**Postgraduate Diploma in Education Lifelong Learning (PGDipE)**

**2024/25 Assignment Handbook**

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# Introduction

Your course consists of 4 x 30 credit modules.

Depending on your entry qualifications, what you want to achieve and discussions with your tutor about what you might expect to achieve, the four modules can be undertaken and assessed at different levels, (Foundation, Intermediate, Higher and Masters levels), leading to differently named awards as follows:

* Certificate in Education Lifelong Learning (Cert Ed)
* Professional Graduate Certificate in Education Lifelong Learning (PGCE)
* Post Graduate Certificate in Education (PGCE)
* Post Graduate Diploma in Education (PGDipE)

**The level of each module is significant and you will need to make sure you submit your work in accordance with the appropriate level of outcomes for each module**

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| --- | --- |
| **Full Time/Pre-Service/1 year**  **Module Codes end in 0**  **Second letter denotes level** | **Part Time/In-service/2 year**  **Part time/Pre-service/2 year**  **Module Codes end in 5**  **Second letter denotes level** |
| * D**F**Q813**0** = Foundation * D**I**Q823**0**= Intermediate * D**H**Q913**0**= Higher * D**M**Q913**0**= Masters | * D**F**Q813**5** = Foundation * D**I**Q823**5**= Intermediate * D**H**Q913**5**= Higher * D**M**Q913**5**= Masters |

Course structure

The following table outlines the modules for each of the target qualifications:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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** | D**F**Q8130  D**F**Q8135 | D**F**Q8130  D**F**Q8135 | D**F**Q8130  D**F**Q8135 | D**M**Q8130  D**M**Q8135 |
| **Becoming a Subject Specialist Teacher** | D**I**Q8230  D**I**Q8235 | D**I**Q8230  D**I**Q8235 | D**I**Q8230  D**I**Q8235 | D**M**Q8230  D**M**Q8235 |
| **Being a Subject Specialist Teacher** | D**I**Q9130  D**I**Q9135 | D**H**Q9130  D**H**Q9135 | D**M**Q9130  D**M**Q9135 | D**M**Q9130  D**M**Q9135 |
| **Curriculum and Context**  or  **EDI and Social Justice: Curriculum and Context**  or  **English as an Additional Language: Curriculum and Context**  or  **SEND: Curriculum and Context** | D**I**Q1330 / D**I**Q1335  D**I**Q1030 / D**I**Q1035  D**I**Q1130 / D**I**Q1135  D**I**Q1230 / D**I**Q1235 | D**H**Q1330 / D**H**Q1335  D**H**Q1030 / D**H**Q1035  D**H**Q1130 / D**H**Q1135  D**H**Q1230 / D**H**Q1235 | D**M**Q1330 / D**M**Q1335  D**M**Q1030 / D**M**Q1035  D**M**Q1130 / D**M**Q1135  D**M**Q1230 / D**M**Q1235 | D**M**Q1330 / D**M**Q1335  D**M**Q1030 / D**M**Q1035  D**M**Q1130 / D**M**Q1135  D**M**Q1230 / D**M**Q1235 |

Module learning outcomes

Module 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.

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Grading of modules

The course as a whole is graded Pass or Fail

All modules are graded Pass or Fail

Professional standards and essential elements

In completing the module assignments and observations you will be able to show that you are addressing the Learning and Skills Teacher Occupational Standard along with a number of themes which are seen as essential elements within the professional repertoire and activity of a teacher or trainer:

* Behaviour Management
* Equality and Diversity and Social Justice
* Subject specialist pedagogy
* English and Maths
* Digital Literacies
* Professional Development

There is (intentionally) no separate module within the course dealing with these themes; instead, you are expected to develop appropriate skills, knowledge and understanding in relation to each of them during the course and to show that you have considered these through reflection.

For example, you might choose to be observed teaching a lesson which focuses on the development of one or more of the themes, explaining this in your Observation Planning Document and reflecting on the issue(s) in your reflection on the lesson.

Pebblepad (your e-portfolio)

During the course you will complete an online portfolio in Pebblepad which will include records and documents from your teaching practice along with your coursework and the feedback you receive on this. It will also incorporate your Personal Development Plan (PDP) in which you will track your learning, achievements and progress and action plan your development. Formal written assignments will need to be uploaded to Brightspace to be checked against Turnitin software (which checks your submission for plagiarism and the use of AI) as well as to the relevant sections of PebblePad.

**Please note: all assignments must be uploaded to Pebblepad with your tutor’s feedback, including those which are also submitted to Turnitin.**

Referencing

Use the University’s standard referencing system (APA 7th) to acknowledge the sources to which you have referred in your assignments (for example: books, official publications, organisational documents, journal articles, web pages, awarding body course specification documents).

The Course Handbook contains a section on academic referencing and your tutor will provide further advice if necessary.

Teaching

The course requires you to complete, and log in Pebblepad, at least 250 hours at your teaching practice placement (Pre-service) or place of work (In-service) of which at least 150 hours should be teaching. Assignment 1 (teaching portfolio) in Modules 2 and 3 is based around these teaching hours.

You should record the teaching hours for which you have had personal responsibility (e.g. in 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
* online teaching

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.)

The remaining 100 hours recorded should comprise additional activities undertaken to provide a wider experience of the role of the teacher in the Lifelong Learning sector. These 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 Module 2) and to visit and/or engage in different lifelong learning contexts.

**20 of your 250 hours must be completed in a different context to that in which you usually teach (referred to as your ‘second placement’**) These hours can include teaching and/or observation of other teachers and will ideally be completed in a different type of organisation according to what is appropriate in your subject area. For example, if you teach in a Further Education College, your second placement might be in a sixth form college or an adult /community education setting. These hours in a different setting will be recorded in Module 3 in Pebblepad.

Online teaching

You are encouraged to include online teaching during the course (up to 20 hours) where possible. This could take place at your placement or workplace or within your centre-based training (eg. as an online microlesson).

# Module 1 DMQ8130 and DMQ8135 Research Informed Teaching, Learning and Assessment

Synopsis

This module develops your critical understanding of how people learn in the lifelong learning sector, the role of the teacher and your professional expectations. It introduces the latest research on teaching, learning and assessment and develops your ability to apply and critically evaluate this evidence in designing inclusive lessons. You will develop the core skills that teachers need to promote learning for all learners, including neurodiverse students and learners with specific needs. You will learn about the role of emerging technologies in learning design. The role of assessment and coaching principles in enabling learning and achievement will also be examined.

Learning Strategy

Learning in the module is based on a range of strategies including taught classes, tutorials, student presentations, micro-teaching activity, small-group work and the use of digital technologies, including for pre-session activities and research.

**There are two assignments for this module:**

* Assignment 1 Teaching in context
* Assignment 2 Research-informed practice

You will need to show that you have addressed all of the following module outcomes. The assignment elements are designed to enable you to do this.

Module Learning Outcomes (MLOs)

**Knowledge and understanding**

1. Critically evaluate the current standards and statutory frameworks that guide the work of the lifelong learning practitioner.
2. Critically evaluate theories and models of learning relevant to the design of inclusive subject-specific teaching and learning activities.
3. Critically evaluate key principles underpinning the selection of strategies for assessment.
4. Critically discuss theories relevant to the motivation and behaviours of students.
5. Critically discuss the use of English, maths, sustainability and digital skills within subject-specific teaching and learning.

**Ability**

1. Synthesise appropriate theories, models and principles in the design, implementation and evaluation of appropriate subject-specific lesson plans, activities and resources.
2. Synthesise research and professional literature to critically evaluate the currency and appropriateness of own practice.
3. Synthesise theories of assessment to plan effective assessment of student needs and progress and use assessment to support learning.
4. Plan and teach a learning session.
5. Critically reflect on own learning within the module and progress against the relevant professional standards.

Assignment 1

This assignment is in three sections. You will need to use the following forms which will be provided separately:

• Microlesson Planning Document

• Observer Feedback form

• Reflection on Teaching Observation form

**Section 1 – Context and planning**

Plan and prepare a 90-minute session in your own subject area. As part of the planning process you must:

* Plan and explain your session using the microlesson planning document (approximately 1500 words). This must draw on relevant evidence and theory.
* Prepare and include teaching, learning and assessment resources to support your session.

(MLO1-8)

**Section** **2 – Micro-session teaching**

* Teach a 20-25 minute session to your peers from the 90 minute session prepared for Section 1 (above).
* In your portfolio evidence, include the peer and tutor feedback you have received

(MLO9)

**Section 3 – Reflection on teaching**

Reflect on the session you have taught considering what you have learnt from the process and your progress against the Learning and Skills Teacher Occupational Standard using the Reflection on teaching observations proforma (approximately 750 words). You should refer to the feedback you have received from your peers and tutor. Consider the following points:

* The impact your teaching had on learners and their learning
* The effectiveness of the teaching and learning strategies and resources that you used
* The effectiveness of the communication in the lesson
* The extent to which you met the needs of learners
* The ways in which you checked learning and the effectiveness of the feedback you gave to learners
* Other areas relevant to your session
* Reflect on your personal learning relating to your micro lesson and other key themes in this assignment, with reference to feedback you have received
* Identify your key strengths and areas for improvement at this point in your training in relation to your personal development and relevant Professional Standards.

(MLO2-5,7,10)

Assignment 2

This assignment is in two sections:

**Section 1**

Design a pedagogic intervention, activity or resource to improve student learning in your subject-specialist area (equivalent to 500 words).

For example:

A **teaching strategy** designed to provide additional challenge for learners in a specific area of your specialist subject. This might involve grouping learners differently, trying out new questioning strategies or an aspect of flipped learning.

An **activity** designed to motivate learners in an aspect of your subject that they may find challenging. This could take the form of a practical task or game.

A **resource** designed for an individual learner who may need help with an aspect of your subject. This might address issues arising from a specific learning difficulty, such as dyslexia.

Produce evidence of the intervention, activity or resource (equivalent to 500 words) which may consist of:

* A written outline of the intervention or activity
* A copy of the resource itself or photographic evidence, depending on the nature of the resource.

You are not expected to have carried out the intervention or to have trialled the activity or resource in practice.

**Section 2**

Write an account of the intervention, activity or resource, with references, in which you justify and evaluate it in relation to research-informed principles of learning, assessment and motivation (approximately 2500 words).

In your account you should:

* Discuss how the intervention, activity or resource fits into a specific programme of study or Scheme of Work (MLO6)
* Discuss how theories and models of learning have informed your designed intervention, activity or resource (MLO2,7)
* Explain how your intervention, activity or resource would allow you to assess learning (MLO3, 7)
* Identify the English, maths or digital skills involved in the proposed intervention, activity or resource (MLO5)
* Discuss how you believe this intervention, activity or resource will contribute to student learning and motivation in your subject-specialist area (MLO4)
* Reflect on your own learning as a result of this assignment and consider how it has helped you to progress against the Professional Standards (MLO10)

Masters Assessment Criteria

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Synthesise a depth and breadth relevant reading
* Demonstrate a critical and systematic understanding of key issues
* Critically analyse the application of theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed.

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| --- |
| Module 1 Pebblepad checklist- have the following been completed / uploaded? |
| Assignment 1 Microlesson:   * Microlesson Planning Document * Observer feedback form * Reflections on Teaching Observation form * Lesson resources |
| Assignment 2:   * Evidence of your pedagogic intervention, activity or resource * Written account of the intervention, activity or resource, with references |

# Module 2 DMQ8230 and DMQ8235 Becoming a Subject Specialist Teacher

Synopsis

This module involves practice-focused professional development. It introduces the core practices of ambitious subject teaching and develops your ability to apply current pedagogical thinking to practice. It explores the values that guide your pedagogical approach, knowledge of your subject specialism and your critical understanding of how you are learning to teach. You will explore the distinction between subject knowledge and subject pedagogy and critically examine inclusive approaches to specialist teaching, learning and assessment that are grounded in educational evidence. You will critically evaluate your teaching effectiveness and engage in personal and professional development planning against the appropriate professional standards. Subject-specific mentoring is an integral part of the teaching and learning strategy in this module. As well as developing your knowledge about teaching in general, your specialist mentor will support you to acquire experience in teaching your specialist subject, including the development of subject-specialist teaching and learning resources.

Learning Strategy

Experiential learning. Constructive feedback on observed teaching sessions from experienced practitioners approved by the University. Modelling by teacher educators and mentors. Learning how to observe subject-specialist delivery in practice and interpret how others teach/train. Professional discussions and opportunities to engage in collaborative planning and teaching with a subject-specialist mentor. Peer-to-peer support. Taught classes, tutorials, small-group work. Self-managed learning sets. Presentations by trainees. Personal development planning against the appropriate professional standards. Engagement with other trainees from the same and/or related specialist areas.

**There are two assignments for this module:**

* Assignment 1 Becoming a Subject Specialist Teacher (Teaching Portfolio 1)
* Assignment 2 Personal Skills Development

You will need to show that you have addressed all of the following module outcomes. The assignment elements are designed to enable you to do this.

Module Learning Outcomes (MLOs)

**Knowledge and understanding**

1. Critically evaluate theories and principles relevant to teaching and learning in own specialist area.
2. Critically analyse values and principles of equality and diversity.
3. Critically analyse methodological issues in educational research.
4. Critically evaluate research findings relevant to lifelong learning.

**Ability**

1. Undertake guided practice in planning and enabling inclusive learning and assessment
2. Synthesise appropriate models of reflection and reflective practice to evaluate and develop own teaching and assessment skills in the specialist area.
3. Critically evaluate teaching and learning in the specialist context through collaborative pedagogical reflection.
4. Synthesise research findings on teaching, learning and assessment including those relating to English, maths digital technology and sustainability skills
5. Support students in the application of English, maths, digital and sustainability skills in the specialist area.
6. Develop own independent ability to evaluate and use academic and professional literature in the field of lifelong learning.
7. Critically reflect on the process of learning to teach and devise an action plan for further professional development in the context of the appropriate professional standards.

Assignment 1: Teaching Portfolio 1

Your teaching portfolio is completed in Pebblepad and must include the following:

**Initial assessment**

Complete the Initial Assessment section of Pebblepad at the start of the course, giving details of your current knowledge, abilities and experience. Identify any priorities for improvement you have at this stage.

**Mentor meetings** **and tutorials**

You should set down the outcomes of regular meetings with your mentor and course tutor, including action points. An important feature of the mentor meetings in particular 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 Learning and Skills Teacher Occupational Standard 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.

**Teaching Log**

In Module 2 you need to record at least 125 hours on placement or in your workplace, of which at least 75 must be teaching hours and 50 must be additional activities undertaken to provide a wider experience of the role of the teacher in the Lifelong Learning sector. Some online teaching should be included where possible.

**See the introduction to this handbook for an explanation of what your teaching hours can include.**

**Observations of Teaching**

Module 2 must include at least five successful observations of your teaching by approved observers and personal tutors in this module. At least one of these must be by a specialist in your subject.

For full time Pre-service trainees:

* 2 from centre based/University of Huddersfield approved tutor
* 1 from subject specialist mentor
* 2 from an appropriate and suitably qualified and experienced person in the location of teaching experience (usually someone with experience of teacher education/ staff development/observation of teachers)

For In-service and part time Pre-service trainees:

* 4 from centre based/University of Huddersfield approved tutor
* 1 from subject specialist mentor

Note – one of the non-specialist observations can be replaced by an additional observation from the specialist mentor.

For each observed session, you must upload to Pebblepad:

* The Observation Planning Document. This should provide a rationale for your planning and along with an outline of the lesson with reference to relevant academic and professional literature
* The Observer Feedback form
* The completed Reflection on Teaching Observation form. 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. Each lesson reflection should be approximately 750 words long (or equivalent) and make use of a model of reflective practice. Reflections completed as part of this module can be submitted in written, audio, video or graphic form and should make reference to relevant academic and professional literature, theories of teacher learning and the Learning and Skills Teacher Occupational Standard.
* Relevant lesson documentation such as: anonymised learner profiles, individual or personalised planning, resources, monitoring and assessment processes, schemes of work, records of learner progress and assessment

**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 for your action planning and professional development.

#### **Reflection on an observation of an experienced teacher (1000 words)**

Arrange to observe an experienced teacher’s lesson. This could be in your own placement / workplace or at another institution. Use an appropriate observation template then reflect on the teaching you observed. What do you feel were the strengths of the lesson? Did anything surprise you? What can you take away from this for your own teaching? How has the observation contributed to your learning as a teacher? Reflect on your learning from this experience using a recognised reflective model. (MLO4)

**Evaluation of a scheme of learning (1500 words)**

An evaluation of a scheme of learning that provides a rationale for the selection and sequencing of subject content and the teaching, learning and assessment processes. The scheme can be commercially produced or locally developed.

In your evaluation you should:

* Appraise the main factors to take into consideration when constructing a scheme of learning.
* Evaluate the constituent parts of a scheme of learning, including the resources, assessment opportunities and sequence of topics.
* Link the organisation of a scheme of learning to the development of subject and/or vocational expertise, including the balance between theory and practical experience.
* Discuss the teaching methods and learning activities used within the scheme.
* Explore the methods of assessment used within the scheme and the ways in which assessment is used to determine student progress.
* Address the use of adaptive teaching in the scheme and whether the scheme ensures that all learners have an opportunity to acquire the intended knowledge, skills and behaviours.
* Evaluate the integration of English, maths, digital technology and sustainability into the scheme.
* Determine the usefulness of the scheme in providing sufficient guidance to colleagues and as an aid to lesson planning, identifying any challenges to the application of the scheme in practice.

**Review and Targets 1**

Complete Review and Targets 1 in Pebblepad towards the end of Module 2 by:

* Self-assessing your progress towards the Learning and Skills Teacher Occupational Standard using the document provided by your tutor
* highlighting areas for further development in English, maths, sustainability, digital literacy and the Occupational Standard and producing an action plan.

Your tutor will conduct a ‘mini’ viva with you to discuss your development on the course and to agree your action plan for Module 3.

(MLO1-8)

Assignment 2 Annotated bibliography

This assignment will critically examine a range of key philosophical positions in the field of education studies. You will create an alphabetical list of **ten** citations to an assortment of academically respected sources (e.g. journal articles, books, reports, policies, or empirical research) available in the discipline. Each citation will be followed by a critically evaluative paragraph, the annotation. Each annotation will amount to approximately **300 words**.

Your research sources must engage with some of the ethical questions and issues at the forefront of contemporary education policy and practice. They must also draw on interdisciplinary and intercultural theories related to the study of education.

There are various kinds of annotated bibliographies. This assignment requires a **combination** of summary and critical evaluation. In addition to providing a concise overview of the main arguments, evidence presented and conclusions of your research sources, you are required to analyse the content; comment on the strengths and weaknesses of the arguments, evidence and conclusions; and explain the insights that each source provides into your current or future educational practice.

**The elements each annotation should include:**

**Descriptive**

* **Element 1:** An annotated bibliography starts with the bibliographic details of a source (the citation). This is set out in the same style as a reference list item. Organise your citations alphabetically as in conventional bibliographies and not by date of publication.
* **Element 2:** A short statement that explains the main focus or purpose of the work and indicates the background of the author.
* **Element 3:** A short summary of the theory, research findings or argument (e.g. intended audience, subjects covered, major arguments supported, research methods, conclusions reached, special features).

**Evaluative**

* **Element 4:** Evaluate the source in terms of its relevance, authority and currency in the field. Consider the usefulness and/or limitations of the text for your research into the field of education studies (e.g. reliability of the text, credibility of the author, poor features, left-out content, weaknesses in argument).
* **Element 5:** A critically evaluative comment on the work that identifies any particularly useful material in the source that will inform your current or future professional practice (e.g. critical comment, critical reflection that describes the usefulness or relevance of the information for your practice).

**Please note that you must demonstrate achievement of the learning outcomes and the task brief when completing the above assignments; therefore, it is recommended that you read the assignment brief in conjunction with the learning outcomes to avoid any omissions.**

**Assignment guidelines**

* Your annotated bibliography must have two main parts: the citation of your book, article, webpage, video, or document and your annotation.
* Each reference citation must be followed by a summative and critically evaluative paragraph, which is called an annotation.
* Your annotated bibliography summary should amount to no more than **300 words** per annotation. The citation is not included in the word count.
* As with a standard reference list or bibliography, an annotated bibliography is arranged **alphabetically** according to the author’s last name.
* Sources must be cited according to **APA7th guidelines**.
* The annotated bibliography should exemplify the scope of sources available – such as journal articles, books, reports, policies or web page – and demonstrate the quality and depth of reading that you have done.
* Be judicious in your selection of sources and ensure that each source relates to the assignment requirements. Consider whether the sources are valuable or often referred to in other texts.
* In both the descriptive and evaluative sections of your annotations, you should use **objective and factual language**.
* **Reporting verbs** like “they issued” or “he concludes” can be useful for the summary of content and argument.
* Use the **third-person** and **present simple tense** throughout – e.g. “the report identifies”; “this article examines”.
* You can use **evaluative adjectives** to assess the usefulness and reliability of the sources – e.g. “this article makes a *significant* contribution”.
* Use the required amount of scholarly sources specified in the assignment brief.
* Treat each source **independently**. You are not required to comment on patterns of similarity and dissimilarity between sources.
* Background materials and references to previous work by the same author usually are not included. As you are addressing one text at a time, there is no need to cross reference or use in-text citations to support your annotation.

(MLO1, MLO3, MLO4, MLO8, MLO10)

Masters Assessment Criteria

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Synthesise a depth and breadth relevant reading
* Demonstrate a critical and systematic understanding of key issues
* Critically analyse the application of theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed.

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| --- |
| Module 2 Pebblepad Checklist  Have the following been completed / uploaded? |
| Initial assessment |
| Record of mentor meetings and tutorials |
| Teaching log and log of additional activities |
| For each observation (1-5):     * Observation planning document * Observer feedback * Reflections on teaching observation * Teaching resources and other lesson documents |
| Teaching report form |
| Reflection on observation of an experienced teacher |
| Scheme of Learning and evaluation |
| Review and Targets 1 |
| Annotated bibliography |

# Module 3 DMQ9130 and DMQ9135 Being a Subject Specialist Teacher

Synopsis

This module involves further practice-focused professional development. It builds on previous generic and subject specialist development in two ways. Firstly, it contributes to the development of more advanced, inquiry-based strategies and methods for promoting subject-specialist learning; secondly, it promotes the critical analysis of subject specialist pedagogy. The module achieves these purposes by enhancing your ability to reflect critically on the challenges implicit in teaching your subject and by developing your ability to respond to these concerns in sophisticated, innovative and creative ways.

Learning Strategy

Experiential learning. Constructive feedback on observed teaching sessions from experienced practitioners approved by the University. Critical dialogue around the subject and its pedagogies with teacher educators and mentors. Peer-to-peer support. Taught classes, tutorials, small-group work. Self-managed learning sets. Presentations by trainees. A key element of the learning strategy is attendance at a Subject Specialist Conference, during which trainees take part in specialist group activities led by tutors with appropriate expertise.

**There are two assignments for this module:**

* Assignment 1 Being a Subject Specialist Teacher (Teaching Portfolio 2)
* Assignment 2 Subject Specialist Paper and Presentation

You will need to show that you have addressed all of the following module outcomes. The assignment elements are designed to enable you to do this.

|  |  |
| --- | --- |
| Module Learning Outcomes (MLOs)  **Knowledge and understanding** | |
|  | |
| 1. | Synthesise key pedagogical principles and critically review their implications for teaching and learning in the specialist area*.* |
| 2. | Critically analyse the theoretical concepts of innovation and creativity in teaching and learning and their application to a particular specialist area. |
| 3. | Critically analyse ways in which learning can be supported or enhanced through the application of digital and other new technologies. |
| 4. | Critically analyse ways in which English, maths, sustainability and digital technologies may be integrated into the specialist area. |
| 5. | Review and agree with tutor level of achievement on the course and an action plan for further professional development. |
| **Ability** |  |
| 6. | Achieve appropriate standards of professional practice, |
| 7. | Demonstrate respect for diversity and the ability to establish an inclusive learning environment. |
| 8. | Collaborate with other specialists to develop own professional practice. |
| 9. | Apply appropriate teaching strategies and methods within the specialist area. |
| 10. | Critically reflect on, evaluate and develop innovative and creative approaches to teaching and learning within the specialist area. |
| 11. | Attendance at a Subject Specialist Conference at which a specialist paper is presented. |

Assignment 1: Teaching Portfolio 2

Your teaching portfolio is completed in Pebblepad and must include the following:

**Mentor meetings** **and tutorials**

You should set down the outcomes of regular meetings with your mentor and course tutor, including action points. An important feature of the mentor meetings in particular 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 Learning and Skills Teacher Occupational Standard 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.

**Teaching Log**

In Module 3 you need to record at least 125 hours on placement or in your workplace, of which at least 75 need to be teaching hours. The remaining 50 hours must comprise additional activities undertaken to provide a wider experience of the role of the teacher in the Lifelong Learning sector. Some online teaching should be included where possible.

Your logged hours for Module 3 should include 20 from your second placement. These can include observation and team teaching and can be completed across the academic year or as a block.

**See the introduction to this handbook for an explanation of what your teaching hours can include.**

**Observations of Teaching**

Module 3 must include at least five successful observations of your teaching by approved observers and personal tutors in this module. At least one of these must be by a specialist in your subject.

For full time Pre-service trainees:

* 2 from centre based/University of Huddersfield approved tutor
* 1 from subject specialist
* 2 from an appropriate and suitably qualified and experienced person in the location of teaching experience (usually someone with experience of teacher education/ staff development/observation of teachers)

For In-service and part time Pre-service trainees:

* 4 from centre based/University of Huddersfield approved tutor
* 1 from subject specialist

Note – one of the non-specialist observations can be replaced by an additional observation from the specialist mentor.

For each observed session, you must upload to Pebblepad:

* The Observation Planning Document. This should provide a rationale for your planning and along with an outline of the lesson with reference to relevant academic and professional literature
* The Observer Feedback form
* The completed Reflection on Teaching Observation form. 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. Each lesson reflection should be approximately 750 words long (or equivalent) and make use of a model of reflective practice. Reflections completed as part of this module can be submitted in written, audio, video or graphic form and should make reference to relevant academic and professional literature, theories of teacher learning and the Learning and Skills Teacher Occupational Standard.
* Relevant lesson documentation such as: anonymised learner profiles, individual or personalised planning, resources, monitoring and assessment processes, schemes of work, records of learner progress and assessment

**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 for your action planning and professional development.

#### **Reflection on how innovative and creative teaching approaches to teaching can overcome individual barriers to learning in your subject specialist area. (1000 words)**

You should reflect on how you have used innovative and/or creative approaches in the teaching of your subject and how these have promoted student learning. Draw on specific examples from your practice and support your reflection with references to literature and theory on creativity and innovation, along with a recognised reflective model.

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**Review and Targets 2 and viva**

Complete Review and Targets 2 in Pebblepad towards the end of the course by:

* Self-assessing your progress towards the Learning and Skills Teacher Occupational Standard using the document provided by your tutor
* highlighting areas for further development in English, maths, sustainability, digital literacy and the Occupational Standard and producing an action plan.

Your tutor will conduct a viva with you to discuss your development on the course and to agree your action plan for the next stage of your teaching career.

(MLO 1-10)

Assignment 2 Subject Specialist Paper and Presentation

You will need to explore current literature and identify a relevant topic in your subject specialist area in order to be able to discuss key pedagogical principles and factors affecting teaching and learning within your specialist area.

You might consider:

* Approaches to teaching something specific in your specialism eg. the issues and/or challenges around the teaching of a specific topic
* Approaches to integrating and embedding eg. the issues and/or challenges of integrating English and Maths, digital technologies, sustainability, wellbeing, practical work experience etc. in the teaching of your subject
* The challenges of engaging students with something within your subject eg. writing, personal study, professional values
* The impact some type of change has on teaching and learning
* Exploring the use of technology within your specialist area to enhance specific learning
* Imaginative approaches to teaching and learning in specific topics
* The importance to subject learning of, for example, visits, residentials etc. and how these are used to enhance learning

#### **Section 1: Proposal and planning**

* Produce an outline proposal to explain why you have chosen your topic and identify learning outcomes which you intend to achieve.
* Outline what you intend to do to research and develop the topic you have identified e.g. any relevant academic or professional literature you might draw upon, training or professional development you might attend, observations and or professional discussions with experienced teachers.
* Propose an appropriate timetable for managing the work

#### **Section 2: Specialist Paper (2500 words)**

Write and present a paper which discusses issues in teaching and learning in your subject specialist area (approximately 2,000 words).

#### **Section 3: Presentation of your Specialist Paper to peers**

Drawing on the work you have undertaken, present your paper to peers in your subject area. The paper should be appropriately researched, delivered and referenced.

Use the University’s standard referencing system to list the sources you have referred to in this assignment (for example: books, official publications, organisational documents, journal articles, web pages, awarding body course specification documents).

*Preparatory activities, presentation and written paper in total are equivalent to 3,000 words.*

(MLO 1,3,4,6,8,10,11)

Masters Assessment Criteria

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Synthesise a depth and breadth relevant reading
* Demonstrate a critical and systematic understanding of key issues
* Critically analyse the application of theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed.

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| Module 3 Pebblepad checklist  Have the following been completed / uploaded? |
| Initial assessment |
| Record and mentor meetings and tutorials |
| Teaching log, log of additional activities, 2nd placement log |
| For each observation (6 – 10):   * Observation planning document * Observer feedback * Reflections on teaching observation * Teaching resources and other lesson documents |
| Teaching report form |
| Reflection on creativity and innovation |
| Review and Targets 2 and viva |
| Specialist Conference:  Original submissions plus versions downloaded from Turnitin with feedback:   * Proposal * Draft paper * Final paper   Presentation:   * Poster * Peer feedback on the presentation   Confirmation of conference attendance |

# Module 4

Depending on availability in your centre you will study one of the following options:

DMQ1330 / DMQ1335 Curriculum and Context

DMQ1030 / DMQ1035 EDI and Social Justice: Curriculum and Context

DMQ1130 / DMQ1135 English as an Additional Language: Curriculum and Context

DMQ1230 / DMQ1235 SEND: Curriculum and Context

# Module 4 DMQ1330 / DMQ1335 Curriculum and Context

Synopsis

This module will develop your critical understanding of policy and issues relating to curriculum development in lifelong learning. You will investigate the impact of policy on curriculum development and draw on appropriate evidence to interrogate curriculum practice and discuss possible improvements. The module will cover the internal and external factors that drive curriculum change and consider key contemporary issues in lifelong learning that impact upon curriculum development and design. It aims to engage trainees in critical reflection on the policy and practice of education and training for lifelong learners. The module promotes an analytical and reflexive understanding of the factors that inform curriculum development and delivery in lifelong learning provision.

Learning Strategy

Lectures and seminars on key topics; work-based learning; critical engagement with mentors and other learners through group work, work-based support groups or electronic communications. Use of the University VLE. Elements of independent study, supported by blended learning.

**There are two assignments and you will need to complete both of them.**

You will need to show that you have addressed all of the following module outcomes. The assignments are designed to enable you to do this.

Learning Outcomes (MLOs)

**Knowledge and Understanding**

1. Critically analyse the ways in which curriculum design can promote opportunities for students from diverse backgrounds.

2. Identify improvements to a curriculum integrating the core skills of English, maths, sustainability and digital technologies.

3. Demonstrate a critical understanding of the political, economic and sociocultural factors that guide the design of lifelong learning curricula.

4. Critically examine the impact of curriculum policy on professional values, identity and practice.

5. Synthesise research in the field of curriculum design and development.

6. Critically reflect upon the development of own values and professional expertise in relation to curriculum development.

**Ability**

7. Critically analyse the professional values and beliefs shaping lifelong learning.

8. Identify links between research-informed practice and curriculum development.

9. Engage critically with academic literature on curriculum, professionalism and subject specialism

10. Critically appraise the development of own values and professional standards in relation to current practice.

Assignment 1 **(1500 words equivalent)**

A 15-minute presentation in which trainees will locate their specialist curriculum in the present policy context. This will critically evaluate how educational policy in the specialist area relates to the values and beliefs that underpin the trainee's professional practice.

The presentation should have a digital format which may include (but is not limited to):

* A Prezi presentation
* A digital poster
* An interactive PowerPoint presentation
* A virtual presentation delivered online

(MLO4, MLO6, MLO7, MLO10)

Assignment 2 **(4500 words)**

A written assignment that critically evaluates the relevance and effectiveness of a curriculum in the specialist area and suggests improvements to its design. It will show a critical understanding of the planning and decision-making process that underpins the organisation of the curriculum and identify the characteristics that are integral to its successful implementation. The assignment may involve either empirical or conceptual enquiry and must demonstrate significant engagement with relevant research literature.

In your assignment you should:

Position the curriculum within its situational context (e.g. political, economic and sociocultural).

Demonstrate a critical understanding of the principles of curriculum design, with a particular focus on the sequencing of subject specialist curricular knowledge.

Evaluate how the curriculum promotes opportunities for students from diverse backgrounds, including a focus on adaptive strategies and practices.

Apply curriculum theory and research to your evaluation, establishing links to research-informed practice.

Reference, where appropriate and applicable, specialist curriculum documents (e.g. exam board specifications).

Consider the integration of core skills relating to English, maths, sustainability and digital technologies in the curriculum.

Masters Assessment Criteria

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Synthesise a depth and breadth relevant reading
* Demonstrate a critical and systematic understanding of key issues
* Critically analyse the application of theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed.

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| Module 4 Pebblepad checklist  Have the following been completed / uploaded? |
| Assignment 1 Presentation:   * PowerPoint slides, poster etc. * Tutor and peer feedback |
| Assignment 2:   * Drafts of assignment (if submitted) with tutor feedback * Final submission plus version with tutor feedback from Turnitin. |

# Module 4 DMQ1030 / DMQ1035 EDI and Social Justice: Curriculum and Context

Synopsis

This module explores the ways in which lifelong learning can address inequity and disadvantage. It introduces some key conceptual frameworks for understanding equality, diversity and inclusion (EDI) and social justice within a lifelong learning context. You will critique the socio-political ideologies that impact upon curriculum design and implementation in the lifelong learning sector. You will critically analyse the sectorial expectations around inclusion, equality and participation that guide the work of the lifelong learning practitioner and the ways in which lifelong learning can extend opportunities for students from a range of backgrounds. You will assess some of the key philosophical positions in the field of inclusive education and appraise your own values in relation to inclusive and socially just practice.

Learning Strategy

Lectures and discussion seminars on key topics; work-based learning; critical engagement with mentors and other learners through group work, work-based support groups or online discussion groups. Use of the University VLE. Self-regulated learning and research, supported by blended learning. Resources and teaching strategies reflect and value the diversity of learners’ experiences.

**There are two assignments and you will need to complete both of them.**

You will need to show that you have addressed all of the following module outcomes. The assignments are designed to enable you to do this.

Module Learning Outcomes (MLOs)

**Knowledge and Understanding**

1. Investigate the role of the inclusive curriculum in extending opportunities for students from a range of social, cultural, ethnic and linguistic backgrounds.

2. Interrogate EDI practices that have the potential to improve student achievement in own context.

3. Critically evaluate the impact of policy approaches to inclusive lifelong education on curriculum design.

4. Critically assess the development of own values and professional practice in relation to inclusive education.

5. Engage critically in curriculum development that is informed by evidence-based theories and practices in the field of inclusive education.

6. Critically reflect upon the development of own values and beliefs in relation to EDI and the curriculum.

**Ability**

7. Critically discuss the professional values and beliefs shaping lifelong learning.

8. Identify links between research-informed practice and curriculum development.

9. Synthesise academic literature on curriculum, professionalism and subject specialism.

10. Critically appraise the development of own values and professional standards in relation to current practice.

Assignment 1 **(1500 words equivalent)**

A 15-minute presentation in which trainees will locate their specialist curriculum in the present policy context. This will critically explore how educational policy in the specialist area relates to the values and beliefs that underpin the trainee's professional practice, with a particular focus on EDI and social justice issues.

The presentation should have a digital format which may include (but is not limited to):

* A Prezi presentation
* A digital poster
* An interactive PowerPoint presentation
* A virtual presentation delivered online

(MLO4, MLO6, MLO7, MLO10)

Assignment 2 **(4500 words)**

A written assignment that critically evaluates the relevance and effectiveness of a curriculum in the specialist area with a particular focus on the challenges posed by inclusion in everyday educational practice. The assignment should evaluate current strategies for inclusion and place the curriculum within its social and educational context. The assignment may involve either empirical or conceptual enquiry and must demonstrate significant engagement with relevant research literature.

In your assignment you should:

Position the curriculum within its situational context (e.g. political, economic and sociocultural).

Demonstrate a critical understanding of the principles of curriculum design, with a particular focus on the sequencing of subject specialist curricular knowledge.

 Evaluate how the curriculum promotes opportunities for students from diverse backgrounds, including a focus on adaptive strategies and practices.

Apply curriculum theory and research to your evaluation, establishing links to research-informed practice.

Reference, where appropriate and applicable, specialist curriculum documents (e.g. exam board specifications).

Consider the integration of core skills relating to English, maths, sustainability and digital technologies in the curriculum.

Masters Assessment Criteria

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Synthesise a depth and breadth relevant reading
* Demonstrate a critical and systematic understanding of key issues
* Critically analyse the application of theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed.

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| --- |
| Module 4 Pebblepad checklist  Have the following been completed / uploaded? |
| Assignment 1 Presentation:   * PowerPoint slides, poster etc. * Tutor and peer feedback |
| Assignment 2:   * Drafts of assignment (if submitted) with tutor feedback * Final submission plus version with tutor feedback from Turnitin. |

# Module 4 DMQ1130 / DMQ1135 English as an Additional Language: Curriculum and Context

Synopsis

This module will develop your critical understanding of EAL provision in the lifelong learning sector. You will critically analyse the policy and practice of education and training for EAL learners and the impact on curriculum practice. The module will investigate ways of working effectively with and supporting the achievement of learners with English as an additional language. You will engage critically with evidence-based research on the EAL curriculum to evaluate – and enact improvements to – professional practice.

Learning Strategy

Lectures and discussion seminars on key topics; work-based learning; critical engagement with mentors and other learners through group work, work-based support groups or online discussion groups. Use of the University VLE. Self-regulated learning and research, supported by blended learning. Resources and teaching strategies reflect and value the diversity of learners’ experiences and provide learners with a comprehensive understanding of learning communities beyond their immediate experience.

**There are two assignments and you will need to complete both of them.**

You will need to show that you have addressed all of the following module outcomes. The assignments are designed to enable you to do this.

Module Learning Outcomes (MLOs)

**Knowledge and Understanding**

1. Investigate the role that EAL provision in lifelong learning plays in enabling social mobility and advancing equality and diversity.

2. Interrogate EAL-specific practices that have the potential to improve student achievement in own context.

3.Critcally evaluate the impact of policy approaches to EAL teaching on curriculum design.

4. Critically assess the development of own values and professional practice in relation to EAL education.

5. Engage critically in curriculum development that is informed by evidence-based theories and practices in the field of EAL.

6.Critically reflect upon the development of own values and professional expertise in relation to EAL curriculum practice.

**Ability**

7. Critically discuss the professional values and beliefs shaping lifelong learning.

8. Identify links between research-informed practice and curriculum development.

9. Engage critically with academic literature on curriculum, professionalism and subject specialism

10.Critically appraise the development of own values and professional standards in relation to current practice.

Assignment 1 **(1500 words equivalent)**

A 15-minute presentation in which trainees will locate the EAL curriculum in the present policy context. This will critically explore how educational policy in the specialist area relates to the values and beliefs that underpin the trainee's professional practice.

The presentation should have a digital format which may include (but is not limited to):

* A Prezi presentation
* A digital poster
* An interactive PowerPoint presentation
* A virtual presentation delivered online

(MLO4, MLO6, MLO7, MLO10)

Assignment 2 **(4500 words)**

A written assignment that critically evaluates the relevance and effectiveness of a curriculum in the specialist area of EAL provision and suggests improvements to its design. It will show an understanding of the planning and decision-making process that underpins the organisation of the curriculum and identify the characteristics that are integral to its successful implementation. The assignment may involve either empirical or conceptual enquiry and must demonstrate significant engagement with relevant research literature.

(MLO1, MLO2, MLO3, MLO5, MLO8, MLO9)

In your assignment you should:

Position the curriculum within its situational context (e.g. political, economic and sociocultural).

Demonstrate a critical understanding of the principles of curriculum design, with a particular focus on the sequencing of subject specialist curricular knowledge.

Evaluate how the curriculum promotes opportunities for students from diverse backgrounds, including a focus on adaptive strategies and practices.

Apply curriculum theory and research to your evaluation, establishing links to research-informed practice.

Reference, where appropriate and applicable, specialist curriculum documents (e.g. exam board specifications).

 Consider the integration of core skills relating to English, maths, sustainability and digital technologies in the curriculum.

Masters Assessment Criteria

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Synthesise a depth and breadth relevant reading
* Demonstrate a critical and systematic understanding of key issues
* Critically analyse the application of theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed.

|  |
| --- |
| Module 4 Pebblepad checklist  Have the following been completed / uploaded? |
| Assignment 1 Presentation:   * PowerPoint slides, poster etc. * Tutor and peer feedback |
| Assignment 2:   * Drafts of assignment (if submitted) with tutor feedback * Final submission plus version with tutor feedback from Turnitin. |

# Module 4 DMQ1230 / DMQ1235 SEND: Curriculum and Context

Synopsis

This module will develop your understanding of special educational provision in the lifelong learning sector and disability equality in the lifelong learning curriculum. You will critically analyse ways of working effectively with and supporting the achievement of learners with SEN/D in mainstream and specialist contexts within lifelong learning. You will examine education reform and UK policy on post-16 SEN/D provision along with the ways in which national, local and organisational policy influence the SEN/D curriculum. You will draw on appropriate evidence to critically evaluate – and enact improvements to – professional practice.

Learning Strategy

Lectures and seminars on key topics; work-based learning; critical engagement with mentors and other learners through group work, work-based support groups or electronic communications. Use of the University VLE. Elements of independent study, supported by blended learning. Resources and teaching strategies reflect and value the diversity of learners’ experiences and provide learners with a comprehensive understanding of learning communities beyond their immediate experience.

**There are two assignments and you will need to complete both of them.**

You will need to show that you have addressed all of the following module outcomes. The assignments are designed to enable you to do this.

Module Learning Outcomes (MLOs)

**Knowledge and Understanding**

1. Investigate the role that SEN/D provision in lifelong learning plays in enabling social mobility and advancing equality and diversity.

2. Interrogate SEN/D-specific practices that have the potential to improve student achievement in own context.

3. Critically evaluate the impact of policy approaches to SEN/D teaching on curriculum design.

4. Critically assess the development of own values and professional practice in relation to SEN/D education.

5. Engage critically in curriculum development that is informed by evidence-based theories and practices in the field of SEN/D.

6. Critically reflect upon the development of own values and beliefs in relation to SEN/D curriculum practice.

**Ability**

7. Critically discuss the professional values and beliefs shaping lifelong learning.

8. Identify links between research-informed practice and curriculum development.

9. Engage critically with academic literature on curriculum, professionalism and subject specialism.

10. Critically appraise the development of own values and professional standards in relation to current practice.

Assignment 1 **(1500 words equivalent)**

A 15-minute presentation in which trainees will locate the SEND curriculum in the present policy context. This will critically explore how educational policy in the specialist area relates to the values and beliefs that underpin the trainee's professional practice.

The presentation should have a digital format which may include (but is not limited to):

* A Prezi presentation
* A digital poster
* An interactive PowerPoint presentation
* A virtual presentation delivered online

(MLO4, MLO6, MLO7, MLO10)

Assignment 2 **(4500 words)**

A written assignment that critically evaluates the relevance and effectiveness of a curriculum in the specialist area of SEND provision and suggests improvements to its design. It will show an understanding of the planning and decision-making process that underpins the organisation of the curriculum and identify the characteristics that are integral to its successful implementation. The assignment may involve either empirical or conceptual enquiry and must demonstrate significant engagement with relevant research literature.

(MLO1, MLO2, MLO3, MLO5, MLO8, MLO9)

In your assignment you should:

Position the curriculum within its situational context (e.g. political, economic and sociocultural).

Demonstrate a critical understanding of the principles of curriculum design, with a particular focus on the sequencing of subject specialist curricular knowledge.

Evaluate how the curriculum promotes opportunities for students from diverse backgrounds, including a focus on adaptive strategies and practices.

Apply curriculum theory and research to your evaluation, establishing links to research-informed practice.

Reference, where appropriate and applicable, specialist curriculum documents (e.g. exam board specifications).

Consider the integration of core skills relating to English, maths, sustainability and digital technologies in the curriculum.

Masters Assessment Criteria

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Synthesise a depth and breadth relevant reading
* Demonstrate a critical and systematic understanding of key issues
* Critically analyse the application of theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be passed.

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| --- |
| Module 4 Pebblepad checklist  Have the following been completed / uploaded? |
| Assignment 1 Presentation:   * PowerPoint slides, poster etc. * Tutor and peer feedback |
| Assignment 2:   * Drafts of assignment (if submitted) with tutor feedback * Final submission plus version with tutor feedback from Turnitin. |

Appendix 1

Professional Conduct

As a trainee teacher in a professional setting, you will be expected to become familiar with and conduct yourself in line with relevant professional requirements and expectations, policies and procedures and codes of conduct relating to the University and your centre of study, the setting in which you are teaching, the course requirements and the Learning and Skills Teacher Occupational Standard.

Statement on Fitness to Practise

As a student on this course you are working towards a professional qualification, an entitlement to practise, and or registration with a Professional Statutory or Regulatory Body (PSRB).Therefore, you are required to comply with the Fitness to Practise regulations which have been developed to address issues of professional suitability and misconduct. Matters covered under these regulations relate to your health and or conduct which affect your fitness to practise at all times during your studies with us, and may include your behaviour online and in social settings. Examples of breach of professional standards include, failure to disclose a criminal offence committed after enrolment, non-attendance, persistent lateness, bullying and harassment, viewing inappropriate material, all forms of dishonesty and misrepresentation, issues relating to safeguarding children and vulnerable adults and referral for some academic integrity offences. This list is not exhaustive, but these regulations relate to inappropriate and unprofessional behaviour and behaviour which would bring the profession into disrepute.

You should seek impartial advice from the Student Union if you are involved in a fitness to practise matter.

More information on Fitness to Practise is available at <https://www.hud.ac.uk/registry/current-students/taughtstudents/fitnesstopractise/>

Appendix 2

Qualified Teacher Learning and Skills (QTLS)

**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 asPGCE, Cert Ed, PGDipE (Lifelong Learning/FE) or other level 5 Diploma in Education and Training (DET) of 120 credits and whilst teaching in further education and training settings**.**

**To gain QTLS you must have:**

* a qualifying certificate at level 5 or above Initial Teacher Education qualification such asPGCE, Cert Ed, PGDipE (Lifelong Learning/FE)
* evidence of Level 2 in maths and English[.](https://set.et-foundation.co.uk/media/1634124/approved-qualfications-updated-12-jan-2016.pdf)
* If you teach maths or English (numeracy, GCSE or Functional Skills) in the FE and skills sector, you will also need to hold maths and English qualifications at a minimum of level 3, such as ‘A’ Level Maths or English or Level 3 Award in Mathematics for Numeracy teaching or Level 3 Award in English for Literacy and Language teaching
* employment in the sector which enables a period of professional formation

Candidates for QTLS must be a member of The Society for Education and Training (SET), 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

Further information can be found at <https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/>

**Equivalence with QTS**

From 2012, <https://www.gov.uk/guidance/qualified-teacher-status-qts>  members of the Society for Education and Training (SET), formerly the Institute for Learning (IfL) with Qualified Teacher Learning and Skills (QTLS) status have been recognised as qualified to teach in schools **without any further induction requirements.** Schools and local authorities remain responsible for decisions on employing QTLS holders, and SET maintains the national register of QTLS holders, including those teaching in schools. For further information <https://set.et-foundation.co.uk/professionalism/gaining-qtls/equivalence-of-qtls-and-qts/>

Teacher reference numbers are not issued in the Lifelong Learning/ Education and Training sector.