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

**2023/24 Assignment Handbook**

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# Introduction

Your course consists of 4 x 30 credit modules.

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

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

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

|  |  |
| --- | --- |
| **Full Time/Pre-service/1 year**  **Module Codes end in 0**  **Second letter denotes level** | **Part Time/In-service/2 year**  **Part Time/Pre-service/2 year**  **Module Codes end in 5**  **Second letter denotes level** |
| * D**F**Q813**0** = Foundation * D**I**Q823**0**= Intermediate * D**H**Q923**0**= Higher * D**M**Q913**0**= Masters | * D**F**Q813**5** = Foundation * D**I**Q823**5**= Intermediate * D**H**Q923**5**= Higher * D**M**Q913**5**= Masters |

Course structure

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Course Route, Title and Module Requirement** | | | |
| Module Titles | **Cert Ed** | **Professional Graduate**  **Cert Ed (PGCE)** | **Postgraduate Cert Ed**  **(PGCE)** | **Postgraduate Diploma** |
| **Research Informed Teaching Learning and Assessment** | D**F**Q8130  D**F**Q8135 | D**F**Q8130  D**F**Q8135 | D**F**Q8130  D**F**Q8135 | D**M**Q8130  D**M**Q8135 |
| **Becoming a Subject Specialist Teacher** | D**I**Q8230  D**I**Q8235 | D**I**Q8230  D**I**Q8235 | D**I**Q8230  D**I**Q8235 | D**M**Q8230  D**M**Q8235 |
| **Being a Subject Specialist Teacher** | D**I**Q9130  D**I**Q9135 | D**H**Q9130  D**H**Q9135 | D**M**Q9130  D**M**Q9135 | D**M**Q9130  D**M**Q9135 |
| **Policy and Professional Issues** | D**I**Q9230  D**I**Q9235 | D**H**Q9230  D**H**Q9235 | D**M**Q9230  D**M**Q9235 | D**M**Q9230  D**M**Q9235 |

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.

Learning outcomes fall into two categories:

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

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

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

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This handbook contains more detailed guidance on the assignment requirements. Some assignment elements have designated pages in your e-portfolio and can be completed on an ongoing basis during your teaching practice. These elements are indicated next to the assignment title in the guidance. More formal written assignments will need to be uploaded to Brightspace to be checked against Turnitin software (which checks your submission for plagiarism) as well as to the relevant sections of your e-portfolio (PebblePad Workbook). Your Personal Development Plan (PDP) is incorporated into the e-portfolio where you will be able to track your learning, achievements and progress and action plan your development in the Review and Targets section.

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

Overview

This module develops your critical understanding of how people learn in the lifelong learning sector and of the role of assessment in enabling learning and achievement. It introduces theories and principles of learning and assessment and develops your ability critically to apply research evidence in designing effective learning and assessment strategies and materials. It develops positive approaches to the management of group and individual behaviours and promotes an inclusive approach to teaching, learning and assessment. It introduces the role of key transferable skills and the ways in which people learn English, maths and digital skills.

The module is assessed by means of a practical micro-teaching assignment and the design of an intervention, strategy, activity or resource, underpinned by an understanding of key principles of teaching, learning and assessment.

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

1. **Teaching in context** Plan, prepare, teach and reflect on a learning session contextualised within the professional role in lifelong learning. (2,500 words equivalent including appropriate evidence, covering outcomes K1-K5 and A1-A5)

2. **Research-informed practice** Design and justify an intervention, strategy, activity or resource to improve student learning in own subject-specialist area. Critically evaluate in relation to theoretical perspectives on learning and motivation (3,500 words equivalent including appropriate evidence, covering outcomes K2-K5, A1-3 and A5).

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

Learning Outcomes

Knowledge and Understanding:

1. Critically evaluate the implications of educational setting and current policies for the care and learning of young people and adults.
2. Critically evaluate theories and models of learning relevant to the design of inclusive subject-specific teaching and learning activities.
3. Critically evaluate key principles underpinning the selection of strategies for assessment.
4. Critically discuss theories relevant to the motivation and behaviours of students.
5. Critically discuss the use of English, maths and digital skills within subject-specific teaching and learning.

Abilities:

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

Assignment 1

This assignment is in three sections. You will need to use the following forms which can be found as appendices to this guidance:

• O1/a Preparation for Teaching

• O2 Lesson Plan

• O3 Tutor Feedback

• O4 Trainee Evaluation and Reflections

**Section 1 – Context and planning**

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

* Explain the context of your session and a rationale for your approach to planning it, using form O1/a (approximately 1,500 words). This must draw on relevant evidence and theory
* Complete a written session plan using the template provided (O2)
* Prepare and include teaching, learning and assessment resources to support your session.

(KU1-KU5 and A1-A3)

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

* Teach a 20-25 minute session to your peers from the 90 minute session prepared for Section 1 (above).
* In your portfolio evidence, include the peer and tutor feedback (form O3) you have received

(A4)

**Section 3 – Reflection on teaching**

Reflect on the session you have taught considering what you have learnt from the process and your progress against the Professional Standards using form O4 (approximately 750 words). You should refer to the feedback you have received from your peers and tutor. Consider the following points:

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

(KU2-5 and A2, A5)

Assignment 2

This assignment is in two sections:

**Section 1**

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

For example:

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

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

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

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

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

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

**Section 2**

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

Your account should include critical discussion of the following areas, but you may structure it as you wish:

* How the intervention, activity or resource fits into a specific programme of study or Scheme of Work (A1)
* How theories and models of learning have informed your designed intervention, activity or resource (KU2, A2)
* The extent to which your intervention, activity or resource would allow you to assess learning (KU3, A3)
* The English, maths or digital skills involved in the proposed intervention, activity or resource (KU5)
* How you believe this intervention, activity or resource will contribute to student learning and motivation in your subject-specialist area (KU4)

You should also critically reflect on your own learning as a result of this assignment and consider how it has helped you to progress against the professional standards (A5).

Professional practice, module outcomes and the ETF Professional Standards

**You must address all module outcomes in this portfolio** but you can choose how and where you address them. The table below provides suggestions for the ways you might address the outcomes and suggests related ETF Professional Standards (PS) which you might also consider relevant to the outcomes.

|  |  |  |
| --- | --- | --- |
| **Knowledge and Understanding:** | | |
| **Learning Outcomes** | **How you might address them in your teaching portfolio** | **Which ETF Professional Standards (PS) you might address** |
| **KU1** Critically evaluate the implications of educational setting and current policies for the care and learning of young people and adults. | Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should be completed to show your knowledge and understanding of the sector and relevant policies and how they apply to teaching and learning in your subject with relevant examples. | **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |
| **KU2** Critically evaluate theories and models of learning relevant to the design of inclusive subject-specific teaching and learning activities. | Assignment 2 Section 2: The account of the intervention, activity or resource in which you justify and evaluate should refer to research-informed principles of learning, assessment and motivation and show how it will be inclusive. | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity. |
| **KU3** Critically evaluate key principles underpinning the selection of strategies for assessment. | Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should show your knowledge and understanding of assessment, principles and strategies and how they apply to teaching and learning in your subject with relevant examples, as well as in your planned micro-session.  Assignment 2 Section 2: The account of the intervention, activity or resource should include reference to how it allows you to assess learning. | **PS19** Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **KU4** Critically discuss theories relevant to the motivation and behaviours of students. | Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching should show that you recognise what may motivate the students.  Assignment 2 Section 2: The account of the intervention, activity or resource in which you justify and evaluate should refer to research-informed principles of learning, assessment and motivation. It should also discuss how your intervention, activity or resource will contribute to student motivation. | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS13** Promote and support positive learner behaviour, attitudes and well-being.  **PS14** Apply motivational, coaching and skill development strategies to help learners progress and achieve |
| **KU5** Critically discuss the use of English, maths and digital skills within subject-specific teaching and learning | Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should be completed to show your knowledge and understanding of English, maths and digital skills and how they apply in teaching and learning in your subject with relevant examples, as well as in your planned micro session. | **PS16** Select and use digital technologies safely and effectively to promote learning.  **PS17** Develop learners’ mathematics, English, digital and wider employability skills. |
| **Abilities:** |  |  |
| **A1**. Synthesise appropriate theories, models and principles in the design, implementation and evaluation of appropriate subject-specific learning outcomes, activities and resources. | Assignment 1 Section 1: Lesson plans and relevant documents such as resources, activities, progress and assessment records  Assignment 1 Section 2: O2 Observation of your teaching showing you have achieved the required standards  Assignment 2 Section 1: An intervention, activity or resource which you have planned and prepared for a specific purpose. | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS15** Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs. |
| **A2**. Synthesise research and professional literature to critically evaluate the currency and appropriateness of own practice | Assignment 1 Section 1: The relevant section of O1/a Preparation for Teaching for your micro-session should show your knowledge and understanding of relevant evidence and theory, how they apply in teaching and learning in your subject with relevant examples, as well as in your planned micro-session. (You will not necessarily be required to do this to this extent in subsequent O1 submissions in your teaching practice)  Assignment 2 Section 2: The account of the intervention, activity or resource in which you justify and evaluate should refer to research-informed principles of learning, assessment and motivation. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **A3** Synthesise theories of assessment to plan effective assessment of student needs and progress and use assessment to support learning. | Assignment 1 Section 1: Lesson Plan and relevant section of O1a Preparation for Teaching.  Assignment 2 Section 1: You may choose to develop an assessment-related intervention, activity or resource.  Assignment 2 Section 2: Your justification of your intervention, activity or resource should include reference to how it will allow you to assess learning. | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS19** Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. |
| **A4** Plan, prepare and teach a learning session. | Assignment 1 Sections 1 and 2: O1/a, O2 and O3, showing evidence of planning, preparing and teaching your micro-teaching session. | **PS3** Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning.  **PS14** Apply motivational, coaching and skills development strategies to help learners progress and achieve.  **PS15** Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs. |
| **A5** Critically reflect on own learning within the module and progress against the relevant professional standards | Assignment 1 Section 3: O4 Reflection on your learning through your micro-teaching session and your progress against the Professional Standards.  Assignment 2 Section 2: The account of the intervention, activity or resource should include a reflection on your own learning through this module and your progress against the Professional Standards. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. |

Masters Assessment Criteria

All assessment tasks should:

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

All assessment tasks must be passed.

Appendices to Assignment 1

Form O1/a Preparation for Teaching Observation (Micro lesson)

*This form must be completed before your micro teaching session.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Trainee** | **Subject** | | | | |
| **Topic of session** | | | | | |
| **Date** | **Time from and to** | | | **No. of students in group** | |
| **Module / Level (please tick)** | **Foundation (F)** | **Masters(M)** | **Pre-Service** | | **In- Service** |
| **Module 1 RITLA Micro lesson** |  |  |  | |  |
| **Name of Observer:** |  | | | | |

|  |
| --- |
| Discuss the context for your planned 90-minute session and the ways in which this has influenced your planning. This should include reference to:   * the educational setting (e.g. Further Education college; training provider; prison) * the target student group (e.g. adult learners, 16-19, work-based apprentices) * policies and legislation that you have considered (e.g. Health and Safety, Prevent, Equality and Diversity). (KU1, A1, A2) |
|  |
| Discuss what you intend your learners to achieve as a result of the session, and why. (A1) How do you anticipate that the session will motivate the learners? (KU4) |
|  |
| Discuss how you will assess the progress of learners in the session, and how feedback will be given to learners. You should show your understanding of different types and methods of assessment, as well as the principles of giving feedback. (KU3, A2, A3) |
|  |
| Discuss your plans for adaptive teaching in the session. (KU4, A1, A2) |
|  |
| Discuss how you will support the development of English, maths and digital skills in the session. (A1, KU5) |
|  |

SECTION O2 SAMPLE LESSON PLAN

You should include copies of any resources, activities, assessments etc. which you have used with this lesson.

|  |  |  |  |
| --- | --- | --- | --- |
| Trainee: | Lesson theme / focus: |  | Date: |
| Course: module / unit / level | Location: |  | Time: |

|  |  |  |  |
| --- | --- | --- | --- |
| Overall lesson aim : | | | |
| **Learning Objectives** (what you intend students to learn)  By the end of the lesson all students can ...  1.  2.  and some students will also be able to ... | | Why are they learning this?  Eg Links to specification:  Links to previous lesson:  Links to wider context:  How will you know students are making progress in their learning? | |
| Equipment, resources and organisation for this lesson: | | | |
| Opportunities for developing relevant functional literacy, numeracy or ICT skills: | | Key words: | |
| Inclusion and adaptive teaching: individual or groups of students in this lesson  Stretch and challenge  Support / issues | | Homework / follow up independent learning: | |
| Time | Lesson content and activities | | How will you monitor and assess learning?  Key questions? (Include questions which will challenge students of all abilities to make progress in the lesson) |
|  | Introduction | |  |
|  | Middle | |  |
|  | Conclusion | |  |

**Observation of Teaching Form O3**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Observer:** | | | | **Date of observation** | | | | | | | | |
| *Please indicate below the capacity in which you are observing the session (more than one box can be ticked)* | | | | | | | | | | | | |
| Subject specialist | Teacher trainer | | | Mentor | | | | | Other please specify | | | |
| **Subject Specialist Feedback** Subject Specialist observers should complete the form with particular attention to subject to specialist planning and preparation, curriculum knowledge and understanding and in particular, how effectively up to date knowledge of subject specialist/vocational area is demonstrated and its impact on the learning progress and development of learners in the subject. | | | | | | | | | | | | |
| **Trainee** | | | | **Location of session** | | | | | | | | |
| **Subject** | | | | **Course/level/year being taught** | | | | | | | | |
| **Title of session** | | | | | | | | | | | | |
| Time from and to | | | Duration of observation | | | | | No. of students in group | | | | |
| Module 2 Becoming a Subject Specialist teacher (please circle number of observation) | | | | | | | | | | | | |
| **1st** | | **2nd** | | | **3rd** | | | | | **4th** | | |
| Module 3 Being a Subject Specialist Teacher (please circle) | | | | | | | | | | | | |
| **1st** | | **2nd** | | | **3rd** | | | | | **4th** | | |
|  | | | | | | | | | | | | |
| Module / Level (please tick) | | | | Foundation(F) | | Intermediate(I) | Higher(H) | | | Masters(M) | Pre-  Service | In -Service |
| Module 1 Micro lesson | | | |  | |  |  | | |  |  |  |
| Module 2 Becoming a Subject Specialist Teacher | | | |  | |  |  | | |  |  |  |
| Module 3 Being a Subject Specialist Teacher | | | |  | |  |  | | |  |  |  |

|  |
| --- |
| **Strengths** |
|  |
| **Development points** |
|  |

|  |
| --- |
| Subject Specialist Comments  Including overall quality of learning, effectiveness of planning, preparation, learning activities and assessment in developing the learners’ knowledge of the subject**,** employability skills and up to date subject/ industry standard practice**,** motivation and inspiration of learners to achieve and develop their skills to enable progression in their subject**,** health and safety related to the specific curriculum area, English and maths skills in relation to their specialist subject. |
| Subject specialist comments on the session and suggestions for development |
| General Comments on the session and suggestions for development  Including overall quality of learning, effectiveness of planning, preparation and learning activities, impact of trainee’s communication skills on learning, integration of English, mathematics and ICT, how the trainee’s approach to equality and diversity impacts on learning, effectiveness of assessment and feedback, adaptive teaching and the achievement of individual learners. |
|  |

**Important notes:** The statements in the boxes refer only to the session being observed and not to the trainee’s general abilities as a developing teacher

The comments boxes can be used to provide additional points from the observer. If you are a subject specialist observer the comments box can be used to draw attention to practice relating to the specialist nature of the lesson

| Tick appropriate box to right |  | |  |  | |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reasons **may** include: |  | |  |  | |  |
| Planning | Lack of detail  Learning outcomes for lesson not sufficiently defined  Inappropriate level for learners and subject | | Relevant learning outcomes but could be more clearly expressed  Content sufficiently develops all learners’ knowledge and understanding/skills | Detailed  Clearly expressed learning outcomes deepen learners’ knowledge/understanding/skills  Lesson content supports learners’ development | | Appropriate, relevant and challenging outcomes for learners  Session planned to enable learners to achieve these challenging outcomes |
| Comments (as appropriate). | | | | | | |
| Preparation  Eg of strategies, resources, equipment, environment and any available learning support.  Takes account of subject being taught | Under- or unprepared in strategies, resources, environment. Lack of attention to detail | | Lesson is adequately prepared, although level of attention to detail impacted adversely on the teaching and learning taking place | Detailed preparation which takes account of the learners, the context and teaching and learning in the subject | | Preparation enables a degree of flexibility in anticipation of the needs of learners, the context and teaching and learning in the subject |
| Comments (as appropriate) | | | | | | |
| Structure and sequencing  eg recap, intro, chunking and linking of content, opportunities for application of learning, mini plenaries, plenary etc. | Lesson did not show appropriate structure and sequence. Insufficiently linked to planned outcomes | | Structure and sequence is evident but does not take sufficient account of individual learners and context | Lesson is organised structured and sequenced appropriately to enable learning outcomes to be achieved | | Organisation of the lesson content is thoughtfully and intentionally structured and sequenced to a high level to achieve planned outcomes. Flexible and able to make responsive adjustments to learners’ needs and context |
| Comments (as appropriate) | | | | | | |
| Communication  Verbal, non-verbal, instructions, questioning, interactions, briefing, debriefing, plenary | Communication is ineffective. This may be because instructions or teacher exposition are unclear, and/or because interaction between teacher and learners is absent or very limited | | Communication is mostly adequate but interactions between teacher and learners are limited and some opportunities for promoting learning are missed | Good. Communication is clear and encourages learners to interact with teacher and other learners | | Excellent. Highly effective dialogue between teacher and learners in all phases of the lesson |
| Comments (as appropriate) | | | | | | |
| Resources | Resources are not sufficiently matched to learners’ needs | | Resources are mostly appropriate but do not meet all needs and/or limit the quality of learning possible | Appropriate resources are used effectively to support most learners | | Resources are well-judged and used effectively to support learners in achieving learning outcomes |
| Comments (as appropriate) | | | | | | |
| Subject knowledge | Subject knowledge is limited, ineffective, inaccurate and/or at a level which does not support the learners’ development | | Demonstrates secure subject or vocational knowledge that is relevant to developing learners’ understanding and skills. | Uses secure subject or vocational knowledge to find and underpin different teaching and learning strategies and ways of explaining/demonstrating key concepts and skills. | | Applies depth of subject or vocational knowledge to support learners in acquiring appropriate understanding and skills, ensuring expected progress for all through a range of approaches. |
| Comments (as appropriate) | | | | | | |
| Management of lesson and classroom behaviour  Behaviour issues, classroom management, emotional intelligence, interactions | Learners’ lack of engagement/low level disruption reduces learning and/or leads to a disorderly environment | | Occasional low level inattention/disruption. Nearly all learners respond positively. Clear procedures for managing interaction/behaviour but not always used consistently | A good climate for learning is maintained. Activities, interactions and behaviour managed consistently well. | | A positive climate for achieving high standards of learning exists throughout the lesson. Teacher manages activities, interactions and behaviour skilfully and with great consistency |
| Comments (as appropriate) | | | | | | |
| Questioning  Level, distribution, clarity, stretch and challenge. Assessment for Learning strategies | Learners are not engaged through questioning and other assessment for learning strategies. Poor use of questions to support teaching and learning | | Inconsistent use of questions to support teaching and learning Nearly all learners are engaged through questioning | Secure and consistent use of questioning strategies which supports all learners to develop appropriate understanding. | | Understanding is checked systematically and effectively throughout the lesson. Teacher anticipates where to intervene and impacts on the quality of learning. |
| Comments (as appropriate). | | | | | | |
| Safety, wellbeing, e-safety | Teacher does not actively engage with safety issues and/or learners do not understand risks and may endanger themselves and others | | Learners know (or are made aware of) the risks they face and this is reflected in their behaviour | Teacher supports learners to identify unsafe situations and understand how to keep themselves safe | | Teacher supports learners to identify and understand unsafe situations very clearly. Learners are (or are made) highly aware of how to keep themselves and others safe |
| Comments (as appropriate) | | | | | | |
| Adaptive teaching,  interventions and support | Little adaptive teaching. Support and interventions have little or no impact on learning. | | Some impact but not always timely or consistent in meeting individual needs | Good impact on learning. Appropriate interventions which reflect learners’ individual needs | | Notable impact. Sharply focussed and timely interventions. Where appropriate, learners’ individual needs accurately identified before and/or during lesson and teacher acts positively to meet these needs |
| Comments: (as appropriate) | | | | | | |
| Expectations/challenge | Not high enough. Progress is limited | | Expectations sufficient for learners to make satisfactory progress towards meeting the requirements of their course | High and realistic expectations for learners in most aspects of the lesson. | | Consistently high but realistic expectations of learners, including identification of learning outcomes, engagement in lesson, behaviour and achievement |
| Comments (as appropriate) | | | | | | |
| Functional skills  Reading, writing, communications, maths and ICT | Personal knowledge and skills in English/mathematics/ICT are limited, ineffective, inaccurate and/or at a level which does not support the learners’ development. | | Personal knowledge and skills in English/ mathematics/ICT needs some development. Occasional opportunities are taken to embed functional skills in learning sessions. | Demonstrates secure personal knowledge and skills in English and mathematics. Identifies and uses opportunities to embed these skills in learning sessions. | | Demonstrates secure and confident personal knowledge and skills in English/ mathematics/ICT. Consistently uses depth of knowledge and skills to embed opportunities for learners to develop in functional skills |
| Comments (as appropriate) | | | | | | |
| Equality, diversity and inclusion | Overlooked, ignored and/or opportunities missed. | | Demonstrates an understanding of social and cultural diversity, equality of opportunity and inclusion. Occasional opportunities are taken to develop skills knowledge and understanding | Demonstrates a secure understanding and application to teaching of social and cultural diversity, equality of opportunity and inclusion. Most opportunities are taken to develop skills knowledge and understanding | | Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and learning. |
| Comments (as appropriate) | | | | | | |
| Assessment, Feedback and/or marking | Assessment is not used effectively to help learners improve. Feedback and/or marking is minimal | | Work is monitored during the lesson. General misconceptions are picked up. Plans are adapted but this is not always timely or relevant. Feedback and/or marking is inconsistent | Progress is assessed regularly and accurately. Teacher listens to, carefully observes and skilfully questions learners to reshape tasks and explanations to improve learning. Learners know how well they have done and how to improve. Feedback and/or marking is regular. | | Understanding is checked systematically and effectively, anticipating interventions Consistently high quality of constructive feedback and/or marking |
| Comments (as appropriate) | | | | | | |
| Progress and Learning | Some or all are making weak progress. Learning is limited. Learners underachieve | | Learners engage consistently with the learning activities. Progress is broadly in line with the intended outcomes of the session. | Most learners make good progress and achieve intended outcomes by the end of the session. Learning activities are effectively completed and support achievement. | | There is a clear focus throughout the session on learner achievement. Most learners achieve intended outcomes and make sustained progress towards appropriately high standards. |
| Comments (as appropriate). | | | | | | |
|  | | | | | | |
| Has the trainee, on the basis of the session observed demonstrated acceptable practical teaching for this stage of their course?  Please select: Yes/No | | | | | | |
| Observing tutor: | | Observing tutor’s signature: | | | Date: | |

University of Huddersfield

School of Education and Professional Development

**Form O4 Reflections on teaching observation**

This form must be completed after each teaching observation.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trainee** | | | **Location of session** | | | | | | | |
| **Subject** | | | **Course/level/year being taught** | | | | | | | |
| Title of session | | | | | | | | | | |
| Date | Duration of observation from/to | | Time from and to | | | | No. of students in group | | | |
| Module 2 Becoming a Subject Specialist teacher (please circle number of observation) | | | | | | | | | | |
| **1st** | | **2nd** | | **3rd** | | | | **4th** | | |
| Module 3 Being a Subject specialist Teacher (please circle number of observation) | | | | | | | | | | |
| **1st** | | **2nd** | | **3rd** | | | | **4th** | | |
|  | | | | | | | | | | |
| Module / Level (please tick) | | | Foundation(F) | | Intermediate(I) | Higher(H) | | Masters(M) | Pre  Service | In Service |
| Module 1 Micro lesson | | |  | |  |  | |  |  |  |
| Module 2 Becoming a Subject Specialist Teacher | | |  | |  |  | |  |  |  |
| Module 3 Being a Subject Specialist Teacher | | |  | |  |  | |  |  |  |
| **Name of Observer:** | | |  | | | | | | | |

|  |
| --- |
| Record here your own reflections on the session and the feedback you received  *What aspects of the session went well? Explain why. What aspects of the session did not work so well? Why and what you have learned from this? What progress did your learners make in the lesson? How do you know this? (Give examples)* |
|  |
| Action points and their proposed benefits for learners. What do you need to do to develop and improve your practice and why? How will you follow these points up and track your progress in your e-portfolio? |
|  |

# Module 2 DMQ8230 and DMQ8235 Becoming a Subject Specialist Teacher

Overview

This module focuses on your development as a professional and subject specialist teacher.

**There are two assignments for this module**

* Assignment 1 Becoming a Subject Specialist Teacher (Teaching Portfolio 1)
* Assignment 2 Critical Review

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

Learning Outcomes

Knowledge and understanding:

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

Abilities

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

In fully completing the assignments to an appropriate standard, you may be able to show that you are addressing specific Education and Training Foundation (ETF) Professional Standards (PS), as indicated in the tables provided in this handbook.

The following themes are seen as essential elements in the professional repertoire and activity of a teacher or trainer:

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

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

Assignment 1 Teaching Portfolio 1: Overview of what you should include

**Please note that more detailed information for each section is provided following the overview.**

#### **Section 1 Personal Development Planning**

* Initial Assessment at the start of the course
* Records of mentor meetings
* Review and Targets 1. Completed towards the end of the module: discussion of module outcomes, progress towards Professional Standards and action plan for module 3.

#### **Section 2 Teaching and Observations**

Teaching log (50 teaching hours plus wider evidence of involvement in the professional role) and four observations.

For each of your four observations you will need to include:

* O1 Preparation for Teaching
* O2 Lesson Plan
* O3 Tutor Feedback
* O4 Trainee Evaluation and Reflections
* Additional documentation e.g. learner profiles, resources and activities, progress and assessment records

Teaching Report Form completed by mentor or Head of Department (HoD).

(Forms O1 to O4 and the Teaching Report Form can be found on Brightspace).

#### **Section 3 Structured Reflections**

* Reflection 1 (600 words): Personal reflection: the values, knowledge, skills and attributes you bring to becoming a teacher in the sector
* Reflection 2 (600 words): Observation of an experienced teacher and/or co-teaching session with mentor/colleague
* Reflection 3 (600 words): Significant TLA theme of trainee’s choice
* Reflection 4 (600 words): Significant TLA theme of trainee’s choice
* Synoptic critical discussion (1000 words)

Assignment 1 Teaching Portfolio 1: Detailed Information about your Teaching Portfolio

#### **Section 1 Personal Development Planning**

#### **Reviewing progress and action planning**

You will need to track your progress as you develop your teaching and learning skills and create action plans 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

This should be carried out throughout the module, using the Mentor Meetings and Tutorials and Review and Targets 1 section of Pebblepad to record your action plans and progress.

**Mentor meetings**

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.

**Review and Targets 1**

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

* indicating which of the 20 Professional Standards you have met and which you are still working towards
* identifying areas for further development in English, maths, digital literacy and the ETF Professional Standards and producing an action plan

Arrange a meeting with your tutor to discuss your progress and agree your action plan.

Use the Review and Targets 1 section of Pebblepad to record the key points of your discussion and your action plan.

#### **Section 2 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 50 hours** by the end of the module and that you are making progress towards the minimum requirement of 100 hours of teaching in 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 (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
* online teaching

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

For each observed session, you must include:

* The preparation/rationale form (O1). 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 (O2). 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 (O3)
* Your reflections and evaluations on the lesson (O4). 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

**Who should undertake observations** **and complete O3?**

For full time (pre-service) trainees:

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

For part time (in-service) trainees:

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

**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.

#### **Section 3 Reflection**

Teaching is a complex activity which depends on the ability to blend formal propositional knowledge with critical reflection and a range of personal attributes, skills and knowledge. The following themes are seen as essential elements in the professional repertoire and activity of a teacher or trainer:

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

As previously indicated, there is (intentionally) no separate module within the course dealing with them; instead, you are expected to develop appropriate skills, knowledge and understanding and to confront the associated pedagogical issues of each of these themes in each of the modules and to show that you have considered these through sustained reflection

**Structured Reflections**

This section of your portfolio needs to be genuinely reflective rather than descriptive. Reflections need to be based upon your own experiences, for example, observing a class, teaching a group, critiquing an activity in a Cert Ed, PGCE class or discussing an interesting piece of reading. You should consider your development in the module as a whole, discussing the process of learning to teach with reference to relevant academic and professional literature.

**Reflection 1** (600 words): Personal reflection: the values, knowledge, skills and attributes you bring to becoming a teacher in the sector. This short article will follow on from your initial review and should be a personal account. What is it that makes teachers effective? What do you bring to the table? What do you need to develop? Use the 20 ETF Professional Standards as a guide (not a tick list).

**Reflection 2** (600 words): Observation of an experienced teacher and/or co-teaching session with mentor/colleague. Use an appropriate observation template and/or plan and deliver a session. Reflect upon this work using a recognised reflective model.

**Reflection 3** (600 words): Significant teaching, learning or assessment (TLA) theme of your choice. Use the Module Outcomes and the 20 ETF Professional Standards as a guide when choosing your theme.

**Reflection 4** (600 words): Significant TLA theme of your choice. Choose a different theme to the one in Reflection 3. Aim to cover elements of the module outcomes that may not be elsewhere in your portfolio.

**Synoptic Critical Discussion** (1000 words). Pull together key ideas or themes from your work on this module. This synoptic element enables you to write and reflect on ideas and happenings that have been important during the module.

Assignment 2 Critical Review

* A critical review of two contrasting academic papers in a research field relevant to lifelong learning. The review should take the form of a seminar or poster presentation, supported by a written paper of approximately 3,000 words.
* Tutor and peer feedback on the presentation and the written paper

Guidance on Critical Review

For your Critical Review you will choose two contrasting peer-reviewed journal articles which report educational research (empirical or conceptual) relevant to the lifelong learning sector. You will then critically review these articles, locating them within the broader field of educational research in terms of content, theoretical framework and methodology and relating them to current key issues in lifelong learning and education more generally. Your review will highlight the key arguments and conclusions in each article, and evaluate the strength of the evidence supporting them, including their grounding in pre-existing literature. It will also draw attention to points of comparison and contrast in the articles, and highlight areas of difference and agreement. Your review will be presented both as a written paper of approximately 3,000 words and as a seminar paper or presentation.

Choice of contrasting articles

With the agreement of your tutor, you may choose to focus on any pair of articles which supports a review of the nature described above. Below are some examples of pairs of articles and your tutor may provide others for you to consider.

Vocational learning

* Hyland, T. (2019). Embodied learning in vocational education and training. Journal of Vocational Education & Training, 71 (3), 449-463. DOI: 10.1080/13636820.2018.1517129
* Dalby, D. & Noyes, A. (2016). Locating mathematics within post-16 vocational education in England. Journal of Vocational Education & Training, 68 (1), 70-86. DOI: 10.1080/13636820.2015.1110828

Politics and ethics in educational research

* Avis, J. & Atkins, L. (2017). Youth transitions, VET and the ‘making’ of class: changing theorisations for changing times? Research in Post-Compulsory Education, 22 (2), 165-185. DOI: 10.1080/13596748.2017.1314678
* Allatt, G. & Tett, L. (2019). Adult literacy practitioners and employability skills: resisting neo-liberalism? Journal of Education Policy, 34 (4), 577-594. DOI: 10.1080/02680939.2018.1493144

Social class and further education

* Avis, J. & Orr, K. (2016). HE in FE: Vocationalism, class and social justice. Research in Post-Compulsory Education, 21(1-2), 49-65. DOI: 10.1080/13596748.2015.1125666

* Thompson, R. (2017). Opportunity structures and educational marginality: The post-16 transitions of young people outside education and employment. Oxford Review of Education, 43(6), 749-766. DOI: 10.1080/03054985.2017.1352502

Higher education

* Russell, L. & Jarvis, C. (2019). Student withdrawal, retention and their sense of belonging; their experience in their words. Research in Educational Administration & Leadership, 4(3), 494-525. DOI: 10.30828/real/2019.3.3
* Donnelly, M. & Evans, C. (2019). A ‘home-international’ comparative analysis of widening participation in higher education. Higher Education, 77, 97-114. DOI: 10.1007/sl0734-018-0260-3

**Negotiating a learning contract**

When you have a clear idea of the two articles you will be reviewing, draw up a learning contract in consultation with your tutor.

The learning contract should identify:

* The two articles to be reviewed
* The ways in which the articles relate to the lifelong learning sector and/or your professional interests and responsibilities
* The form you expect your presentation to take (e.g. a ‘live’ presentation; a web page; a poster presentation)

The frame below might be of use in making notes on the journal articles you have chosen.

|  |  |  |
| --- | --- | --- |
| Who wrote the paper? (Authors) |  |  |
| When was the article published and how relevant is the date of it? |  |  |
| What is the title? |  |  |
| In what publication is it published (name of journal)? If the papers you review are in different journals, in what ways do they differ? Is this significant? |  |  |
| What is the topic of the paper and how is it relevant to Lifelong Learning? |  |  |
| Why did you choose the paper? |  |  |
| How does it explain why the research was carried out? |  |  |
| What are the aims of the research? Is there a clear statement of the purpose of the paper? |  |  |
| Does it favour a particular research approach (paradigm)? |  |  |
| What is the methodology and is it appropriate eg. qualitative/quantitative? |  |  |
| How was the research designed? |  |  |
| To what extent was the research design appropriate to address the aims of the research? |  |  |
| How was the data collected? |  |  |
| Was the data collected in a way that addressed the research issue? |  |  |
| How has the relationship between researcher and participants been considered? |  |  |
| How have ethical issues been taken into consideration? |  |  |
| How rigorous was the data analysis? |  |  |
| What are the findings expressed? |  |  |
| What is the value of the research? |  |  |

**The presentation**

The practical arrangements for this will need to be negotiated locally with your tutors. Some time will need to be set aside for trainees who wish to deliver a ‘live’ presentation, while display space and group time will need to be arranged for poster presentations, access to web pages etc.

You will be assessed mainly on the content of your presentation, although there are also some simple criteria for the presentation itself (see below).

The postgraduate level criteria require you to communicate clearly with specialist and non-specialist audiences.

In the context of the critical review, this will be interpreted as requiring you to:

* Complete the presentation within agreed timescales, space and resource constraints as appropriate. For a ‘live’ presentation, a total of 20-30 minutes including time for questions and discussion is suggested.
* Use an appropriate variety of visual, audio and other media to enhance the presentation (within the constraints of the format agreed)
* Use clear and structured explanations and illustrations
* Engage your audience in appropriate ways and elicit feedback on your presentation

**The written paper**

A written paper of approximately 3000 words must accompany your presentation. Draft and final versions of the written paper should normally be submitted through Turnitin (the originality software available through the VLE). With the agreement of your tutor, the final version of the paper may be submitted after the presentation; however, at least a draft should be available for the tutor and other trainees at the time of the presentation.

#### Professional practice, module outcomes and the ETF Professional Standards

**You must address all module outcomes in this portfolio** but you can choose how and where you address them. The table below provides suggestions for the ways you might address the outcomes and suggests related ETF Professional Standards (PS) which you might also consider relevant to the outcome.

Remember that the assignments are designed to be flexible and relevant to your stage of development; consequently, you might address the themes, outcomes and ETF standards in different ways, depending on, for example:

* the experiences and opportunities you engage with in practice
* what you submit in your teaching portfolio
* how you address theobservations
* what you write about in your rationales, evaluations and reflections

|  |  |  |
| --- | --- | --- |
| **Knowledge and Understanding:** | | |
| **Learning Outcomes** | **How you might address them in your teaching portfolio** | **Which ETF Professional Standards (PS) you might address** |
| **KU1** Critically evaluate theories and principles relevant to teaching and learning in own specialist area | The way in which you make visible your thinking about the lessons you teach will be important here and you will need to address theories and principles of teaching and learning and your subject specialism with reference to relevant academic and profession literature. You might write about this in one or more of the following:   * O1 Rationales for your observed lessons which discuss theories and principles * O4 Reflections on observed lessons   Also the way that you discuss your development as a teacher e.g.   * Structured reflections * Synoptic critical discussion | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **KU2** Critically analyse values and principles of equality and diversity in the context of lifelong learning. | If the observed lessons you submit to the portfolio specifically address issues of **equality, diversity, inclusivity and** adaptive teaching you may address this through discussion of this in  O1 Rationale and O4 Reflection and evaluation by the way you make visible your thinking and values relating to these issues.  For various reasons, there may not be an opportunity to address this outcome through observed lessons. In this case you will need to ensure that you reflect on these issues in your structured reflections and/or the synoptic critical discussion | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity. |
| **KU3** Critically analyse methodological issues in educational research | This must be addressed in the Critical Review of educational research that you undertake for Assignment 2. | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **KU4** Critically evaluate research findings relevant to lifelong learning. | Critical review of educational research.  This may also be addressed through O4 lesson reflection and/or structured reflections and/or the synoptic critical discussion. | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| Abilities: | | |
| **A1** Undertake guided practice in planning and enabling inclusive learning and assessment | Your teaching e-portfolio consisting of:   * Teaching log showing a minimum of 50 hours of appropriate teaching * Lesson plans and relevant documents you have prepared such as learner profiles, resources activities * Evidence of your involvement in assessment process (eg marking, assessing, learner progress and assessment records, moderation etc ) * O3 Observation of your teaching showing you have achieved the required standards * Records of mentor meetings * Teaching Report * Observation of other teachers and/or co-teaching | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS3** Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning.  **PS4** Support and develop learners’ confidence autonomy and thinking skills, taking account of their needs and starting points.  **PS11** Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.  **PS14** Apply motivational, coaching and skill development strategies to help learners progress and achieve.  **PS15** Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs.  **PS18** Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices,  **PS19** Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement  **PS20** Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. |
| **A2** **and A3** Synthesise and use appropriate models of reflection and reflective practice to evaluate and develop own teaching and assessment skills in the specialist area and an alternative context | Records of mentor meetings  Teaching Report  Observation of other teachers and/or Co-teaching  Structured reflections and synoptic critical discussion  Personal development planning, through Review and targets and Action planning | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS10** Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement. |
| **A4 and A5** Synthesise research findings on teaching, learning and assessment including those relating to English, maths and digital skills.  Support students in the use of English, maths and digital technologies in the specialist area | O1 Rationale  O2 Records of Lessons  O3 Observation  O4 Evaluations and Reflections  Discussion of personal skills development  Structured reflections  Synoptic critical discussion  Observation of other teachers and/or Co-teaching | **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS16** Select and use digital technologies safely and effectively to promote learning.  **PS17** Develop learners’ mathematics, English, digital and wider employability skills. |
| **A6 and A7** Develop own independent ability to evaluate and use academic and professional literature in the field of lifelong learning.  Critically reflect on, evaluate and articulate the process of learning to teach and devise an action plan for further professional development in the context of the appropriate professional standards | Structured reflections  Synoptic critical discussion  O4 Evaluations and Reflections  Critical review of educational research  Personal Development Planning through Review and targets and Action planning  Observation of other teachers and/or co-teaching | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |

**Examples of different ways in which you might address the Professional Standards and themes:**

1. You might choose to be observed teaching a lesson which focuses on the development of one or more of the following:

* English
* Maths
* Digital Literacies
* Equality, Diversity and Inclusion
* Adaptive teaching

Or an observed lesson might focus on an essential element eg.

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

You might write in detail about your rationale for this focus in the O1 Preparation for Observation and might reflect specifically on the issue(s) in O4 Reflection and Evaluation

1. You might choose to focus one of your structured reflections on a specific theme or essential element
2. You might choose a topic for personal skills development focussing on a relevant theme or essential element
3. You might discuss a specific theme/themes or essential element(s) in your Synoptic Critical Discussion which relates to your own experiences in, for example, observing a class, teaching a group, critiquing an activity in a Cert Ed, PGCE class or discussing an interesting piece of reading.

Please note, however, that developing your practice is not simply a case of documenting evidence: you will also need to make visible your professional values and how you have engaged in thinking about and reflecting on the process of teaching.

Taking into account feedback from and discussion with tutors and mentors in the Review and Targets section of the portfolio at the end of the module, you should:

* identify and discuss your progress towards addressing the Professional Standards and themes
* action plan to address anything you have not yet covered in the next practice based module.

Masters Assessment Criteria

All assessment tasks should:

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

All assessment tasks must be passed.

# Module 3 DMQ9130 and DMQ9135 Being a Subject Specialist Teacher

Overview

This module builds on previous generic and subject specialist development in two ways. Firstly, it contributes to your development of more advanced strategies and methods for promoting learning and, secondly, it involves a focus on specific specialist areas and the critical analysis of subject specialist pedagogy. The module achieves these purposes by enhancing your ability to reflect critically on, and to evaluate, teaching and learning; by recognising particular curriculum and professional challenges; and by developing your ability to respond to these concerns in sophisticated, innovative and creative ways. Key learning activities of the module are practical teaching experience and the engagement with other specialists through collaborative practice.

Key themes of the module are:

* The development of your subject specialist pedagogical knowledge and skills
* Concept of ‘advanced teaching’
* Notions of innovation, creativity and sustainability in education
* Enhancing learning through the use of digital technologies
* A key feature of this module is the need to show the progress and development you are making as a teacher

**There are two assignments for this module**

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

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

Learning Outcomes

**Knowledge and Understanding:**

1. Synthesise key pedagogical principles and critically review their implications for teaching and learning in the specialist area.
2. Critically analyse the theoretical concepts of innovation and creativity in teaching and learning and their application to a particular specialist area.
3. Critically analyse ways in which learning can be supported or enhanced through the application of digital and other new technologies.
4. Critically analyse new developments impacting on professional practice within the specialist area.
5. Review and agree with tutor level of achievement on the course and an action plan for further professional development.

|  |
| --- |
| **Abilities:**   1. Achieve appropriate standards of professional practice 2. Demonstrate respect for diversity and the ability to establish an inclusive learning environment. 3. Collaborate with other specialists to develop own professional practice. 4. Apply appropriate teaching strategies and methods within the specialist area. 5. Critically reflect on, evaluate and develop innovative and creative approaches to teaching and learning within the specialist area. 6. Attendance at a Subject Specialist Conference at which a specialist paper is presented. |

Assignment 1 Teaching Portfolio 2: Overview of what you should include

### **Section 1 Personal Development Planning**

* Initial Assessment at the start of the course
* Records of mentor meetings
* Review and Targets 2. Completed at the end of the module: discussion of module outcomes, achievement of professional standards and action plan

#### **Section 2 Teaching and Observations**

Teaching log (50 teaching hours plus wider evidence of involvement in the professional role) and four observations.

For each of your four observations you will need to include:

* O1 Preparation for Teaching
* O2 Lesson Plan
* O3 Tutor Feedback
* O4 Trainee Evaluation and Reflections
* Additional documentation e.g. learner profiles, resources and activities, progress and assessment records

Teaching Report Form completed by mentor or Head of Department (HoD)

(Forms O1 to O4 and the Teaching Report Form can be found on Brightspace).

#### **Section 3 Structured Reflections**

* Reflection 5 (600 words): Subject specialist pedagogy and pedagogic content knowledge
* Reflection 6 (600 words): Observation in another context and/or co-teaching session with a subject specialist mentor/colleague
* Reflection 7 (600 words): Significant teaching, learning or assessment (TLA) theme of your choice in context of specialism.
* Reflection 8 (600 words): creativity and innovation
* Synoptic critical discussion (1000 words)

Assignment 1: Detailed Information about your Teaching Portfolio

#### **Section 1 Personal Development Planning**

#### **Reviewing progress and action planning**

You will need to track your progress as you develop your teaching and learning skills and create action plans 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

This should be carried out throughout the module, using the Mentor Meetings and Tutorials and Review and Targets 2 section of Pebblepad to record your action plans and progress.

**Mentor meetings**

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.

**Review and Targets 2**

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

* indicating which of the 20 Professional Standards you have met and which you are still working towards.
* identifying areas for further development in English, maths, digital literacy and the ETF Professional Standards and producing an action plan

Arrange a meeting with your tutor to discuss your progress and agree your action plan.

#### **Section 2 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 50 hours** by the end of the module and that you are making progress towards the minimum requirement of 100 hours of teaching in 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 its 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 at least four successful observations of your teaching by approved observers and personal tutors in this module. At least one of these must be by a specialist in your subject.

For each observed session, you must include:

* The preparation/rationale form (O1). 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 (O2). 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 (O3)
* Your reflections and evaluations on the lesson (O4). 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

**Who should undertake observations** **and complete O3?**

For full time (pre-service) trainees:

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

For part time (in-service) trainees:

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

**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.

#### **Section 3 Structured Reflection**

Teaching is a complex activity which depends on the ability to blend formal propositional knowledge with critical reflection and a range of personal attributes, skills and knowledge. The following themes are seen as essential elements in the professional repertoire and activity of a teacher or trainer.

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

As previously indicated, there is (intentionally) no separate module within the course dealing with them; instead, you are expected to develop appropriate skills, knowledge and understanding and to confront the associated pedagogical issues of each of these themes in each of the modules and to show that you have considered these through sustained reflection.

**Structured Reflections**

This section of your portfolio needs to be genuinely reflective rather than descriptive. Reflections need to be based upon your own experiences, for example, observing a class, teaching a group, critiquing an activity in a Cert Ed, PGCE class or discussing an interesting piece of reading. You should consider your development in the module as a whole, discussing the process of learning to teach with reference to relevant academic and professional literature.

**Reflection 5** (600 words): Subject specialist pedagogy, pedagogic content knowledge and issues in the specialism

**Reflection 6** (600 words): Observation in another context and/or co-teaching session with a subject specialist mentor/colleague Use an appropriate observation template and/or plan and deliver a session. Reflect upon this work using a recognised reflective model.

**Reflection 7** (600 words): Significant teaching, learning or assessment (TLA) theme of your choice. Use the Module Outcomes and the 20 ETF Professional Standards as a guide when choosing your theme.

**Reflection 8** (600 words): Creativity and innovation.

**Synoptic Critical Discussion** (1000 words). Pull together key ideas or themes from your work on this module. This synoptic element enables you to write and reflect on ideas and happenings that have been important during the module.

Assignment 2 Subject Specialist Paper and Presentation

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

You might consider:

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

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

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

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

Write and present a paper which discusses the key pedagogical principles and factors affecting teaching and learning within the specialist area. The paper should critically investigate a significant issue in teaching and learning within the specialist area and may involve either empirical or conceptual enquiry. It must demonstrate significant engagement with relevant research literature and a critical understanding of key pedagogical principles and factors affecting teaching and learning within the specialist area.

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

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

**Section 4: References**

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

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

*Preparatory activities, presentation and written paper in total are equivalent to 2,500-3,000 words.*

#### Professional practice, module outcomes and the ETF Professional Standards

**You must address all module outcomes in this portfolio** but you can choose how and where you address them. The table below provides suggestions for the ways you might address the outcomes and suggests related ETF Professional Standards (PS) which you might also consider relevant to the outcome.

|  |  |  |
| --- | --- | --- |
| **Knowledge and Understanding:** | | |
| **Learning Outcomes** | **How you might address them in your teaching portfolio** | **Which ETF Professional Standards (PS) you might address** |
| **KU1** Synthesise key pedagogical principles and their implications for teaching and learning in the specialist area*.* | Specialist paper.  The way in which you make visible your thinking about the lessons you teach will be important here and you will need to address theories and principles of teaching and learning and your **subject specialism** with reference to relevant academic and profession literature. You might write about this in one or more of the following:   * O1 Rationales for your observed lessons which discuss your specialist subject * O4 Reflections on observed lessons * The way that you discuss your development as a specialist teacher e.g. * Reflections * Synoptic critical discussion * Rationale for and reflection on your specialist paper * Observation of another teacher and/or co-teaching | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **KU2** Critically analyse the theoretical concepts of innovation and creativity in teaching and learning and their application to a particular specialist area | If the observed lessons you submit to the portfolio specifically address issues of **innovation and creativity** you may address this through discussion in  O1 Rationale and O4 Reflection and evaluation by the way you make visible your thinking and values relating to these issues.  For various reasons, there may not be an opportunity to address this outcome through observed lessons. In this case you will need to ensure that you reflect on these issues in your structured reflections and/or the synoptic critical discussion  You might also address this outcome depending on your choice of topic for specialist paper. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. |
| **KU3** Critically analyse ways in which learning can be supported or enhanced through the application of digital and other new technologies | If the observed lessons you submit to the portfolio specifically address **digital technologies,** you may address this through discussion of this in  O1 Rationale and O4 Reflection and evaluation the way you make visible your thinking and values relating to these issues.  For various reasons, there may not be an opportunity to address this outcome through observed lessons. In this case you will need to ensure that you reflect on each of these issues in your structured reflections and/or synoptic critical discussion  This could also be addressed depending on what is selected for specialist paper. | **PS16** Select and use digital technologies safely and effectively to promote learning. |
| **KU4** Criticallyanalyse new developments impacting on professional practice within the specialist area. | The topic of your specialist paper and presentation may address this outcome. If not, you should focus one of your structured reflections on discussing new developments (e.g impact on teaching and learning of current issues, policy, qualifications, student groups, teaching approaches, technology). Depending on what lesson you teach, there may be opportunities for discussion in O1 Rationale and O4 Reflection and evaluation. | **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements |
| **KU5** Review and agree with tutor level of achievement on the course and an action plan for further professional development | Review section of the eportfolio | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |
| **Abilities:** | | |
| **A1** Achieve appropriate standards of professional practice | Your teaching eportfolio consisting of:   * Teaching log showing a minimum of 50 hours of appropriate teaching * Lesson plans and relevant documents you have prepared such as learner profiles, resources activities * Evidence of your involvement in assessment process (eg. marking, assessing, learner progress and assessment records, moderation etc.) * O3 Observation of your teaching showing you have achieved the required standards * Records of mentor meetings * Teaching Report   Observation of other teachers and/or co-teaching | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS3** Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning.  **PS4** Support and develop learners’ confidence autonomy and thinking skills, taking account of their needs and starting points.  **PS14** Apply motivational, coaching and skill development strategies to help learners progress and achieve.  **PS15** Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs.  **PS18** Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.  **PS19** Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement. |
| **A2** Demonstrate respect for diversity and the ability to establish an inclusive learning environment | Professional conduct in your practice.  If the observed lessons you submit to the portfolio specifically address issues of equality, diversity, inclusivity and adaptive teaching you may address this through:  O3 Tutor feedback on lesson observation  O1 Rationale and O4 Reflection and evaluation in the way you make visible your thinking and values relating to these issues.  For various reasons, there may not be an opportunity to address this outcome through observed lessons. In this case you will need to ensure that you reflect on these issues in your structured reflections and/or the synoptic critical discussion  You might also address this outcome depending on your choice of topic for personal skills development. | **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity.  **PS6** Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.  **PS11** Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |
| **A3** Collaborate with other specialists to develop own professional practice**.** | Specialist conference paper and presentation  Records of mentor meetings  Reflections  Synoptic critical discussion  O4 Evaluations and Reflections on feedback  Discussion of personal development planning in Review 2  Observation of other teachers and/or co-teaching. | **PS6** Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.  **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.  **PS10** Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement. |
| **A4** Apply appropriate teaching strategies and methods within the specialist area. | Teaching log showing a minimum of 50 hours of appropriate teaching  Lesson plans and relevant documents such as learner profiles, resources, activities, progress and assessment records  O3 Observation of your teaching showing you have achieved the required standards. | **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.  **PS3** Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning.  **PS14** Apply motivational, coaching and skill development strategies to help learners progress and achieve.  **PS15** Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs. |
| **A5** Critically reflect on, evaluate and develop innovative and creative approaches to teaching and learning within the specialist area. | If the observed lessons you submit to the portfolio specifically address issues of **innovation and creativity** you may address this through discussion in  O1 Rationale and O4 Reflection and evaluation by the way you make visible your thinking and values relating to these issues.  For various reasons, there may not be an opportunity to address this outcome through observed lessons. In this case you will need to ensure that you reflect on these issues in your structured reflections and/or the synoptic critical discussion  You might also address this outcome depending on your choice of topic for specialist paper. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. |
| **A6** Attend Subject Specialist Conference at which a specialist paper is presented | Subject Specialist paper and Presentation | **PS6** Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.  **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |

Remember that the assignments are designed to be flexible and relevant to your stage of development; consequently, you might address the themes, outcomes and ETF standards in different ways, depending on, for example:

* the experiences and opportunities you engage with in practice
* what you submit in your teaching portfolio
* how you address theobservations
* what you write about in your rationales, evaluations and reflections
* the topic you choose for your specialist subject paper

Masters Assessment Criteria

All assessment tasks should:

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

All assessment tasks must be passed.

# Module 4 DMQ9230 & DMQ9235 Policy and Professional Issues

Overview

The module will develop your understanding of policy and issues relating to professionalism in lifelong learning. You will explore the impact of policy on professional practice and curriculum developments, drawing on appropriate evidence to evaluate professional practice and discuss possible improvements (worth 50% of the module). You will also discuss key issues of professionalism in lifelong learning, including debates on reflective practice and a discussion of your own educational values and the extent to which these promote social justice (worth 50% of the module).

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

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

Learning Outcomes

**Knowledge and Understanding:**

|  |
| --- |
| 1. Discuss professionalism in the context of curriculum development. |
| 1. Critically analyse relevant social and cultural perspectives on educational policy in Lifelong Learning. |
| 1. Critically analyse research in own curriculum area. |
| 1. Contextualise professionalism and related values in education. |
| 1. Critically analyse educational philosophies in Lifelong Learning. |
| 1. Debate reflective practice. |

**Abilities:**

|  |
| --- |
| 1. Contextualise professional standards to own pedagogical approach within the subject specialism. |
| 1. Critique links between research-informed practice and curriculum development. |
| 1. Synthesise academic literature on curriculum, professionalism and subject specialism. |
| 1. Critically appraise the development of own values and professional standards in relation to social justice. |

Assignment 1 **(1500 words equivalent)**

Produce and present a digital presentation\* detailing the work you have undertaken to critically review the findings of evidence-based research and practice and relate them to potential development of own professional practice and values in your curriculum area. Supporting materials equivalent to 1500 words from the presentation will be uploaded to your personal development portfolio as part of the assessment (Outcomes K&U 3, 4 & 5; A1, 2, 3 & 4).

\* Examples of a digital presentation may include (but are not limited to):

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

Assignment 2 **(4500 words)**

You are required to produce a professional issues assignment of approx. 4,500 words in which you will:

* Critically review debates central to own professional context in lifelong learning;
* Critically analyse notions of curriculum, social and cultural diversity, equality of opportunity and inclusion in own context;
* Critically discuss conceptions of reflective practice and debate its role in teacher professionalism;
* Critically evaluate the development of own values and dispositions during the period of teacher identity formation

(Outcomes K1, 2, 4, 6; A2, 3, 4).

In order to complete assignment 2, you will need to develop a writing frame\* for your assignment, negotiated with your tutor, that details the structure of the assignment and how you will meet the learning outcomes.

\* Examples of writing frames are available in the module on Brightspace.

|  |  |  |
| --- | --- | --- |
| **Knowledge and Understanding:** | | |
| **Learning Outcomes** | **How you might address them in your assignment** | **Which ETF Professional Standards (PS) you might address** |
| **KU1** Discuss professionalism in the context of curriculum development. | **Assignment 2** - Reviewing debates relating to your own professional context.  Discussing notions of curriculum.  Critically discussing concepts of reflective practice and debating their role in teacher professionalism. | **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |
| **KU2** Critically analyse social and cultural perspectives on educational policy in Lifelong Learning. | **Assignment 2** - Discussing notions of curriculum, social and cultural diversity, equality of opportunity and inclusion in your context. | **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity. |
| **KU3** Critically analyse evidence-based research in own curriculum area. | **Assignment 1** – Detailing the work you have undertaken to analyse evidence-based research and practice as part of your presentation. | **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **KU4** Contextualise professionalism and related values in education. | **Assignment 1** – Detailing your educational values and the influence of policy in your professional context.  **Assignment 2** – Evaluate the development of your own values and dispositions and reviewing debates relating to your own professional context. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |
| **KU5** Critically analyse educational philosophies in Lifelong Learning. | **Assignment 1** – Analysing your educational values or philosophy in relation to your professional context. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **KU6** Debate reflective practice. | **Assignment 2** – Critically discussing concepts of reflective practice and debating their role in teacher professionalism. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |
| Abilities: | | |
| **A1**Contextualise professional standards to own pedagogical approach within the subject specialism. | **Assignment 1** – Detailing how evidence-based research, policy and practice influences your professional context. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **A2** Critique links between research-informed practice and curriculum development. | **Assignment 1** - Detailing the work you have undertaken to analyse evidence-based research and practice as part of your presentation.  **Assignment 2** – Discussing the notion of curriculum in your own context. | **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **A3** Synthesise academic literature on curriculum, professionalism and subject specialism. | **Assignment 1 & 2** – Both assignments should be supported by engagement with pedagogical and subject specific literature. | **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.  **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. |
| **A4** Critically appraise the development of own values and professional standards in relation to social justice. | **Assignment 1** – detailing how your professional values and philosophy have been developed and influenced by evidence-based research, policy and practice.  **Assignment 2** – Discussing notions of social and cultural diversity, equality of opportunity and inclusion in your own context; and evaluating the development of your own values and dispositions during the period of teacher identity formation. | **PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.  **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity. |

Masters Assessment Criteria

All assessment tasks should:

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

All assessment tasks must be passed.

Grading of modules

The course as a whole is graded Pass or Fail

All modules are graded Pass or Fail.

Postgraduate Diploma in Education Course Outcomes

|  |
| --- |
| **A: Knowledge and Understanding Outcomes** |
| 1. Critically evaluate pedagogical issues and principles in own specialist area |
| 1. Critically evaluate principles underlying the planning and implementation of teaching, learning and assessment |
| 1. Critically evaluate issues of equality and diversity, inclusion and social justice in lifelong learning |
| 1. Critically analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning |
| 1. Critically evaluate policy context and its impact on practice, curriculum design and delivery and evaluation |
| 1. Critically analyse the nature of professionalism in education |
| 1. Critically analyse the nature of educational research and its methodological issues. |
| **B: Intellectual/Cognitive Outcomes** |
| 1. Integrate and learn from theory and practice by critically reviewing and evaluating a range of appropriate literature to justify professional practice and development. |
| 1. Critically evaluate the concept of reflective practice and its contribution to teacher learning and development |
| 1. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development |
| 1. Synthesise a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development. |
| 1. Synthesise research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes |
| 1. Critically analyse significant current issues in both the field of lifelong learning the social, political and cultural landscape more widely. |
| **C: Professional and Practical Outcomes** |
| 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. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies |
| 1. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance |
| 1. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency |
| 1. Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings. |
| **D: Key/Transferable Outcomes** |
| 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 appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies |
| 1. Communicate effectively using a range of media |
| 1. Demonstrate appropriate skills in sourcing and analysing information and numerical data gathered from a variety of sources. |
| 1. 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 |
| 1. Work effectively with other people. |
| 1. Demonstrate problem solving skills |
| 1. Investigate employment opportunities. |

Professional Conduct

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

Statement on Fitness to Practise

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

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

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

Qualified Teacher Learning and Skills (QTLS)

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

**To gain QTLS you must have:**

* a qualifying certificate at level 5 or above Initial Teacher Education qualification such asPGCE, Cert Ed, PGDipE (Lifelong Learning/FE)
* evidence of Level 2 in maths and English
* If you teach maths or English (numeracy, GCSE or Functional Skills) in the FE and skills sector, you will also need to hold maths and English qualifications at a minimum of level 3, such as ‘A’ Level Maths or English or Level 3 Award in Mathematics for Numeracy teaching or Level 3 Award in English for Literacy and Language teaching
* employment in the sector which enables a period of professional formation

Candidates for QTLS must be a member of The Society for Education and Training (SET), which is the professional membership organisation for practitioners working in the (usually post 16) Education and Training sector. It is not a requirement to join, but Society for the Education and Training maintains a register of members who have:

* successfully completed a period of professional formation and achieved Qualified Teacher Learning and Skills (QTLS) status
* have remained in good standing by completing effective continuing professional development (CPD) annually
* adhered to the Code of Professional Practice

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

**Equivalence with QTS**

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

For further information <https://set.et-foundation.co.uk/professionalism/gaining-qtls/equivalence-of-qtls-and-qts/>

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