment 2 (Formative/Draft)
15	Module 2	Module 2 Lecture 12.15-1.15 /pm PDP/Tutorial	Module 2 Placement 2/3 days per week	
16	Module 2	Module 2 Lecture 12.15-1.15	Module 2 Placement 2/3 days per week	Submit Learning Contract for Personal Skills Assignment (Pebblepad)
17	Christmas Holiday. Attend Teaching Practice placement if classes are running there. No University classes			Summative Module 1 assessment: Final Hand in Module 1: Assignment 1 DFA7130/DMA71 30 Teaching Learning and Assessment Module 1 Assignment 2 (Turnitin)
18				
19				
20	Module 2 Personal Skills Presentations	Module 2 Personal Skills Presentations	Module 2 Placement 2/3 days per week	
21	Module 4	Module 4 Lecture 12.15-1.15	Module 2 Placement 2/3 days per week	Hand in Module 2: Assignment 2 Personal Skills Paper (Turnitin)

	Day 1	Day 2	Placement Hours/days as agreed with placement	Hand in dates
22		Lecture 12.15-1.15	Module 2 placement 2/3 days per week	
23		Lecture 12.15-1.15	Module 2 Placement 2/3 days per week	
24	Module 3	Module 3 Lecture 12.15-1.15	Module 2 Placement 2/3 days per week	
25	PDP/Tutorial and Grading Week	PDP/Tutorial and Grading Week		Review Teaching Files
26	Reading Week			
27	Module 3 : Start Full Time Block Teaching Practice Week 1 Observations, Review, Tutorials, PDP and Grading Discussions by appointment			Summative Module Assessment. Final Hand in Module 2 (all work)
28	Module 3 : Full Time Block Teaching Practice Week 2 Observations, Review, Tutorials, PDP and Grading Discussions by appointment			
29	Module 3 : Full Time Block Teaching Practice Week 3	Attend group review day in University. Agree specialist conference paper and creativity project	Observations, Review, Tutorials, PDP and Grading Discussions by appointment	
30	Module 3 : Full Time Block Teaching Practice Week 4 Observations, Review, Tutorials, PDP and Grading Discussions by appointment			
31	Easter Holiday			
32	No University classes. Attend Teaching Practice if classes are running there			
33				
34	Module 3 : Full Time Block Teaching Practice Week 5 Observations, Review, Tutorials, PDP and Grading Discussions by appointment			Module 4: Assignment 1 (formative/draft) Turnitin
35	Module 3 : Full Time Block Teaching Practice Week 6 Observations, Review, Tutorials, PDP and Grading Discussions by appointment			

	Day 1	Day 2	Placement Hours/days as agreed with placement	Hand in dates
36	Module 4	Module 4 Lecture 12.15-1.15	Module 3 Placement to continue part time (2/3 days per week) for those who have not completed Teaching Practice requirements and optional for those who have	
37	Module 4	Module 4 Lecture 12.15-1.15	Module 3 Placement to continue part time (2/3 days per week) for those who have not completed Teaching Practice requirements and optional for those who have	
38	Module 3 Specialist Conference	Module 3 Presentation/Research Posters Event	Module 3 Placement to continue part time (2/3 days per week) for those who have not completed Teaching Practice requirements and optional for those who have	
39	Module 4	Module 4 Lecture 12.15-1.15	Module 3 Placement to continue part time (2/3 days per week) for those who have not completed Teaching Practice requirements and optional for those who have	Hand in specialist conference paper (formative)
40	Review Tutorials, PDP and Grading Discussions, Exit interview	Review Tutorials, PDP and Grading Discussions, Exit interview	Module 3 Placement to continue part time (2/3 days per week) for those who have not completed Teaching Practice requirements and optional for those who have	
41				Final Hand in All Modules June

Appendix 3 QAA Education 2019 Benchmarking with Course Learning Outcomes

QAA Education 2019	Course Learning Outcomes, CLOs
Knowledge and understanding	
7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:	
i. the underlying values, theories and concepts relevant to education	
ii. the diversity of learners and the complexities of the education process	
iii. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process	
iv. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.	
Application	
7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to:	
i. analyse educational concepts, theories and issues of policy in a systematic way	
ii. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts	
iii. accommodate new principles and understandings	
iv. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their	

knowledge and understanding	
v. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice	
vi. apply theories and concepts to a range of real-world educational contexts.	
Reflection	
7.6 On graduating with an honours degree in education studies, students should be able to demonstrate:	
i. the ability to reflect on their own and others' value systems	
ii. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject	
iii. an understanding of the significance and limitations of theory and research.	
Transferable skills	
Communication and presentation	
7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.	
Technology	
7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.	
Application of numerical skills	
7.9 On graduating with an honours degree in education studies, students should be able to:	

i. collect and apply numerical data, as appropriate	
ii. present data in a variety of formats, including graphical and tabular	
iii. analyse and interpret both qualitative and quantitative data.	
Working with others	
7.10 On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.	
Improving own learning and performance	
7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.	
Analytical and problem-solving skills	
7.12 On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.	

Appendix 4 Mapping to the Level 5 Apprenticeship Standards

Certificate in Education	Professional Graduate Certificate in Education	Trailblazer Standards Level 5
Knowledge and Understanding Outcomes		
Investigate pedagogical issues and principles in own specialist area	Analyse pedagogical issues and principles in own specialist area.	K5, K7, K11, K12, K13, K15
Discuss principles underlying the planning and implementation of teaching, learning and assessment	Analyse principles underlying the planning and implementation of teaching and learning and assessment	K1, K4, K7, K11, K12, K13, K16
Consider issues of equality and diversity, inclusion and social justice in lifelong learning	Analyse issues of equality and diversity, inclusion and social justice in lifelong learning	K3, K5, K6, K7, K10, K11, K15, K16
Consider pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning	Analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning	K5, K6, K8, K9, S9
Investigate policy context and its impact on practice, curriculum design, delivery and evaluation.	Analyse policy context and its impact on practice, curriculum design, delivery and evaluation	K2, K10, K17
Discuss the nature of professionalism in education.	Analyse the nature of professionalism in education.	PBa, K15
Intellectual/Cognitive Outcomes		
Integrate and learn from theory and practice by reviewing appropriate literature and relating it to professional practice and development.	Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.	K4, K5
Interrogate the concept of reflective practice and its contribution to teacher learning and development	Analyse the concept of reflective practice and its contribution to teacher learning and development	
Use concepts of reflective practice and reflexivity to reflect on own learning and development	Use concepts of reflective practice and reflexivity to critically reflect on own learning and development	
Accurately assess own professional development and identify realistic and demanding targets for their own professional development.	Analyse a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for their own professional development.	K3, K19
Consider research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes.	Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes	K2, K3, K14, K18, S21
Discuss important issues in the field of lifelong learning	Critically analyse important issues in the field of lifelong	K3, K10

and the social, political and cultural landscape more widely	learning and the social, political and cultural landscape more widely	
Professional and Practical Outcomes		
Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	PBc, PBg, S3, S4, S15, S17
Design, plan, teach, assess and evaluate appropriate learning programmes making appropriate use of English, maths and digital technologies.	Design, plan, teach, assess and evaluate appropriate learning programmes making appropriate use of English, maths and digital technologies.	S1, S2, S5, S7, S8, S11, S12, S13, S14
Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.	Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance	PBd, K20, S4, S11, S12, S13, S14
Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	K21, S19
Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	S3, S15, S19
Key/Transferable Outcomes		
Demonstrate an inclusive approach which values equality and diversity in all written work, work based experience and day to day involvement in the course.	Demonstrate an inclusive approach which values equality and diversity in all written work, work based experience and day to day involvement in the course.	PBb, S4, S5, S8, S12, S15
Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	PBf, S6, S9
Communicate effectively using a range of media	Communicate effectively using a range of media	PBe
Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.	Demonstrate appropriate skills in analysing information and numerical data gathered from a variety of sources.	K20, S6, S18, S19
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.	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	PBg, S18, S21

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Work effectively with other people.	Work effectively with other people.	PBe, S16
Demonstrate problem solving skills	Demonstrate problem solving skills	PBe, S16, S11
Investigate employment opportunities	Investigate employment opportunities	

Appendix 5 Mapping to ETF Professional Standards

Professional Graduate Certificate in Education	Post Graduate Diploma in Education	ETF Professional Standards
Knowledge and Understanding Outcomes		
Analyse pedagogical issues and principles in own specialist area.	Critically analyse pedagogical issues and principles in own specialist area.	1, 2, 3, 4, 7 9, 11, 12
Analyse principles underlying the planning and implementation of teaching and learning and assessment	Critically analyse principles underlying the planning and implementation of teaching, learning and assessment.	1, 2, 4, 9 11, 12, 18
Analyse issues of equality and diversity, inclusion and social justice in lifelong learning	Critically analyse issues of equality and diversity, inclusion and social justice in lifelong learning	1, 2, 5, 11
Analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning	Critically analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning	1, 2, 15, 16
Analyse policy context and its impact on practice, curriculum design, delivery and evaluation	Critically analyse policy context and its impact on practice, curriculum design and delivery and evaluation	2, 12
Analyse the nature of professionalism in education.	Critically analyse the nature of professionalism in education.	2, 12
	Critically analyse the nature of educational research and its methodological issues.	8, 9
Intellectual/Cognitive Outcomes		
Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.	Integrate and learn from theory and practice by critically reviewing and evaluating a range of appropriate literature to justify professional practice and development.	1,2, 4, 9
Analyse the concept of reflective practice and its contribution to teacher learning and development	Critically evaluate the concept of reflective practice and its contribution to teacher learning and development	2, 9, 12
Use concepts of reflective practice and reflexivity to critically reflect on own learning and development	Use concepts of reflective practice and reflexivity to critically reflect on own learning and development	1, 2, 9, 12
Analyse a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for their own professional development.	Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for their own professional development.	8, 9, 12
Analyse research findings and professional debates to	Synthesise research findings and professional debates to	1, 8, 9, 12

design, plan, implement and evaluate appropriate learning programmes	design, plan, implement and evaluate appropriate learning programmes.	
Critically analyse important issues both in the field of lifelong learning and the social, political and cultural landscape more widely	Critically analyse important issues both in the field of lifelong learning and the social, political and cultural landscape more widely	2, 5
Professional and Practical Outcomes		
Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	1 - 20
Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	1, 3, 4, 13, 15, 16, 18
Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance	Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance	1, 6, 11, 13, 14, 17, 18
Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	3, 4, 7, 8, 19
Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	13, 14
Key/Transferable Outcomes		
Demonstrate an inclusive approach which values equality and diversity in all written work, work based experience and day to day involvement in the course.	Demonstrate an inclusive approach which values equality and diversity in all written work, work based experience and day to day involvement in the course.	5, 12, 13
Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	6, 12, 13, 15, 16
Communicate effectively using a range of media	Communicate effectively using a range of media	6
Demonstrate appropriate skills in analysing information and numerical data gathered from a variety of sources.	Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.	8, 20
Draw on a range of sources including observation feedback, observing others	Draw on a range of sources including observation feedback, observing others	8, 10, 19, 20

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teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets	teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets	
Work effectively with other people.	Work effectively with other people.	6, 10, 20
Demonstrate problem solving skills	Demonstrate problem solving skills	10, 20
Investigate employment opportunities	Investigate employment opportunities	19

Appendix 6 Mapping to HEA UKPSF (2011)

Professional Graduate Certificate in Education	Post Graduate Diploma in Education	Dimension of the UKPSF (2011)
Knowledge and Understanding Outcomes		
Analyse pedagogical issues and principles in own specialist area.	Critically analyse pedagogical issues and principles in own specialist area.	K1, K2, V1, V4,
Analyse principles underlying the planning and implementation of teaching and learning and assessment	Critically analyse principles underlying the planning and implementation of teaching, learning and assessment.	K2, K3, K5, V3
Analyse issues of equality and diversity, inclusion and social justice in lifelong learning	Critically analyse issues of equality and diversity, inclusion and social justice in lifelong learning	K3, K5, K6, V1, V2, V3, V4
Analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning	Critically analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning	K3, K4, V3
Analyse policy context and its impact on practice, curriculum design, delivery and evaluation	Critically analyse policy context and its impact on practice, curriculum design and delivery and evaluation	K2, K3, K5, K6, V2, V3, V4
Analyse the nature of professionalism in education.	Critically analyse the nature of professionalism in education.	K1, K2, K3, K5, K6, V4
	Critically analyse the nature of educational research and its methodological issues.	K3, K5, V3
Intellectual/Cognitive Outcomes		
Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.	Integrate and learn from theory and practice by critically reviewing and evaluating a range of appropriate literature to justify professional practice and development.	A5, K5, V3
Analyse the concept of reflective practice and its contribution to teacher learning and development	Critically evaluate the concept of reflective practice and its contribution to teacher learning and development	A5, K5, V3, V4
Use concepts of reflective practice and reflexivity to critically reflect on own learning and development	Use concepts of reflective practice and reflexivity to critically reflect on own learning and development	A5, V3
Analyse a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for their own professional development.	Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for their own professional development.	A5, V3, V4
Analyse research findings	Synthesise research findings	A5, K5, V3, V4

and professional debates to design, plan, implement and evaluate appropriate learning programmes	and professional debates to design, plan, implement and evaluate appropriate learning programmes.	
Critically analyse important issues both in the field of lifelong learning the social, political and cultural landscape more widely	Critically analyse important issues both in the field of lifelong learning the social, political and cultural landscape more widely	A5, V4
Professional and Practical Outcomes		
Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	A2, A4, V1, V2
Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	A1, A2, A3, A4, K1, K2, K3, K4, K5
Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance	Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance	A1, A2, A3, A4, K1, K2, K3, K4, K5
Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	A5, K1, K2, V3
Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	A5, K6, V2, V4
Key/Transferable Outcomes		
Demonstrate an inclusive approach which values equality and diversity in all written work, work based experience and day to day involvement in the course.	Demonstrate an inclusive approach which values equality and diversity in all written work, work based experience and day to day involvement in the course.	V1, V2
Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	A2, A4, K3, K4, V1, V2
Communicate effectively using a range of media	Communicate effectively using a range of media	A1, A3, K4, V3
Demonstrate appropriate skills in analysing information and numerical data gathered from a variety of sources.	Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.	A4, A5, K2, V3
Draw on a range of sources including observation	Draw on a range of sources including observation	A5, K5, K6, V3, V4

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feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets	feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets	
Work effectively with other people.	Work effectively with other people.	A2, A3, A4, V1
Demonstrate problem solving skills	Demonstrate problem solving skills	A1, A4, A5, K3, K5, V3
Investigate employment opportunities	Investigate employment opportunities	A1, K1, V2, V4