University of HUDDERSFIELD
Inspiring global professionals

School of Education and Professional Development

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

Certificate/Professional Graduate Certificate/Postgraduate Certificate in Education (CertEd/PGCE)
Postgraduate Diploma in Education
(Advanced PGCE)

Course handbook

2023-2025

Contents

School of Education and Professional Development, University of Huddersfield

1) General information

Courses covered by this handbook

- Certificate in Education (Lifelong Learning)

- Professional Graduate Certificate in Education (Lifelong Learning)

- Postgraduate Certificate in Education (Lifelong Learning)

- Postgraduate Diploma in Education (Lifelong Learning)

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

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

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

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

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

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

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

The handbook contains several links to online documents, so that you may find it more convenient to access the handbook online through the University Virtual Learning Environment (VLE) at [Brightspace](#).

The information in this handbook applies to all students registered on the Initial Teacher Education Lifelong Learning Pre & In-Service courses. This handbook does not form part of the terms of your student contract with us, which are provided to you separately.

Welcome

Introductory paragraph to welcome the students and explain the purpose of the handbook – with an emphasis of the independent nature of learning in HE.

The course team is delighted to welcome you to the University of Huddersfield Pre-Service and In-Service courses of initial teacher training for the Lifelong Learning sector.

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

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

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

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

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

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

The course handbook is a source of reference as you undertake the studies leading to your target award. Your tutors have copies of all course documents and University regulations and will help you with any remaining questions that you may have. This handbook is also available in electronic form on the University's virtual learning environment (VLE), Brightspace. Further general information about University procedures is contained in the Student Hub which can be found on the University website.

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

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

Contacts

University address:
School of Education & Professional Development,
University of Huddersfield
Queensgate
Huddersfield
HD1 3DH

We are based in the Lockside Building.

Our main email address is sepd@hud.ac.uk and our main phone number is 01484 478249.

You can use this email and phone number for most enquiries but not for reporting absence. If you are studying at the University centre, you should report absences using a form on MyHud or you can send an email to sepdattendance@hud.ac.uk.

If you are studying at one of our partner colleges, please follow local procedures for reporting absence.

The University website is: www.hud.ac.uk
The University Virtual Learning Environment is: Brightspace

It will also help you if you look on our welcome pages, your personal pre-enrolment portal and MyHud, which includes lots of useful information about where we are, how to contact us and about studying with us.

The University main switchboard is 01484 422288.

The University Course Team
Each Centre in the Education and Training Consortium has its own Course Team consisting of the Centre Manager and module tutors. **You will be given contact details relating to your own centre by your Centre Manager.**

Matters concerning the course as a whole (for example, curriculum development, curriculum support and quality assurance) are managed by the University Course Team. The email addresses

of key colleagues are given below should you need to contact any of us directly. We have included a link to staff profiles on the University website.

In-service Course Leader	TBC		
Pre-service Course Leader	Gwyneth Allatt	g.allatt@hud.ac.uk	
In- service and PT Pre-service Course Admissions tutor	TBC		
Pre-service Course Admissions Tutor	Gwyneth Allatt	g.allatt@hud.ac.uk	
Personal Tutor	TBC		
Assessment & Exams Tutor	TBC		
Head of Division Initial Teacher Education	Nena Skrbic	n.skrbic2@hud.ac.uk	
Consortium Director and Network Manager:	Lynn Senior	L.Senior2@hud.ac.uk	
Acting Head of Department/Head of Division:	Jayne Price	j.price@hud.ac.uk	
Academic Integrity Officer	Samantha McMahon	S.McMahon@hud.ac.uk	
Pre-service Full Time Professional Support Administrator Incl. Results, progression & awards	Sue Wimpenny Administrative Support Office	s.js.wimpenny@hud.ac.uk sepdlll@hud.ac.uk	LS2/15
In-service and Pre-service Part Time Professional Support Administrator Incl. Results, progression & awards	Helen Hall Administrative Support Office	h.hall@hud.ac.uk sepdlll@hud.ac.uk	LS2/15

Reception and Student Support Office
Our School Student Support Office is based in Lockside building on the ground floor room, room 01. If you do need to talk to them, you can email sepd@hud.ac.uk or just call at the reception desk. They are happy to deal with any query, to help you find your way around the University, to work out who can help you with any problem or take a message for a member of staff.

To check and update your details please go to your University MyHud homepage and click on My Details.

If you are studying at one of our partner colleges, there will also be local arrangements in place.

School senior staff

Dean of School   Professor Hazel Bryan
h.bryan@hud.ac.uk

Acting Head of Department   Jayne Price
(Initial Teacher Education)   j.price@hud.ac.uk

Designated Academic Liaison Officers
Each centre within the Consortium has a Designated Academic Liaison Officer (DALO), a member of the University staff whose role it is to act as a link between the centre and the University. You will meet your DALO at Centre Student Panel meetings and at other times as arranged between your centre and the University. In the case of problems arising from the course which cannot be resolved by your own tutors or by your Centre Manager, you may wish to contact your DALO.

2)   The Academic Year

Term dates/Academic Admin timetable/University calendar

The University produces the Academic Administration Timetable - an annual schedule showing details of key administrative activities such as registration dates, term dates and the dates for the release of results. To check the dates that affect your course please go to Academic Administration Timetable.

You should check within your centre for local dates affecting your course.

The Pre-Service and In-service academic timetables may differ from the University's main calendar as they need to take account of the partner college and placement institution term dates which may differ from the standard University timetable. You will need to refer to information provided by your tutor and the academic calendar of your centre and your teaching practice placement institution for dates.

Trainees based at the University centre should also regularly check your personalised University timetable which is available to you via the Student Hub on the University website – your attendance will be monitored against this timetable.

You should also check in your centre for local arrangements regarding timetables and rooming and before booking any time off/holidays during your studies you should always refer to the information provided by your tutor and the academic calendar of your centre and your teaching practice placement institution

The University sets provisional term dates a few years in advance and confirms them for the forthcoming year on an annual basis. To check the term dates for the next few years please go to Term dates.

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

Time Dedicated to Your Studies

Full-time students will, on average, be expected to dedicate 35 hours per week to their studies. However, it is important to recognise that students learn at different paces and, therefore, 35 hours per week should be used as a guide only.

Attendance Monitoring

As a trainee teacher on a professional course, please note punctuality and attendance are regarded as a required element of professionalism.

As a registered student of the University, you are expected to attend your scheduled classes both online and on campus – if you are unable to attend a class, you are expected to record your absence by following the local arrangements in your Centre.

For students studying at the University Centre this will by clicking on the 'record your absence' link on the Attendance Monitoring section on MyHud.

International Students must advise the School's Student Support Office by emailing sepdattendance@hud.ac.uk and inform them of the reason for any absence.

If you are studying at another Centre, please follow the local arrangements for notifying absence. Your centre tutors will inform you of these arrangements.

If you miss classes, your absence will be noted and you may find that you have to explain your poor attendance. Continued poor attendance will lead to exclusion from your course. The regulations governing this can be found at https://www.hud.ac.uk/policies/registry/regs-taught/ please see Section 4 Attendance Monitoring and the University's Attendance Monitoring Procedure.

For students studying at the University
If you swipe your attendance at a class, please do make sure that you notify the tutor if you need to leave before the end of the class. Spot checks on attendance are carried out and discrepancies between the record of those swiped as present and those actually present at the time of the check may result in disciplinary action.

Please note that local arrangements may apply depending on the location of your delivery.

You will receive texts and emails (to your University email account) about your attendance. If you think the messages are inaccurate please contact the School's Student Support Office or email sepdattendance@hud.ac.uk straight away. You will also see your overall attendance in your own personalised MyHud

Notification of absence
If you are studying at the University

If you are going to be absent or are ill, then please notify us via MyHud giving reasons as to why you will be/were absent. You are allowed 24 hours to self-certify your absence and this is logged automatically into your student attendance record. If you are unable to complete the information on here, then please email sepdattendance@hud.ac.uk. If you can't access MyHud or email, then ring the main School enquiry line which is 01484 478249. Be aware that when there is a major traffic or weather incident the line can be very busy! We can update your attendance record and make sure that you don't get unnecessary or inaccurate messages. The reason for absence should be exceptional and be the sort of situation for which you would seek leave from work. When you are on placement, you should contact both the placement organisation and email sepdattendance@hud.ac.uk if you are unable to attend as soon as possible on the first day of absence.

If you find you cannot attend for more than a week, please ask us for an authorised absence form by emailing sepdattendance@hud.ac.uk. You should note that this is not confirmed or registered in our attendance monitoring system until it has been approved by your personal tutor or Course Leader. Please note that we may ask for a doctor's note, medical evidence or other documentation to support your request. Either way, it's important that you let us know so we can help and support you.

If you are studying at another Centre, please follow the local arrangements for notifying absence. Your centre tutors will inform you of these arrangements.

If you cannot attend for more than two weeks, you may need to consider suspending your studies. If you are sick or out of contact for a longer time, the University will complete the suspension on your behalf. Further information about suspension and withdrawal is included in section 5.6

For all students
If you have failed to attend satisfactorily, you will be contacted to find out the reason(s) for your absences. If you then fail to respond to this approach, your tutor/centre manager will send a standard letter, stating that unless you respond within a period of time you will be deemed to have withdrawn from the course on the grounds of non-attendance.

In exceptional cases, if you respond offering extenuating circumstances for the period of absence, you may attend a meeting, with an opportunity of being accompanied by a friend, to present your explanation. If the explanation is accepted, then a formal restart interview can re-establish you on the programme of study.

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

The requirement of the **full time pre-service** one-year course is 120 credits.

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

University regulations require 100 study hours per 10 credits. The total annual commitment to study:
For a part-time (in-service) student on this course is 600 hours, or the equivalent of 100 days of full-time study at 6 hours per day.
For a full-time (pre-service) student there should be a minimum 1200 hours for the duration of

the course.

A large part of this must be done during the working day (in-service) or teaching practice placement (pre service) because it is based on your professional practice.

A considerable amount of reading and other tasks (including preparing assignments) needs to be done, and you need to spend time in your centre library or learning resource centre. Your tutors will give you reading lists and assignment briefs connected with the course modules.

How will I be informed of cancellations or changes to timetabled sessions?

Wherever possible, we will inform you of any changes to your timetabled sessions by email and/or through announcements on the University's VLE in advance of the planned activity. Unfortunately, there are occasions when a lecture may be cancelled at short notice, usually due to staff absence or as a result of severe weather conditions (resulting in cessation of public transport).

If a session has to be cancelled at short notice, you will be notified as follows:

1. An announcement will be placed on the module in Brightspace.
2. An email will be issued to those of you who will be affected by the cancellation.
3. If you have 'opted in' to receive communications by text (see your MyHud account to opt in - instructions below), you will receive a text message.
4. If there is widespread disruption, we will also post announcements via Social Media.

If a cancelled session is notified to you in this manner, you will not be attendance monitored.

Students studying at centres other than the University should follow local procedures for changes to timetabled sessions.

Examination/assessment periods

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

The main examination timetable is also uploaded in full to the University's website and, once finalised, can be found at Registry - Exams.

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

How and when to access your results

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

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

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

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

If you want to request a review of your published results, there are limited grounds on which you can do so – and these can be found at [Students' Handbook of Regulations](), Section 9: Results Appeal.

3)   The Course

- **Aims and learning outcomes of the course**

Introduction

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

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

Both the aims and the learning outcomes for each individual award – Cert Ed (I), PGCE (H), PGCE (M) and PgDipE – can be found on the University's VLE, together with the individual modules specifications, module handbooks and other course documentation.

- **Course structure**

The course leads to one of the following four awards:

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

Professional Graduate Certificate in Education: PGCE (H)
This 120 credit award is the 'standard' university level award for graduate teachers in the Lifelong Learning sector; following professional post-qualification formation it may lead to the status of Qualified Teacher Learning and Skills (QTLS). It contains 60 credits of study at honours level (HE

level 3). It is at a higher academic level than the new level 5 Diploma in Education and Training but contains equivalent practical content.

This award was introduced nationally to clarify the distinction between initial teacher training for graduates, which was normally postgraduate in time but not in level, and postgraduate study in education as an academic discipline (such as an MA in Education). Thus, the Professional Graduate Certificate in Education is the direct successor to the initial teacher training award commonly known as a 'PGCE' and has the same abbreviation.

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

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

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

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

A: Knowledge and Understanding

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

Knowledge and Understanding Learning Strategy	Knowledge and Understanding Assessment Strategy
Learning to teach and to become a teacher is a highly complex process. The pedagogy of teacher education encourages trainees' metacognitive awareness of how they learn as well as developing the knowledge and language of teaching and learning in order to inform and justify their pedagogic decision making. Although trainees' knowledge may typically be developed through classroom based group sessions, lectures, seminars and tutorials, it is the active engagement in deconstructing, discussing and reflecting on practice, facilitated, explicitly modelled and linked to theory by expert teachers which is critical to the development of practical and public knowledge.	Assessment methods are specified in each module specification and in the Course Handbook. All learning outcomes in a module are assessed. In general, apart from practical teaching, each module is assessed by assignments. The assignments normally contain a written component but, where appropriate, also entail seminars or other presentations.
Trainees engage in co-construction of knowledge through active learning strategies such as case studies, role play, problem solving, and presentations and directed trainee-centred learning. Where appropriate, individual tutorials are also used. Study resources are available electronically through virtual learning environments.	Practical teaching is assessed by means of a teaching portfolio containing evidence of planning, preparation and assessment with rationales, evaluation of own teaching, observations of teaching and feedback from professional teaching and/or training experience –based contexts, a reflective journal, engagement in the wider teacher role and a personal development portfolio
Professional teaching and/or training experience (teaching practice) is a key strategy and is provided through current employment (in-service) or teaching practice placement (pre-service). Understanding is strengthened by group and tutorial discussion and the contextualisation of general principles within the trainees' own practice environments and reflective learning is a key element in the development of understanding of pedagogy, as well as for the wider teaching role including concepts such as professionalism and the critical review of educational values. Pedagogic knowledge and its relation to subject knowledge and other specialist subject issues are critically considered throughout the modules as well as more formally through specialist and generic observations, discussions with, and feedback from, the trainee's subject specialist mentor. An e-portfolio underpins trainees learning and develops digital literacies.	
At Masters levels, understanding of educational research methodologies is developed throughout the course, embedded within all modules	

General Assessment Criteria
INTENDED LEARNING OUTCOMES

B: Intellectual/Cognitive Outcomes			
Certificate in Education	Professional Graduate Certificate in Education	Postgraduate Certificate in Education	Postgraduate Diploma in Education
1.Integrate and learn from theory and practice by reviewing appropriate literature and relating it to professional practice and development.	1.Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.	1.Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development.	1.Integrate and learn from theory and practice by critically reviewing and evaluating a range of appropriate literature to justify professional practice and development.
2.Interrogate the concept of reflective practice and its contribution to teacher learning and development	2.Critically analyse the concept of reflective practice and its contribution to teacher learning and development	2.Critically evaluate the concept of reflective practice and its contribution to teacher learning and development	2.Critically evaluate the concept of reflective practice and its contribution to teacher learning and development
3.Use concepts of reflective practice and reflexivity to reflect on own learning and development	3.Use concepts of reflective practice and reflexivity to critically reflect on own learning and development	3.Use concepts of reflective practice and reflexivity to critically reflect on own learning and development	3.Use concepts of reflective practice and reflexivity to critically reflect on own learning and development
4.Accurately assess own professional development and identify realistic and demanding targets for own professional development.	4.Critically analyse a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.	4.Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.	4.Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.
5.Consider research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes	5.Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes	5.Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes	5.Synthesise research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes
6.Discuss important issues both in the field of lifelong learning and the social, political and cultural landscape more widely	6.Critically analyse important issues both in the field of lifelong learning, the social, political and cultural landscape more widely	6.Critically analyse important issues in both the field of lifelong learning, the social, political and cultural landscape more widely	6.Critically analyse significant current issues in both the field of lifelong learning the social, political and cultural landscape more widely

Cognitive/Intellectual Outcomes Learning Strategy Intellectual skills are developed through the practice of teaching, as well as project work, seminars and small-group work, independent reading and reflection and the application of general principles to particular educational contexts. These strategies enable students to participate confidently in a knowledge community and develop the metacognition to be able to express this cognition. Problem-solving is directed towards improvement in specific areas of practical teaching or training, supported by the e-portfolio.	**Cognitive/Intellectual Outcomes Assessment Strategy** The integration of theory and practice is an important theme in the module assignments; teaching and learning theory and research is used to support the justification of practice. Outcomes are consolidated through the practice of teaching, its justification through reflection and the development of written assignments and academic tasks.	

C: Professional and Practical Outcomes

Certificate in Education	Professional Graduate Certificate in Education	Postgraduate Certificate in Education	Postgraduate Diploma in Education
1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students	1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students
2. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	2. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	2. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.	2. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies
3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance.	3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance	3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance	3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance
4. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	4. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	4. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency	4. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency
5. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	5. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	5. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings	5. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings

C Professional and Practical Learning Strategy

Professional teaching practice is the main strategy employed for developing practical abilities. In-service trainees undertake at least 100 hours teaching or training within their own employment in the sector. Pre-service trainees undertake a minimum of 100 hours of supervised practical teaching within a teaching practice placement organised by the University and/or pre-service partner. The mentor plays a key role in supporting trainees' practical and professional development.
A focus for educating and training of trainee teachers is the development of pedagogic content knowledge which involves moving from personal subject knowledge and or vocational expertise to becoming able to elucidate, restructure and reorganise the

C Professional and Practical Assessment Strategy

Practical abilities are judged largely by means of teaching observations (at least eight in number, including at least two by the mentor) in which the trainee's own teaching is assessed and by means of a teaching portfolio containing evidence of planning, preparation and assessment which the trainee has devised, along with rationales for this, evaluation of own teaching, observations of teaching and feedback from professional teaching and/or training experience based contexts, a reflective journal, engagement in the wider teacher role . In addition, the e-portfolio supports and tracks the more general professional activities of trainees. Reflection and the impact of experience, reading,

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specialism in ways which can be understood by and have impact on the progress and achievement of the students being taught. All trainees are expected to play as full a part as possible within their respective organisations so that a wide range of abilities is developed rather than classroom skills alone. In addition to professional teaching experience/work based learning, practical abilities are developed through microteaching sessions, trainee presentations, role play and case studies. . In Masters modules, research skills in education are assessed through a number of assignments, with a particular emphasis on critical evaluation of research findings (DMQ8130/5) and conducting independent research (DMQ9130/5 and DMQ9230/5).	research and facilitated discussion on the development of reflective learning and writing are also evidence of professional learning.

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D: Key/Transferable Outcomes

Certificate in Education	Professional Graduate Certificate in Education	Postgraduate Certificate in Education	Postgraduate Diploma in Education
1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching experience and day to day involvement in the course.	1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching and/or training experience and day to day involvement in the course.	1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching and/or training experience and day to day involvement in the course.	1. Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching and/or training experience and day to day involvement in the course.
2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies	2. Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies
3. Communicate effectively using a range of media	3. Communicate effectively using a range of media	3. Communicate effectively using a range of media	3. Communicate effectively using a range of media
4. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.	4. Demonstrate appropriate skills in analysing information and numerical data gathered from a variety of sources.	4. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.	4. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources.
5. Draw on a range of sources including observation feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets.	5. Draw on a range of sources including observation feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets	5. Draw on a range of sources including observation feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets	5. Draw on a range of sources including observation feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets
6. Work effectively with other people.	6. Work effectively with other people.	6. Work effectively with other people.	6. Work effectively with other people.
7. Demonstrate problem solving skills	7. Demonstrate problem solving skills	7. Demonstrate problem solving skills	7. Demonstrate problem solving skills
8. Investigate employment opportunities	8. Investigate employment opportunities	8. Investigate employment opportunities	8. Investigate employment opportunities

D Transferable Skills Learning Strategy	D Transferable Skills Assessment Strategy
Transferable skills are developed in an integrated manner through all modules. Initial assessment and periodic review take place and are evidenced through the personal development plan in the e-portfolio. The Professional Teaching experience undertaken by all trainees allows the development of a wider professional awareness, supported by the Personal Development Portfolio and by a reflective journal related to practical teaching. The use of trainee presentations and collaborative learning activities promotes the reflective development of communication and teamwork skills. An Academic Skills Tutor based in the School is available to trainees needing support.	Transferable skills are assessed through feedback on activities in teaching practice, observation of teaching, written assignment work and engagement with the e-portfolio.

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In completing the course, you will need to demonstrate achievement of the Professional Standards for Teachers and Trainers (updated 2022)

http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

The overall course structure is shown below:

Detailed specifications of the modules will be found in separate module handbooks and on the University's VLE, available from your Centre Manager.

'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

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

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

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

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

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

- Behaviour Management

- Equality and Diversity and Social Justice

- English and Maths

- Digital Literacies

- Professional Development

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

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

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

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			Module 1		
	Values and beliefs		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	4 observations	
Dec					
	Equality and Diversity		justification		

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Jan	Social Justice		e-portfolio development Reflections Personal Skills presentation/Critical review	Review and Targets 1
Feb	English and Maths			
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	
May	Reflective Practice		Specialist Conference paper/presentation	Review and Targets 2
Jun		Professional Issues – written assignment		
			Continuing Professional Development Portfolio Professional Formation/QTLS	

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 Oct Nov Dec Jan Feb Mar Apr May Jun	Values and beliefs Behaviour Management Subject specialism Equality and Diversity Social Justice English and Maths		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
Year 2 Sept Oct Nov Dec Jan Feb Mar Apr May Jun	Digital Literacies Professional Development Reflective Practice		Module 4 Policy and Professional Issues Contemporary issue - presentation Professional Issues – written assignment	Module 3 Being a Specialist Teacher 4 observations e-portfolio development Reflections Specialist Conference paper/presentation	
					Review and Targets 2
			Continuing Professional Development Portfolio Professional Formation/QTLS		

Qualified Teacher Learning and Skills
Qualified Teacher Learning and Skills (QTLS) is a professional status which can be gained by successfully completing a period of professional formation after completing a qualifying certificate

'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	Pass/Fail
Becoming a Subject Specialist Teacher	DIQ8230/5	DIQ8230/5	DIQ8230/5	DMQ8230/5	Pass/Fail
Being a Subject Specialist Teacher	DIQ9130/5	DHQ9130/5	DMQ9130/5	DMQ9130/5	Pass/Fail
Policy and Professional Issues	DIQ9230/5	DHQ9230/5	DMQ9230/5	DMQ9230/5	Pass/Fail

at level 5 or above (Initial Teacher Education qualification such as PGCE, Cert Ed, PGDipE (FE) or other level 5 Diploma in Education and Training (DET) (120 credits) and whilst teaching in further education and training settings**.**

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

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

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

Assessment

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

Module learning outcomes

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

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

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

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

Formative assessment

Throughout the course, formative assessment takes place in a variety of forms and contexts. These include:
- The initial assessment processes
- Group discussions, literature reviews and case-studies
- Academic writing exercises
- Teaching observations
- Presentations and microteaching sessions by trainees, individually or in groups
- Regular PDP reviews
- Drafts of work for summative assessment

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

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

What is a draft?

A draft is a substantive attempt at a piece of summative assessment. It will therefore have the following features:
- It responds to a specific assignment brief or learning contract
- It contains a significant proportion of the word count (or equivalent) of the assessment (at least 20 per cent)

- Although not necessarily in its final form, it provides an indication of the likely form, content and quality of the final submission (so a set of bullet points, for example, would not be a draft)

How many drafts am I entitled to submit?

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

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

- At the discretion of the module tutor, feedback on further drafts may be given if the trainee appears to be at risk of failure in one or both of these modules.
- For the modules at Intermediate, Honours and Masters level grouped under the headings Policy and Professional Issues and Becoming/Being a Subject Specialist Teacher, feedback should be more limited but should also take into account that the programme is a practice-based course and therefore trainees may require practice-specific support and guidance.
- In the Policy and Professional Issues modules, trainees are entitled to feedback on one draft of each assignment
- In the Becoming / Being a Subject Specialist Teacher, trainees are entitled to feedback on the following:
  - ➢ Personal Skills / Critical Review paper
  - ➢ Structured reflections
- In the Becoming / Being a Specialist Subject Teacher modules, Specialist Conference Tutors will give feedback on a draft of the Conference Paper
- At the discretion of module tutors, one tutor re-assessment per module will apply if a final submission is not of Pass standard but appears to be retrievable in time for the tutor to re-mark the work and submit the result before the credit deadline for the main Course Assessment Board.

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

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

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

English, Maths and Digital Technologies
As a professional teacher or trainer, you will be expected to display an appropriate level of ability in English, Maths and Digital Technologies in order to support the needs of the students you teach in these areas within the context of teaching your subject, and to develop your own understanding of related professional issues in education and training. These skills will be assessed during the application process and through your coursework. Because it is appropriate skill levels, rather than formal qualifications, that are required, it is not compulsory to achieve specific English Maths and ICT qualifications during the course. However, you will need evidence of achievement in English

and Maths in order to be awarded QTLS after the period of post-qualification professional formation. We therefore strongly recommend that, if you do not already hold a level 2 qualification in English and Maths such as GCSE you aim to achieve this by the end of the course.

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

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

Key transferable skill	This may include:	
Oral and written communications	Academic referencing Reading academic papers Essay writing Critical writing Reflective writing Note taking Report writing Written applications (jobs, courses)	Portfolio building Avoiding plagiarism Presenting numerical data Oral presentations/discussions Seminars/tutorials Interviews and appraisal Using images and illustrations Presentation skills
Information management	Handling and presenting data Critical analysis of data Solving problems Analysing numerical data Interpretation of graphical information Identifying sources Avoiding plagiarism	Researching, analysing and using information from a wide variety of sources such as digital media, libraries, newspapers, journals and educational texts
Inter/intrapersonal domains and improving own learning	Giving and receiving feedback Taking part in meetings Team building Solving problems Group work	Leadership of teams and groups Evaluation of own effectiveness Organisational skills Planning and time management
Information and communication technology	Basic confidence in ICT Basic ICT skills Word processing Producing tables Layout and style Spread sheets File management	Virtual Learning Environments Digital media Power Point/data projection Video conferencing Data base graphics

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

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

Progression and award regulations
The University has a standard set of assessment regulations that applies to all courses. These can be found at [Regulations for Awards](#) – Section E: Assessment.

Please make every effort to familiarise yourself with these regulations as you will be expected to be aware of the regulations under which you are to be assessed. If you have any queries about the regulations, please ask for clarification from your Course Leader or Module or Personal Academic Tutor.

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

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

Aspects of Health and Safety specific to the course
We take your health and safety very seriously. Where necessary, risk assessments will be undertaken for your study. If you have any concerns about health and safety matters, please report them to the School Office reception desk in Lockside building. Issues about any health and safety matters at your Centre should be highlighted to your Centre Manager.

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

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

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

Health and safety responsibilities
Professional teaching experience/teaching practice placement providers have:
- A general duty to ensure your health and safety whilst on placement;
- To take account of your potential inexperience for activities you'll be expected to undertake and put into place appropriate controls; and

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- Provide you with information, instruction, training and supervision including an induction.

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

Professional Teaching experience/teaching practice Placement preparation
There are many aspects to teaching that you have to prepare for, health and safety included. It is important that you: -
- Attend briefings (and for pre-service any prior to teaching practice placements commencing as health and safety will be covered; and
- Familiarise yourself with the health and safety aspects of your workplace/teaching practice placement, (and for pre-service trainees you and your placement provider's responsibilities, and what you should receive, particularly in the initial period)

Information, instruction, training and supervision
These form the 'backbone' of seeking to ensure your health and safety and can include classroom-type situations; health and safety notices and signs; safe working procedures.

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

Emergency Information:
It is essential that you receive information and instruction on what action to take should an emergency situation arise. Such situations include:
- Hearing the fire alarm;
- Discovering a fire;
- Requiring first aid assistance;
- A threat to personal safety; and
- The spillage of a dangerous substance.

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

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

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

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

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

Personal Development Planning

Reviewing progress and setting targets

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

Stages	1-year full-time course (e.g. pre-service)	2-year part-time course (e.g. in-service)	1-year direct entry with APEL into year 2 of the two-year part-time course.
1. Initial Assessment	This should be completed in the early stages of your course. It is intended as a starting point from which you can identify your personal development needs.		
2. Review and Targets 1 This should be completed **at the end of Module 2**.	This will normally be completed **after 4 observations and around 50 hours of teaching** on teaching practice placement	This will normally be completed **at the end of Year 1** when you have had four observations	Not applicable
3. Review and Targets 2 This should be completed **at the end of the course**	This will normally be completed after **8 observations and around 100 hours of teaching** on teaching practice placement.	This will normally be completed at the **end of Year 2** when you have had 8 observations.	Not applicable

At each stage you will need to action plan to ensure you are able to:
- meet the module outcomes
- address relevant key themes and essential elements
- develop your practice
- consider your progress against the Professional Standards

Teaching and Observations
Teaching Log
Number of hours

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

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

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

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

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

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

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

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

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

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

For each observed session, you must include:
- The preparation/rationale form This is an important document which should explain your thinking in detail in relation to the lesson, with reference to relevant academic and professional literature which will help you to provide evidence for a range of module outcomes, ETF standards and essential elements
- The session plan This may be in any appropriate format. Templates are available or you might need to use the format as directed by your employer or placement
- The tutor feedback form
- Your reflections and evaluations on the lesson This should explain your thinking in detail in relation to the lesson you have taught as well as the feedback you have received from the observer. It should make reference to relevant academic and professional literature which will help you to provide evidence for a range of module outcomes, ETF standards and enable you to plan further developments
- Relevant lesson documentation such as: learner profiles, individual or personalised planning, resources, monitoring and assessment processes, schemes of work, records of learner progress and assessment

For further guidance see separate **Observation Handbook**

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

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

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

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

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

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

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

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

At least once during your time on the course, your mentor should conduct a joint observation with your tutor, either by observing one of your classes or some other form of teaching observation to support them in observing you and giving feedback according to the standards of the course. This will help familiarise your mentor with our developmental ethos and the procedures to follow. Please note that this joint observation is in addition to the specialist observation conducted by your mentor.

Wherever possible, the joint observation should take place before the specialist observation. In certain circumstances, and at the discretion of your tutor, this joint observation may not be necessary as your mentor may already be familiar with the course and trained in observing.

For in-person visits, please be prompt in supplying your tutors with details of your teaching timetable so that together you can identify suitable times for observations. **Remember that it is your responsibility to ensure that observations are arranged at appropriate times and that you do not run out of teaching with observations still to take place.**

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

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

Preparing for and reflecting on teaching observations
The following points are intended to help you in preparing for formal teaching observations.

- You will normally be observed by someone you know. This will often be your module tutor, but in some circumstances it is necessary for other tutors to undertake the observation. Nevertheless, you should be given an opportunity to meet your observer before the visit and to find out about their expectations.
- You will need to be well-prepared before the session. Make sure you have spare copies of lesson plans and teaching materials to give to your observing tutor when they arrive, and that the room has somewhere for the tutor to sit.
- You should normally expect verbal feedback immediately following the session, and a written version of the feedback (either there and then or as soon as possible thereafter, usually within 7 working days. If pressing commitments mean that there is no opportunity for feedback at this time, make an appointment with the tutor for feedback as soon as possible).
- You do not pass or fail the module on the basis of a single session; instead, the feedback and your own materials and reflections form part of the overall evidence you need to collect to show that you have achieved the outcomes. Keep them in your teaching file.
- Don't forget to complete the reflection form in which you give your own reflections on the feedback and the way you plan to address the development points raised by the observing

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tutor.

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

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

- **Graduate Attributes –**

You may wish to include reference to the development of skills outlined on the Graduate Attributes Framework graduate attributes framework

4)   Student participation and feedback

Student panel – how to raise an issue/student rep
You have an opportunity to raise issues of concern through a course Student Panel.   Student panels are the key forum for you to provide feedback about your course and other related matters. The membership includes student representatives and staff with key responsibilities and meets twice a year. The outcomes are recorded and made available for you to access in the form of a 'Rolling Log' and are available on the University's VLE.

Course Committee
The Course Committee meets twice a year. The membership includes all those teaching or managing the course, student representatives and external practitioners. The course team will be looking for people to represent the students, so please discuss with your course leader if you are interested.

Student representative training will take place w/c 4th October, w/c 11th October and w/c 18th October 2020. All training will be delivered on Microsoft Teams, supported by a Brightspace resource. Details from https://www.huddersfield.su/repwebsite

Representation on School Board and other School Committees
School Board is responsible for quality assurance within the School and all other committees within the School report to it. There are student members on School Board and these are nominated from the student body. It meets three times a year in November, March and June. If you are interested in representing students on School Board please contact the School Quality Officer Louise Townsend - l.townsend@hud.ac.uk.

Course and Module Evaluation
NSS
The University participates in the National Student Survey (NSS) - a census of students across the UK, which has been conducted annually since 2005. It is aimed at mainly final-year undergraduates and collects feedback from students about their experience of their courses. The survey operates in the Spring Term and students eligible to participate will receive notification of how and when to participate.

Huddersfield Student Survey
Students are also invited to give feedback on their course via an internal on-line survey. The survey is run towards the end of the Spring term and you'll be notified via email when it is available for you to complete.

Module Evaluation Survey
Students are also invited to give feedback on individual modules via an internal on-line survey. The survey is run towards the end of each module and you'll be notified via email when it is

available for you to complete.

Raising concerns
The University makes every effort to provide you with a rewarding and stimulating learning experience but it accepts that there may be occasions when you wish to raise a concern. If you do have a concern it is important that you raise it as soon as possible so that necessary actions can be taken to resolve the situation. You may find that options for resolution are limited if you allow your concerns to continue indefinitely. You may want to discuss the issue in the first instance with a relevant tutor or your personal academic tutor or raise it via the Student Panel for your course.

The formal complaints procedure compromises three stages: an informal approach with emphasis on local resolution, a formal procedure which includes mediation, and an appeal stage. The University has a pool of Student Conciliators and you may find it useful to approach your School's Conciliator with a view to resolving your concern without the need to enter the formal complaints process. A summary of the conciliation process and a list of Conciliators can be found here: https://www.hud.ac.uk/registry/studentconciliators/

The full regulations on complaining can be found at Section 13 at the following link: Students' Handbook of Regulations.

5) Administration

Where to find information: available documentation (e.g. module handbooks, University regulations)
The University publishes a range of documentation which forms the regulations that underpin your course. For further guidance on where to access various aspects of these regulations please have a look at Regulations and Policies.
Included in the regulations is information on the Code of Conduct and the Student Charter which outline the expected responsibilities of both students and the University.

All course specific documentation can be found on the University's virtual learning environment in the pre-service CertEd/PGCE Course Area.

There are two other documents which outline the course. These are the programme specification and the module specifications, both of which are published on the University website.

Availability of Course Materials for Timetabled Sessions
The University will normally make materials required for timetabled sessions available one week (but not less than 48 hours) prior to the session via the University's VLE. It is the student's responsibility to ensure they access these materials in a timely enough manner in order to support their engagement with the course.

Printing Policy
The University will normally make materials requires for timetables sessions available one week prior to the session via the University's VLE. It is the student's responsibility to ensure they access these materials in a timely enough manner in order to support their engagement with the course.

Submission of assessed work
It is important that you keep a copy of all of the work you submit for assessment.
Details on assessments for each module and the associated deadline information will be made available to you via the Module area on the University's VLE/Module Handbook/Module Information Guide.

Some assignments will be submitted electronically via the University's VLE and put through our anti-plagiarism Turnitin software.

If alternative arrangements are made for an assignment hand in, then you will be informed by e-mail prior to the submission date.

The course calendar indicates the general guidelines for submission of work that apply across the course. Your own centre will also publish deadlines for specific modules, and it is important that you meet these deadlines, even if you feel that your work could still be improved. However, if you feel that you might be unable to meet a module deadline please consult your tutor at the first available opportunity.

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

Deadlines/Consideration of Personal Circumstances (Extensions/Extenuating Circumstances)
Deadlines for the submission of assessed work are strictly applied.

There are procedures in place for you to request a short extension to a deadline, up to 10 working days, but this request has to be made no later than the published submission date. There is also the opportunity for you to request a self-certified extension to a deadline, however you can only do this for up to two assessments per year and can only apply up to five working days before the deadline.

Extenuating Circumstances (ECs) are for unexpected and longer-term issues where you have been unable to meet a deadline or where your performance in an assessment has been impaired due to the impact of your personal circumstances. Where an EC is approved, the next Course Assessment Board (CAB) would receive notification that the EC has been accepted. You will normally re-take the assessment during the next resit period as a first attempt.

If you have difficulties such as a short term illness and need to request an extension or a claim for extenuating circumstances (ECs), you should submit a request via the MyHud. Please see our Consideration of Personal Circumstances procedure and forms page (section 8 of the regulations for taught students) for more information.

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

The University understands that there may be times when your ability to complete a piece of assessed work or to concentrate on your studies may be hindered by factors beyond your control – such as illness or significant personal difficulties. The regulations include a process to allow students who are affected in this way to bring these extenuating circumstances (ECs) to the attention of the relevant people in the School (such as the Course Assessment Board) so that proper account can be taken. Please be aware that a claim for ECs or an extension will usually only be accepted where you've been able to evidence that the circumstances described have had

a direct impact on you and were substantial and unexpected. The regulations for ECs and extensions can be found in Section 8 of the Regulations for Taught Students.

Use the table below to distinguish between ECs and extensions and their various requirements.

Type of Consideration	When can I apply?	Deadline to complete work	Description
Extension **Cannot be requested for formal exams or In-class-tests (ICT's).**	**Up to 5 days prior to the submission deadline.**	**Up to 5 working days.**	**Self-certification permitted for up to two coursework assessment deadlines per academic year. Does not require evidence.**
	Anytime up to the deadline.	**Up to 10 working days.**	**Requires evidence. A PLSP may be eligible if it refers to extension requests.**
		Over 10 working days.	**Requires evidence. You must submit an EC application (see below) and if approved, will be deferred to the subsequent assessment period.**
Extenuating Circumstances **Can be requested for formal exams or In-class-tests (ICT's).**	**Up to 5 working days after the deadline has passed.**	**Subsequent assessment period.**	**Requires evidence. A PLSP may be sufficient in some cases but it is preferable to provide additional evidence.**

Additionally, the University does operate a 'fit to sit' policy for examinations – this means that, by attending an examination, a student is declaring that they are fit to undertake that assessment and it is unlikely that a claim for poor performance will be accepted.

When completing submitting a claim for an extension or ECs please be careful to include the correct modules and assessments and to be sure that you attach appropriate and acceptable evidence to your claim.

Once completed, an EC claim has to be submitted within 5 working days of the date by which your assessment should have been completed to the School of Education and Professional Development EC mailbox, seduasis@hud.ac.uk.

Please contact your Centre manager for local arrangements.

Arrangements for the return of work and feedback
You should normally receive feedback on your assessment three teaching (i.e. term time) weeks after the submission date for the assessment. Feedback should help you understand why you received the mark and what you can do to improve your performance in future assessments.

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

- Dates for submission of written work, including both drafts and final submissions, should be provided to trainees during the induction period. Dates should be chosen so that holidays or other events that may delay feedback do not significantly disrupt the assessment process.
- Feedback on written work should comprise both annotations on the script and overall evaluative comments.
- Constructive language should be used and should highlight strengths of the submitted work as well as areas for development.
- Overall evaluative comments should make clear the main priorities for improvement and what needs to be done to close the gap between current performance and the level of performance to be targeted (for example, what needs to be done to pass; what needs to be done to achieve a higher grade)
- Feedback on practical performance (for example, teaching observations or trainee-led presentations) should be given as soon as possible after the performance has taken place. This will normally include oral feedback, but in the case of practical performance which is part of an assignment (teaching observations, microteaching sessions and the Personal Skills Presentation are the main examples), written feedback should also be provided.
- Feedback on the Specialist Conference Paper will follow the guidance provided by the Conference Organisers. Information on the assessment and feedback process for the Conference is available on the University's VLE.

Moderation is undertaken to ensure consistency of assessment and to monitor the standards of students' work. Normally a small sample of assessed work from each group of students is selected for moderation and these assignments will be looked at by the course external examiners. Student assignments selected for moderation will be returned as soon as the moderation process has finished. An Internal moderation event will take place each year, normally in June at the University. External examination of written work takes place in June.

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

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

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

Arrangements for borrowing equipment/accessing labs/studios
The School of Education and Professional Development has a range of digital media and equipment to help you study if you are based at the University.

Please speak to your centre for local technical arrangements.

Requests to change personal academic tutors/modules/courses/ withdraw/suspend studies
At the start of your course you will be allocated a personal academic tutor. If you wish to make a change, requests should be made in writing and sent to the Course Leader.

It may be possible early in the academic session to ask to swap courses if you're unhappy with the choices you have made. This cannot be guaranteed and can only happen if you make your request within the first three weeks of your course and if the tutors involved agree. If you're thinking about making a change, please discuss this as soon as possible with a member of academic staff – probably your personal tutor or Course Leader.

If you wish to make any changes for example withdrawing or suspending your studies, or would like to request a different personal academic tutor, please contact your Tutor, Centre Manager or the Course Leader.

Use of University email account
Following enrolment students will receive a University email account (Unimail). If anyone from the University needs to contact you by email, we will only use your Unimail account. There is a facility within that for you to forward all emails arriving in your Unimail account to your private email account. If you wish to activate this facility, please do so by following the directions at https://students.hud.ac.uk/it/unimail/

It is your responsibility to check your email account regularly to be sure that you have not missed any important emails.

The regulations regarding the use of the University's IT system, including emails can be found at: Regulations governing the use of computing facilities

Intellectual Property

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

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

6)   Academic Misconduct

Students' responsibilities
The University regards any action by a student that may result in an unfair academic advantage as a serious offence. It is your responsibility to ensure at all times that the assessments you complete are entirely your own work and that you have used the relevant referencing technique correctly and in full. Please be particularly careful when discussing your assessments with others – it is a breach of regulations to share your work with other students. The full set of regulations which govern Academic Misconduct can be found under Section 10 of the Regulations for Taught

Students. Further information can also be found on our web pages for academic misconduct procedures.

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

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

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

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

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

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

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

Fitness to Practise
During taught sessions and tutorials, and during other time spent on campus, on placement and with other students and staff, you should bear in mind the University's Fitness to Practise policy.

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 here.

Available support for referencing

The University's preferred referencing system is APA 7.

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

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

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

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

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

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

Remember that you should not only read, but also refer to your reading in reflections, assignments and other coursework. Use the ideas you have found in your reading to support and enrich your arguments, giving quotations where appropriate.

When referring to published work, you should use our referencing system (other correctly applied systems of academic referencing will not be penalised, but tutor feedback will recommend that you use this system). Persistently incorrect or inadequate referencing will be penalised and you should expect to have work returned to you for correction in such cases.

You can find a guide to the referencing system can be found on the Student Hub.

7)   Learning Support

Personal Academic Tutors
PATs are there for you to help you get the most out of your time at University, and to discuss academic progress. PATs are also there to direct you towards appropriate support services such as wellbeing and finance should personal problems arise.

For further information on PATs please visit: Personal Academic Tutoring Policy

Progress tutors are available for year 1 students. More information at: Brightspace

Tutorials
From time to time during the course you will have individual or small-group tutorials with your tutors. These might be to address specific issues (for example progress with assignments) or to discuss progress in general. In either case, please ensure that you have updated your portfolio as you or your tutor may wish to refer to it or to suggest development/action points.

E-learning opportunities including the University's VLE
The University's virtual learning environment is a system which allows you to access course materials and lecture notes over the internet.
You can find it on Brightspace.
You will need to use your University username and password to login.
There is an increasing range of facilities and services available to you on-line.

TITLE & ADDRESS	DESCRIPTION
The University of Huddersfield	The main web site of the University with details of all the services it provides for its students, including those who study off-campus – and a direct link to the University' VLE with guidance on accessing it.
The University Library	For a range of information on learning resources and on-line services – from ordering books and downloading e-journals, to using self-study packs on study skills and remote and/or specialised databases. It also has a wide selection of advice, FAQs, guides etc in its "Help" section.
The University's VLE	A Virtual Learning Environment (VLE) with notice-boards, resources and selected course documents. This is accessible once you are registered as a student of the University on the in-service course for Cert. Ed or PGCE.
PebblePad	The PebblePad Workbook will form the e-portfolio, incorporating your Personal Development Plan (PDP) for the Initial Teacher Education course. You will be able to present your assignments, teaching files and teaching related experiences in the relevant Module sections. You will be able to track your learning, achievements and progress and action plan your development in the Review and Targets section.

We use the University's VLE and PebblePad to build your e-learning experience through the course. In addition to your tutors, the School has specialist technical support staff who can help advise and support you in using the University's VLE, PebblePad, and other online forms of learning.

Learning Centre/Academic Skills Tutor (AST)
The Academic Skills Tutor for the School of Education and Professional Development at the University is:
Mussarrat Shaheen   01484 478103
You should ask your Centre Manager/Tutor about academic skills support available in your centre.

IT support – Computing Services helpdesk

Technical support is available from IT Central Support Administration Please ask at reception for help. Out of hours, or if you are off site or away from Lockside, there is a University wide 24 hour IT helpline on 01484 473737 or IT.support@hud.ac.uk

If you are studying at another centre, please also follow the local arrangements for IT Support. Your centre tutors will inform you of these arrangements.

Students with specific circumstances or other responsibilities
If you feel you have a condition or circumstances that require specific support or, for example, you want to talk to someone about being assessed for dyslexia, please make contact with Disability Support Services.

Please remember that at any point in your studies if you are facing any difficulties or challenges in managing your work, you are welcome to approach any of your tutors or discuss the matter with your personal tutor.

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

8)   Other sources of support

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

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

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

Use the MyHud for instant access to:

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

MyHud can be found at https://myhud.hud.ac.uk/ or via an app, downloadable from Apple or Android whether you are on or off campus and is available to you 24/7.

Students' Union
The Student's Union represents, supports and advises students on all aspects of their time at university. It offers you a chance to have a say in the things that affect your daily life as a student.

The Student's Union is located on Floor 5 of Student Central which is located centrally on the main Queensgate campus.

You can access more advice and information on anything related to the Students' Union at: https://www.huddersfieldsu.co.uk

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

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

You can access more information about the SU Advice Centre at https://www.huddersfieldsu.co.uk/advice

Showcasing your research
Interested in showcasing your research? *Fields: journal of Huddersfield student research* is a peer reviewed journal that features primarily work by undergraduate students but can include occasional postgraduate taught work. The journal will only accept submission from students registered at the University of Huddersfield and will include articles but also welcomes submissions from practice based research which can include poems, designs, music scores, drama productions, case studies etc. Where creative or non-textual work is submitted a short commentary is required. The remit is to support and showcase the best of our student work in terms of research across all the seven Schools that make up the University of Huddersfield. More information can be found at: Fields: Journal of Huddersfield Student Research

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

Please see your Centre Tutor for details of library facilities in your centre.

Wellbeing and Disability Services
We are here to support you throughout your time at University so that you can make the most of your experience while you are here and leave better equipped to face the future.

We provide disability support and support with personal issues through welfare, counselling and mental health support. We help students who are falling behind with their studies or attendance, or experiencing difficulties with their course through Back on Track.

We offer one-to-one drop-in, booked appointments and group sessions. We provide a wide range of information at events detailed online.

Web: http://students.hud.ac.uk/wellbeing-disability-services/

Contact us: 01484 471001 or visit us via the iPoint in Student Central
@HudUniSupport
Facebook HudUniSupport

If you are studying at another Centre, please also follow the local arrangements for wellbeing and disability services. Your centre tutors will inform you of these arrangements.

Careers and Employability

How do you become an employable graduate? Who is in control of your career planning at University? Where can you turn to when you need support and advice?

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

Look out for the green *EmployableME* character around campus and particularly within the Careers Centre in Student Central. *EmployableME* is our innovative and fresh approach to careers and employability at the University of Huddersfield. It is about taking control of your own career planning – with support from your professionally qualified and experienced award winning careers team.
Whatever point you're at on your course, the Careers and Employability Service is here. From the moment that you arrive on campus everything that you do and learn from that point onwards – whether from Careers, your course, the Student's Union or on work placement – will help you reach your end destination of becoming an employable graduate.

Find out more about us at Student Central or online at:

https://students.hud.ac.uk/opportunities/careers/
@HudUniCareers
Facebook: University of Huddersfield Careers and Employability Service

Student Finance Office

Student Finance Office offers information and guidance regarding possible sources of funding for all courses in the University. You can also access budgeting advice and discuss a variety of options and strategies in order to manage on a budget. You can contact them and find out about their services and opening times here.

The service manages facilities for the billing and payment of income to be collected by the University and can offer debt advice via personal and confidential sessions with trained staff.

Health Centre

All students (and their partners and children) are eligible to register, as long as you live in the practice area. The Heath Centre's website can be found at The University Health Centre.

Student Central

If you have queries about aspects of your course to do with fees, replacement ID cards, council tax letters, fee queries – or if you want to make an appointment to see a Disability Advisor or Welfare Officer, please refer to the iPoint team in Student Central.

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Faith Centre

The Faith Centre is for all students, whatever your faith and even if you haven't got one. It has a range of prayer rooms and quiet rooms and its website can be found at:
https://students.hud.ac.uk/help/faith/