



## **Programme Handbook**

# **POSTGRADUATE CERTIFICATE IN EDUCATION & CERTIFICATE IN EDUCATION**

(incorporating the Diploma in Education and Training)

**ACADEMIC YEAR 2021 – 2022**

Every effort has been made to ensure that this handbook is accurate at the date of publication. Exeter College reserves the right to change this information if necessary.

## Section 1 Welcome

- Introduction and Welcome.....3

## Section 2 Programme Information

- Programme Context.....4
- Contact Details.....5
- Programme Overview.....6
- Programme Rationale.....6
- Programme Structure.....7
- Ethics.....8
- International Students.....9
- Accreditation of Prior Learning.....9
- Professional Formation / Accreditation.....10

## Section 3 Teaching, Learning and Assessment

- Teaching File.....11
- Teaching Practice.....12
- Formative and Summative Assessment.....12
- Plagiarism.....12
- Referencing Conventions.....13
- Submission of Work / Return of Assessed Work .....13
- Requests for an Extension.....13
- Failed Assignments.....14
- Publication of Final Result.....14
- Withdrawal from the Programme.....14
  - o Withdrawal Procedure.....15
- Requesting an Interruption from the Programme.....15
- External Examiner Arrangements.....16
- Ofsted Inspection.....16
- Student Feedback / Student Representatives .....17
- Engagement with Studies.....17

## Section 4 Trainee Services, Support and Welfare

- Equal Opportunities / Dignity and Respect .....18
- Race Equality.....19
- UoE Students' Guild / International Student Advice .....19
- IT Support / Library and Culture Services .....19
- Medical Services.....20
- Multi Faith Chaplaincy Team.....20
- Print Services.....20
- Study Areas at Exeter College / St Luke's Campus .....20
- Study Skills Support.....21
- Wellbeing, Disability Support and Wellbeing Services .....21
- Cause for Concern.....22
  - o Trainee Support Plan.....22
  - o Cause for Concern letter.....23
  - o Unsatisfactory Student Progress and Engagement.....23
- Tutorial Support and Guidance / Independent Study .....24

## Appendices

- Appendix 1. Cert Ed Module Specifications & Assessment Criteria.....27
- Appendix 2. PGCE Module Specifications & Assessment Criteria .....44
- Appendix 3. Observation Assessment Criteria .....61
- Appendix 4. Trainee Support Plan.....65
- Appendix 5. Cause for Concern Letter & Action Plan.....68

## **Section 1 Welcome**

On behalf of Exeter College and the University of Exeter we offer you a warm welcome. We hope that you will find your time with us both challenging and rewarding and that you will take away with you memories of good times, both social and professional.

Initial Teacher Education at both Exeter College and the University of Exeter has a history of excellence. In May 2017 the University of Exeter ITE partnership received a Grade 1 Outstanding rating for consistently outstanding teaching, learning and outcomes for its teacher training programmes.

You have been recruited onto this PGCE/Cert Ed programme because we have recognised your teaching potential and your academic capabilities. This is the first stage of your professional development as a teacher. With your hard work and commitment we hope that you will develop into outstanding teachers who go on to take advantage of further professional learning opportunities and thus enhance the life chances of the young people and adults that you teach over the course of your career.

We hope that you will feel part of both Exeter College and the University of Exeter. Do remember that you are a registered student at both institutions and are therefore entitled to make use of all facilities, including libraries and support services.

We look forward to working with you.

Jane May

Teacher Education Lead/Programme Manager/Mentor Coordinator  
Exeter College

## **Section 2 Programme Information**

### **PROGRAMME CONTEXT**

This programme complies with the mandatory requirements detailed in the LSIS Teaching and Training Qualifications for the Further Education and Skills Sector in England (2013) and is underpinned by the Professional Standards for Teachers and Trainers in Education and Training – England (Education & Training Foundation, 2014), within the Framework for Higher Education qualifications in England, Wales and Northern Ireland (QAA, 2008).

The Postgraduate Certificate in Education Inc. DET (PGCE inc. DET) and the Certificate in Education inc. DET (Cert Ed inc DET) are nationally endorsed qualifications that are recognised by further education colleges, adult and community education services, work based training providers, offender learning contractors and public sector organisations.

Professional practice lies at the heart of the programme and trainees are encouraged to develop as reflective practitioners whilst they explore the theory underpinning their continually developing teaching practice. The programme has been developed to embed education for sustainable development and trainees are also encouraged to demonstrate innovation, creativity and enterprise. The programme enables you to acquire the values, commitments, knowledge, understanding and skills that all teachers need. It also offers you opportunities for the development of personal transferable skills (self-management, learning skills, communication, teamwork, problem-solving and data-handling skills).

The aims of the Exeter College PGCE and Cert Ed Programmes are to:

- develop your knowledge and understanding of how young people and adults learn and develop, and of the factors that can impact on their learning
- develop and extend your knowledge and understanding of curriculum, effective pedagogies and assessment strategies
- support the development of your specialist subject knowledge and pedagogy to enable you to confidently teach your subject
- provide you with opportunities to engage with current research and debates in your field and consider the relationship between theory and practice
- develop your knowledge and understanding of the teacher's roles and responsibilities
- enable you to achieve the standards necessary to qualify as a teacher as identified in the Professional Standards (2014)
- develop your understanding of how to plan your teaching to ensure progression and continuity across the curriculum areas and between phases
- provide advice and support to colleagues on curriculum content, pedagogy and assessment within a selected specialist subject
- develop the skills of reviewing, monitoring and evaluation, in order to contribute creatively and confidently as a new colleague, and to work successfully across multi-professional teams
- help you to recognize the importance of continuing professional development to supporting critical thinking, reflective practice and informed decision-making

- develop your ability to teach with imagination, enthusiasm and courage, and respond creatively to change

It is important to remember that the PGCE at Exeter College is a Masters level qualification and therefore differs in its expectations from the Cert Ed. Your tutors will offer further specific guidance on how to study and write at Masters level, but one of the things you can do straightaway is to familiarize yourself with what it means to be engaged on a Masters level teacher training programme. Please see the relevant module book lists.

## CONTACT DETAILS

### Exeter College

<b>Jane May</b> Teacher Education Lead/ Programme Director/ Mentor Coordinator Cert Ed Year 2 tutor and PGCE lecturer	<a href="mailto:janemay@exe-coll.ac.uk">janemay@exe-coll.ac.uk</a> 01392 400944
<b>Helen Corbett</b> Cert Ed Year 1 tutor and PGCE lecturer	<a href="mailto:helencorbett@exe-coll.ac.uk">helencorbett@exe-coll.ac.uk</a> 01392 400697
<b>Beth Curtis</b> PGCE tutor and lecturer	<a href="mailto:bethcurtis@exe-coll.ac.uk">bethcurtis@exe-coll.ac.uk</a> 01392 400697
<b>Marianne Readman</b> Higher Education Standards Manager	<a href="mailto:mariannereadman@exe-coll.ac.uk">mariannereadman@exe-coll.ac.uk</a>

### University of Exeter

<b>Jon Vague / Heidi Long</b> PGCE Partnership Coordinator	<a href="mailto:j.m.vague@exeter.ac.uk">j.m.vague@exeter.ac.uk</a> <a href="mailto:h.long@exeter.ac.uk">h.long@exeter.ac.uk</a>
<b>Tom Ralph</b> University Lead Academic (Programme Link Manager)	<a href="mailto:t.ralph@exeter.ac.uk">t.ralph@exeter.ac.uk</a>

## **PROGRAMME OVERVIEW**

The programme consists of four modules. Over the four modules, you will explore and analyse current ideas related to learning and teaching in post compulsory education and training, also known as the Further Education and Skills (FES) Sector. The programme will offer a balance of practical skills, reflection, reflexivity and related education theories. The modules will be concerned with the processes and theories of learning, teaching and assessment, curriculum and society and development of wider professional practices. The opportunity to consider all these areas specifically in the light of your own teaching practice, subject specialisms and experience will be central to your professional development. Through a Teaching File the programme gives you the chance to evidence your developing practical skills, knowledge and understanding and also to reflect upon the complex relationships between practice and theory.

Whilst focusing on both generic and subject specific knowledge, understanding and skills, the programme will also involve the development of Maths, English and ICT. You will be expected to evidence your personal skills and identify how, as a teacher/tutor, you can support your own learners' needs in these areas, in relation to the level at which they are studying and the demands of their curricula.

Assigned tutors will support your academic work and observe you teaching. Your subject specialist mentor will support your teaching practice development in the workplace/teaching placement, particularly in relation to your subject specialism and pedagogic skills. The active relationship between tutors, mentors and students is intended to be that of colleagues working together to achieve good educational practice, and to ensure that students reach their full potential.

## **PROGRAMME RATIONALE**

The PGCE/Certificate in Education is a 120 credit teacher training award for graduate teachers in the Further Education and Skills Sector. The programme is subject to OFSTED inspections of Initial Teacher Education. The programme complies with the mandatory requirements detailed in the Learning and Skills Improvement Service's Teaching and Training Qualifications for the Further Education and Skills Sector in England (LSIS 2013) and are underpinned by the Professional Standards for Teachers and Trainers in Education and Training (Education & Training Foundation, 2014), within the Framework for Higher Education qualifications in England, Wales and Northern Ireland (QAA, 2008).

Exeter College is a provider of Initial Teacher Education (ITE) for trainee teachers in the Further Education and Skills Sector in the South-West. This programme serves a wide range of audiences with trainee teachers in this sector teaching on programmes from pre-entry level for students with learning difficulties, to higher education level for students on foundation and first degrees. In line with the Professional Standards and the importance of the link between theory and practice, the practical teaching element of the programme is integrated into all modules.

Each module of the PGCE programme is 30 credits with 30 credits of the award at Level 6 and 90 credits at Level 7 to comply with the mandatory requirements for qualifications of teachers in the Further Education and Skills Sector.

Each module of the Cert Ed programme is 30 credits with 30 credits of the award at Level 4 and 90 credits at Level 5 to comply with the mandatory requirements for qualifications of teachers in the Further Education and Skills Sector.

## **PROGRAMME STRUCTURE**

An outline programme structure and features, modules, credit and award requirements are as follows:

### **PGCE Full-Time Programme**

<b>September-November</b>	Learning, Teaching and Assessment (Level 6 - 30 credits)
<b>November - January</b>	Theories of Learning and Managing Behaviour (Level 7 - 30 credits)
<b>January - March</b>	Curriculum and Society (Level 7 - 30 credits)
<b>March - June</b>	Wider Practice and Professional Development (Level 7 - 30 credits)

### **Cert Ed Part-Time Programme**

<b>September-January Year 1</b>	Learning, Teaching and Assessment (Level 4 - 30 credits)
<b>January to June Year 1</b>	Theories of Learning and Managing Behaviour (Level 5 - 30 credits)
<b>September-January Year 2</b>	Curriculum and Society (Level 5 - 30 credits)
<b>January-June Year 2</b>	Wider Practice and Professional Development (Level 5 - 30 credits)

## **ETHICS**

Many of the study tasks that you will undertake during the course will involve research. Before starting any data collection you will need to be aware of a number of important ethical issues as outlined in the relevant section below. The university has a clear code of practice in relation to conducting research.

The ethical position of the Graduate School of Education, University of Exeter, is based on the principle that in all research, teaching/training and professional activity the interests and rights of others must be respected and protected. The 'others' whose interests and rights need protection include children, adults, other sentient beings, and institutions such as schools or colleges with which we have professional contact. The kinds of ethical issues that arise for the Graduate School of Education usually concern the exercise of power in professional relationships, such as those between teacher and student, as well as those arising from privileged access to confidential information about individuals or institutions. Although such relations and privileged access are generally conducted with the best of intentions, without proper safeguards they can result in unintentional abuse. Educational research requires that particular attention is devoted to ethical obligations because it often involves students, who are in vulnerable positions. In the Graduate School of Education, the key areas of ethical concern to be monitored, and the guidelines, are as follows:-

### **Lack of Harm, Detriment or Unreasonable Stress**

Any research or teaching procedure carried out should not result in any risk of harm, detriment or unreasonable stress to participants. Educational interventions should not result in any educational disadvantage or loss of opportunity. Strong medical guidelines exist where physical risk issues are involved. Where there is any doubt, all action should cease until full consultation and reassurance is given by the appropriate authorities.

### **Research-Based Studies**

If any experiment or intervention or collection of data does not go significantly beyond normal teaching functions, approval at institutional level only is required. Institutional approval has already been given for the tasks and assignments that you will be undertaking during the course of this year. Therefore in most cases, you will not be required to submit an ethics form.

Activities that come under the heading of 'normal teaching functions' would include gathering data about students' attainment, learning, preferred teaching / learning styles, misconceptions, motivations etc. In other words, gathering the sort of data that you might be expected to gather during your routine engagement with students.

If you are in any doubt about whether your planned research falls under the umbrella of 'normal teaching functions' please discuss this with your Tutor. Occasionally (for instance, if you plan to conduct individual interviews with students), such a consultation might come to the conclusion that an ethics form would be appropriate, in which case your Tutor would support you in completing one.

### **Informed Consent**

An important ethical consideration in undertaking research is that all participants should understand the significance of their role (i.e. be informed) and should consent to their involvement. Informed consent assumes that consent is freely given with a proper understanding of the nature and consequences of what is proposed and that undue influence is not used to obtain consent. It must be made clear to participants that at any moment they are free to withdraw from the research if they wish. In a classroom setting, it may be that the whole class participates in an 'intervention', for example, as that is part of your planned lesson, but students have a right not to take part in an interview or questionnaire in relation to that activity. Particular care is necessary when the participant has a special relationship to the investigator as in the case of a student to his/her teacher.

### **Informed Consent Procedures**

If applicable to your study, written consent should be gained by providing participants with a straightforward statement for them to sign, covering the aims of the research, and the potential consequences for participants. The language used in such statements must be understandable to the participants. For non-communicative participants, the efforts to gain consent should be specified in a written description of the procedure for explaining to participants what is happening. A responsible person should sign this statement (and indicate his/her relationship with the participant) to indicate that this work has been done. In such cases the onus is on the researcher to satisfy the tutors, by the provision of appropriate evidence, that the information/consent requirements have been satisfied. In some cases this may require a clear justification for the involvement of the most vulnerable people (for example people with disabilities or in stressed situations) and clarification that the information can be gained in no other way.

### **Confidentiality and Non-Identifiability**

Persons and institutions that participate in research have the right to anonymity and non-identifiability unless they are individual adults who have explicitly, and in writing, consented to be identified. Otherwise all research data and results, in all media, are confidential and must not be disclosed to unauthorised third parties. Research reports, dissertations, theses and publications must not permit the identification of any individuals or institutions.

Please make sure that you avoid using the names of individuals or groups in ALL your assignments. Pseudonyms may be used if necessary.

## **INTERNATIONAL STUDENTS**

Please contact Marianne Readman, Higher Education Standards Manager, for further information.

## **ACCREDITATION OF PRIOR LEARNING**

Exeter College will consider claims for Accreditation of Prior Learning (APL). Please contact the Teacher Education Lead/Programme Manager for further information.

## **PROFESSIONAL FORMATION/ACCREDITATION**

Students who successfully complete this programme can apply for Qualified Teacher Learning and Skills (QTLS) status through the Education and Training Foundation – please click [here](#). PGCE (inc. DET) awards do not automatically confer QTLS; there is a period of professional formation required, and students will be informed about this during their studies. Students will also be informed of any further requirements for QTLS including Maths and English at Level 2 and specialist diplomas for those teaching functional skills.

## Section 3 Teaching, Learning and Assessment

### TEACHING FILE

It is important to bear in mind, from the outset of your study, that you are working towards a qualification that will provide pre-service trainees with a foundation for a **potential career** and for in-service trainees, the means of demonstrating development to progress your **career** in the future.

The Teaching File is central to the programme and the means by which you explicitly demonstrate your professional and personal developmental journey as a reflective practitioner. It will become a portfolio of your development which will demonstrate to future employers and reviewers how you have improved your practice and developed your employability during the programme. It may also be used in an Ofsted Inspection if you are selected to meet an Inspector during the programme. You will be required to provide evidence of teaching and reflection depending on how far you have reached in the programme.

Engagement in this process will allow you to demonstrate your ability to evaluate and improve your approaches to planning and enabling teaching, learning and assessment. You will identify specific targets for improvement and actions to be taken, through reflection on your teaching and the feedback provided by your subject specialist mentor and tutors. Reflecting on knowledge, understanding and practice in relation to the professional standards, including access, progression and exploration of professional values, helps to promote a holistic approach to your professional and personal development. A fundamental aspect of this process is the collaborative relationship between you, your mentor and your tutor.

The Teaching File process will enable you to:

- become more effective, independent and confident self-directed learners;
- understand how you are learning and relate your learning to a wider context;
- improve your general skills for study and career management;
- articulate your personal goals and evaluate progress towards your achievement;
- encourage a positive attitude to learning throughout life
- provide professional development action plans to take forward into your first job as a teacher

You will need a high level of passion and drive for success if you wish to realise your ambitions in a highly competitive job market. Opportunities for support can also be made available on request.

## TEACHING PRACTICE

Pre-service PGCE trainees will have placements arranged within the college. In-service Cert Ed trainees will either work within the college or have their own paid teaching practice.

During the programme you should evidence a breadth of teaching practice for a minimum of 100 hours. "Teaching practice" refers to the teaching and learning sessions that are planned for specific learners and that take place in a learning environment. These sessions will include aspects of planning, delivery and assessment, including differentiation, and other factors that contribute to successful teaching and learning. Contact hours where teachers are supervising students for other purposes cannot be included as part of the required teaching practice hours. Teaching practice group size may vary, ideally with a minimum of 12 learners, but the majority of the teaching practice must be to groups of 5 or more learners. It would not be possible to acquire, develop and demonstrate the full range of teaching skills through individual or small group teaching. Teachers need to be able to manage large groups of learners and to deploy a variety of teaching techniques and facilitate a wide spectrum of learning activities.

You will complete a log of practice (see module checklists) which will provide a record of your engagement in your developing professional practice and show a breadth of practice in relation to different groups, levels or settings. You will be observed 8 times during the course and these observations will provide developmental feedback to enable you to identify what you are doing well and to highlight what improvements could be made in future delivery. For each observation, you must meet the standards expected for that point in the course. If you do not achieve the expected standards then we will follow the Cause for Concern procedure (3.18). In the unlikely case that the issues are not addressed at this stage, then the Unsatisfactory Student Progress and Engagement procedure (3.18.3) will be used.

## FORMATIVE AND SUMMATIVE ASSESSMENT

The assessment of your intellectual skills (knowledge and understanding) and your professional practice is through a combination of **formative** and **summative** assessments. Formative assessments may be in the form of professional discussions, seminars, individual tutorials, through micro-teaches or presentations in order to inform your learning. Summative coursework assignments include essays, a research proposal and preparing presentation materials; practice assignments are in the form of a professional portfolio, as well as teaching observations and logs of professional practice. These assignments will count towards your progression through the programme and your final award. Details of these will be published in the module handbooks and you must comply with the directions given by your tutors for each module and particularly note the hand-in deadlines and what must be submitted.

## PLAGIARISM

You could face a possible charge of plagiarism (i.e. substantial use of another's work without acknowledgement) if you do not acknowledge sources meticulously in the preparation of reports, assignments and projects. Direct (verbatim quotation) and

indirect references to other people's work must be acknowledged. You are expected to give a complete reference list within a bibliography so that any reader can obtain the works for reference purposes. Quoting passages verbatim from the work of others and presenting them for assessment as if they are your own ideas would constitute a clear case of plagiarism **for which your work may be failed and you may be asked to leave the programme**-see [academic misconduct policy](#). The use of essay bank material for assessment purposes is not permitted and, if discovered, will be severely punished. To avoid the risk of plagiarising, you will need to use the Harvard referencing system accurately and consistently.

## REFERENCING CONVENTIONS

The standard referencing system for the provision is the Harvard System and there is a referencing support site [here](#). The Harvard system used is based on the book Pears, R. and Shields, G. (2013) *Cite them right: the essential referencing guide*. Basingstoke: Palgrave Macmillan (and subsequent versions).

## SUBMISSION OF WORK

All work will be submitted as electronic copies to Teams by 12pm and an electronic copy of the extended essay onto TurnItIn. Late submissions will not be accepted.

## RETURN OF ASSESSED WORK

All work will normally be returned to you within 21 days of the hand-in date. Supportive feedback will be provided, connected to the assessment criteria. Marks will be provisional until the Award and Progression Committee (APAC) at the end of the course. Following the APAC you will receive a transcript of your results.

## REQUESTS FOR AN EXTENSION

Extensions may be granted in exceptional circumstances and only where the extension has been requested in advance of the assignment deadline and supporting evidence provided. The guidance document, detailing the circumstances in which an extension can be requested, and the process for requesting an extension is available from your tutor.

**All requests for extensions should be submitted to [heoffice@exe-coll.ac.uk](mailto:heoffice@exe-coll.ac.uk) with evidence.** The Head of HE and Programme Manager will consult with your tutor where necessary before making a decision. If the extension is agreed, your mark will not be capped at 50%.

- Any assignment handed in up to 2 weeks late without an agreed extension will be capped at 50%.
- Any assignment handed in more than two weeks late without an agreed extension will not be marked and will be given 0%. This will be classed as a non-submission and no further opportunity to submit will be given. In consequence, achievement of the PGCE academic award will not be possible.
- Investigation into the reasons for non-submission may result in Unsatisfactory Student Progress and Engagement or Fitness to Practice procedures being implemented.

## FAILED ASSIGNMENTS

If a submitted assignment is deemed to be a Fail, you will be given feedback outlining what needs to be done to bring the assignment to a satisfactory standard and **one** opportunity for resubmission will be allowed. The revised mark will be capped at 50%.

You can choose to resubmit a failed assignment 'in year' (i.e. before the final Programme Level Assessment, Progression and Awarding Committee (APAC) in July). Alternatively, you may opt for your mark to go to the Programme Level APAC as a fail. This will then be referred to the College Level APAC who will confirm the conditions for resubmission of the work. You should discuss these options with your tutor. **Note:** if you choose the second option, the award of PGCE will be delayed until the next award meeting following any successful resubmission (normally held in December).

If after submitting a revised assignment, you have still failed to gain an overall pass mark for the module, you will have been deemed to have failed the PGCE with no further opportunity for resubmission.

- All assignments are marked anonymously except where not possible e.g. in the case of presentations
- A sample of assignments and all fail and borderline assignments are double-marked
- To ensure fairness and moderation of standards, if the assignment marking sample is only double marked within the subject team, a small sample is also moderated by staff from another subject
- External Examiners moderate standards of marking and assessment.

## PUBLICATION OF FINAL RESULTS

At the end of your programme, you may be required to submit all completed work for review by the External Examiner. The APAC will decide whether you have completed the programme successfully and you will be notified of your success within a short period of time. You will then be invited to the Graduation Ceremony.

## WITHDRAWAL FROM THE PROGRAMME

If you feel unable to continue your PGCE or Cert Ed, you are strongly recommended to discuss this with your Tutor and your Mentor before making a decision. We can help you make appropriate decisions, and if necessary, direct you to further careers guidance. **Once you have informed the college of your decision and left your placement you cannot change your mind.** You should also talk to the University's Guild Advice Unit (<https://www.exeterguild.org/advice/>) to clarify any financial implications. There are cut off dates near the beginning of each term whereby if you withdraw after that date, you will be liable for that term's fees; please see: <http://www.exeter.ac.uk/staff/policies/calendar/part2/finance/> or contact the Guild Advice Unit on 01392 723520 or [advice@exeterguild.com](mailto:advice@exeterguild.com). They can also confirm whether you will need to pay back any bursary payments.

## WITHDRAWAL PROCEDURE

You will need to complete an online Withdrawal Form (details available from your Tutor or Info at St Luke's). We are required to complete your **last date of attendance** on the Withdrawal Form and this date is used by Student Fees, Student Records, Student Finance England etc when calculating any tuition fee refunds.

- Your last date of attendance is defined as the last date you were physically in attendance. It is not the date you sign the withdrawal form. The only exception is if you have been signed off by your doctor for a period of time leading up to your withdrawal, in which case the date you indicate your intention to withdraw to your tutor will be used instead.
- It is essential to complete the Withdrawal paperwork quickly so that the financial implications can be dealt with appropriately.
- **Once the withdrawal form has been completed it is not possible to recommence the course.**

## REQUESTING AN INTERRUPTION FROM THE PROGRAMME

Occasionally trainees have to interrupt their studies for very good reasons such as serious medical or extreme personal circumstances. Interruption is not an automatic entitlement and normally not allowed if you are failing to make normal and satisfactory progress or because you are experiencing stress or anxiety as a consequence of your training. If you feel that stress is hampering your progress on the course, please discuss this with your Personal Tutor and seek expert help from the University Medical Centre or your own doctor.

You should make sure you understand any financial implications of your request to interrupt by discussing this with the Guild Advice Unit <https://www.exeterguild.org/advice/> on 01392 723520 or [advice@exeterguild.com](mailto:advice@exeterguild.com)

## INTERRUPTION PERMISSION

- First you will need to discuss your options with your tutor.
- You will then need to submit an 'Interruption Request form' to the Programme Manager for consideration
- Your last date of attendance on the programme is usually the date your request for an interruption is formally approved by the Programme Manager. The only exception to this is if there has been a lengthy delay in submitting the Interruption Request form, in which case, an earlier date may be decided upon.
- **If you are requesting an interruption, you should continue to attend your placement until the outcome of your request has been communicated to you.** The only exception to this is if you have been signed off by your doctor.
- It is essential to complete Interruption paperwork quickly so that the financial implications can be dealt with appropriately.
- Usually an interruption will only be permitted if, at the point of requesting an interruption, you are in good standing with the University and are making normal and satisfactory progress within the programme.

## RETURNING TO THE COURSE AFTER INTERRUPTION

If you are granted an interruption the College level Assessment, Progression and Awarding Committee (at the end of the term in which you interrupt) confirms the conditions under which you can return. These will be decided jointly with the school and communicated to you in a letter. You must return to the course within two years of your interruption.

- **Important** - a penalty fee of £300 may be incurred if you confirm your return and subsequently decline a placement that has been arranged for you
- You will be required to undergo another fitness to teach assessment on your return, and apply for another Disclosure and Barring Service (DBS) Disclosure Certificate.

## EXTERNAL EXAMINER ARRANGEMENTS

External Examiners are essential to the academic well-being of the University. Their involvement ensures that:

1. Standards are appropriate by reference to published national subject benchmarks, the National Qualifications Framework and the University's programme and module specifications.
2. The assessment process measures student achievement against the intended learning outcomes
3. The College's awards are comparable in standard to awards conferred by other UK HE institutions
4. The assessment process is operated fairly and equitably and in accordance with College and University Regulations.
5. There will be one or more External Examiners involved in your programme

## OFSTED INSPECTION

In the event of an Ofsted Inspection you may be selected for observation by an Inspector. If so, as well as the usual documentation required for your observer, you should also provide all assessed assignments to include coursework, Teaching File and all feedback on observations carried out up until the date of the Inspection. If inspected, the first visit will take place in the summer term of your programme. There will then be a subsequent visit during the Autumn term when they may visit the same or different students to those visited in the Summer term, in their first term of employment. Again, the Inspector may wish to see your coursework, Professional Portfolio and all feedback on observations carried out as a trainee teacher, plus any observations you have had in your first term of employment. It is therefore important that you keep these documents to hand, at least during the first term of employment, although you may wish to keep your Teaching File for future teaching interviews.

## STUDENT FEEDBACK

There are several routes through which the student voice can be heard, including end of module feedback forms, questionnaires and the Centre for University Level Studies. These kinds of opportunities give you the chance to tell us what you feel about your experience of teaching and learning at Exeter College and to allow us to identify those

issues that are perceived by you as affecting your education, either positively or negatively. Students should not contact External Examiners directly.

## **STUDENT REPRESENTATIVES**

Each Level of each Programme has one or more student representatives, elected for a year, who are expected to participate in a range of activities – from attending programme meetings to representing their cohort's views at the Department and Faculty Learner Voice forums. Further information is available from the Student Engagement Officer for the Centre for University Level Studies.

## **ENGAGEMENT WITH STUDY**

You are expected to attend **ALL** timetabled sessions for each module, unless otherwise directed by your Tutor – your participation is essential. There is a very close correlation between those students who are poor attendees and those who fail to progress at the end of the year. It's recognised that those who attend regularly give themselves a much higher chance of success. If you are having difficulties or feeling uncertain please contact your Tutor or other member of staff to talk things through. The College offers various support services to help you adjust to university life and academic work.

We expect you to approach your studies in a professional manner and if you know you are going to be absent from a timetabled session, you should inform your Tutor by email and negotiate how you are going to catch up. As a minimum, if you are ill or otherwise unable to attend, you should send apologies to your tutor and ensure that you have caught up with the work. If your assessment is affected by circumstances beyond your control, you may be able to claim for extenuating circumstances – see details elsewhere in this handbook.

In addition, procedures are in place to monitor attendance throughout the year and if you fail to submit coursework without notice or regularly fail to attend sessions, a letter will be sent to both your home and term-time addresses requesting details of absence. If you do not respond within a specified time, further action will be taken which may ultimately result in you being assumed to have withdrawn. It is expected that you achieve a minimum of 80% attendance.

If for any reason, you decide to withdraw from your course, you are recommended to refer to [www.studentrelaunch.org](http://www.studentrelaunch.org). The Student Relaunch Programme is a not for profit organisation which offers impartial Advice and Guidance to early leavers from higher education institutions in England.

## **Section 4 Trainee Services, Support and Welfare**

As well as the Centre for University Level Studies facilities on the Exeter College site, trainees on PGCE and Cert Ed Learning routes are registered students of the University of Exeter and entitled to use resources and facilities for students across the three Campuses. Some of these facilities are described here but you will find more details on our website [www.exeter.ac.uk](http://www.exeter.ac.uk) or through contacting SID. You will need your Student log-in details to make online enquiries.



To access most of the services below, your initial contact should be through the Student Information Desk (SID) [www.exeter.ac.uk/students/services/sid/](http://www.exeter.ac.uk/students/services/sid/) or phone 0300 555 0444. There is a Student Information Desk within **Info at St Luke's** on the ground floor of South Cloisters at St Luke's Campus and in the Forum at Streatham Campus. SID services are available Monday-Friday from 0800 to 2200 and Saturday-Sunday 1000-1500 during term time and Monday-Friday 0830 to 1800 during vacation periods.



For Exeter-based accommodation, please see the Studentpad pages for PGCE trainees

<http://www.exeter.ac.uk/accommodation/students/postgraduatestudents/pgce/>

### **CAMPUS MAPS**

Penryn Campus <http://www.exeter.ac.uk/visit/directions/cornwallmap/>

St Luke's <http://www.exeter.ac.uk/visit/directions/stlukesmap/>

Streatham <http://www.exeter.ac.uk/visit/directions/streathammap/>

### **EQUAL OPPORTUNITIES**

Exeter College and the University of Exeter as a whole are committed to a policy of equality of opportunity and aim to provide a working and learning environment which is free from unfair discrimination and will enable staff and students to fulfil their personal potential. <http://www.exeter.ac.uk/staff/equality/>. The Graduate School of Education at UoE Equal Opportunities statement can also be found at <http://socialsciences.exeter.ac.uk/education/support/equalopportunities/>

### **DIGNITY AND RESPECT**

The University of Exeter's Dignity and Respect Policy statement can be found at <http://www.exeter.ac.uk/staff/equality/dignity/policy/>

Dignity and Respect Advisors are a network of members of staff from across the University who have volunteered and are trained to undertake the role. They provide a confidential and informal service for anyone involved in cases of harassment or bullying. They can listen, talk through available options and signpost to other sources of support and advice. Contact through SID.

## RACE EQUALTY

**Race Equality Resource Officer, Ruth Flanagan** 01392 724871,  
[R.Flanagan@exeter.ac.uk](mailto:R.Flanagan@exeter.ac.uk)

The RERO is available to work closely with students from ethnic minorities. She is not part of the student assessment process and offers:

- a safe, confidential and non-judgmental place to discuss issues and concerns
- practical support to manage issues such as housing and finance
- referral to appropriate agencies for specialist advice, information and support.

Further resources and contacts are at

<http://www.exeter.ac.uk/staff/equality/resources/>

## UNIVERSITY OF EXETER STUDENTS' GUILD

<http://www.exeterguild.org/>. 01392 723528 The Students' Guild is the University's Student Union. It is a non-profit making organisation that provides representation, support, social activities and trading services for all students.



**G47 in South Cloisters is the Students' Guild facility at St Luke's Campus**

Sabbatical Officers for the current year are announced at <http://www.exeterguild.org>

Please see <http://www.exeterguild.org/advice/> for up-to-date times for visiting the Advice Unit at either the Forum at Streatham, at St Luke's Campus or Penryn Campus.

The **GUILD WELFARE AND OPPORTUNITIES OFFICER** can be contacted through SID or at 01392 723562 [guildwelfare@ex.ac.uk](mailto:guildwelfare@ex.ac.uk)

## INTERNATIONAL STUDENT ADVICE

Please see [www.as.exeter.ac.uk/support/international/](http://www.as.exeter.ac.uk/support/international/) to see details about drop-in appointments during term-time but we suggest that you book an appointment through SID.

## IT SUPPORT

IT support is available from 8am to 8pm in term time – either online or on the phone, or by visiting the SID desks on campus. SID online, which includes all IT support, is available 24/7.

## LIBRARY & CULTURE SERVICES

The Exeter College library provides distinctive and bespoke collections to support the range and diversity of the programmes delivered across the faculty both in print and via a range of electronic media including, e-books, e-journals and electronic archives.

You will also have access to the University of Exeter libraries and you will receive details about this in your College Inductions. <http://as.exeter.ac.uk/library/>

Library & Culture Services is a single institutional service, with primarily digital content and services which can be accessed at anytime, anywhere.

Highton Building at St Luke's Campus contains the principal Education and Sports Science holdings of approximately 120,000 books and subscribes to over 400 journal titles. Journals are available in print and/or electronically depending on the title. Whether you are able to come to campus or need to request electronic documents please see <http://as.exeter.ac.uk/library/usingthelibrary/> You will need your log-in details to use the online e-resources <http://as.exeter.ac.uk/library/resources/e-resources/elibrary/>.

**Library Registration:** Your Unicaard functions as your library card and is required to enter and exit buildings, and to borrow items. It is not transferable. Library users are asked to check their email daily. Please ensure that you keep the Library informed of your current postal and email addresses.

## **MEDICAL SERVICES**

The Student Health Centre for St Luke's students is based at The Heavitree Practice, Heavitree Health Centre, South Lawn Terrace, Heavitree, Exeter, EX1 2RX, 08444 773 486 or 01392 222099 (press 1) [www.theheavitreepractice.co.uk](http://www.theheavitreepractice.co.uk)

Urgent out-of-hours problems should be directed to the Devon Doctors On Call Answering Service on 0845 6710 270 or 01392 824600 [www.devondoctors.co.uk/](http://www.devondoctors.co.uk/)

For full Student Health Centre information see [www.exeterstudenthealthcentre.co.uk/](http://www.exeterstudenthealthcentre.co.uk/)

## **MULTI-FAITH CHAPLAINCY TEAM**

The Chaplaincy is a team of people from different faiths working together to serve the whole University community of students and staff [www.exeter.ac.uk/chaplaincy](http://www.exeter.ac.uk/chaplaincy). Chaplains are available to discuss any matters in confidence.

The St Luke's Assistant Chaplain (Anglican) is the Rev'd Hannah Alderson and her office is at St Luke's Chapel. Please see: [Information about our Chaplains](#)

## **PRINT SERVICES**

Your Exeter College Student ID card may be used to print at any college LRC. You can charge your card at any LRC. Your Staff printing card must only be used for printing classroom resources and it has a limited budget. Print Services are also based at Streatham Campus in Northcote House. Please see <https://as.exeter.ac.uk/it/printing/studentprint/>

## **STUDY AREAS AT EXETER COLLEGE**

There are dedicated study zones for HE students on every college site. The Digital and Data Centre is a dedicated HE/Adult space and there are study rooms and seated areas throughout the building. Please click here for more information: [HE hub](#)

## STUDY AREAS AT ST LUKE'S CAMPUS

The study area at Haighton Building is open 24/7 and is accessed by your Unicard. The Giraffe House study space in South Cloisters is open 7 days a week from 0800 to 2130 and is accessed by your Unicard. There are 120 student study spaces, 37 PCs and print/copy/scan facilities, a quiet study area and lots of power sockets for your own devices. Three group study rooms are bookable in advance through iExeter.

## STUDY SKILLS SUPPORT: STUDENT ENGAGEMENT AND SKILLS HUB

[Exeter College - support](#)

[University of Exeter - support](#)

## WELLBEING

The University Wellbeing Services team is made up of counsellors and mental health practitioners who are all highly skilled and experienced. The service is confidential.

<http://www.exeter.ac.uk/wellbeing/contact/makeanappointment>

All students must book into a telephone referral appointment with a clinical practitioner before accessing any of the services or therapies available within Wellbeing. To book an appointment, please see the options available at the link above which include using SID online or you can also call the Wellbeing Centre on 01392 724381.

Wellbeing provide a 'walk in' service at St Luke's available by asking in **Info at St Luke's** or by using the email address above.

## DISABILITY SUPPORT (SPECIFIC LEARNING DIFFICULTIES, PHYSICAL DISABILITIES/HEALTH CONDITIONS) AND WELLBEING SERVICES

If you feel that you might benefit from support from the AccessAbility team or Wellbeing Services during your studies, you can contact them at any time during the year.

Once registered with AccessAbility/Wellbeing Services, they will, where appropriate, draw up an Individual Learning Plan (ILP) with you. This is an important document as it will inform the Team of any particular adjustments we need to make for you (for example, if you have dyslexia and want this to be taken into consideration when your assignments are marked or if you have a physical disability and require assistive equipment or software). It can also be used as supporting evidence for extension requests.

### What is an Individual Learning Plan ILP?

An Individual Learning Plan (ILP) is a document that informs Colleges within the University that a student has declared a disability and sets out the reasonable adjustments that need to be considered. For a student to have an ILP in place, the student will have a health issue or disability which fits the criteria to be classified as a disability under the [Equality Act 2010](#). The legislation affects all HEIs in the UK and all are expected to provide reasonable adjustments in response to assessed needs.

### **Why do students have ILPs?**

Reasonable adjustments are put in place in order to remove barriers that may prevent students from participating at University, and to minimise the impact that their health condition or disability may have on their ability to study.

### **How does a student get an ILP?**

Students make contact with Wellbeing Services (AccessAbility/Mental Health Pathway) and following an in-depth assessment an ILP is set up. This requires the student to provide independent evidence of their health condition.

### **When are ILPs set up or updated?**

ILPs can be set up or updated at any point throughout the academic year in agreement with the student and you will receive an automatic notification.

### **Student responsibilities**

It is your responsibility to contact Wellbeing Services (AccessAbility and Mental Health Pathway) if you have any queries about the details contained within your ILP, if you would like it reviewed or if your situation changes at any time.

Please contact the Info at St Luke's Team if you have any queries about the implementation of your reasonable adjustments.

**Please note: requests for extensions due to an ongoing disability/specific learning difficulty/mental health difficulties are unlikely to be granted if an ILP is not in place. Also, due to the anonymous marking policy used by the University, tutors marking summative assignments from dyslexic trainees will not be able to apply dyslexia marking guidelines to an assignment if an ILP is not in place. It is therefore important to get an ILP set up as early in the year as possible if you want your disability/specific learning difficulty/mental health difficulties to be taken into consideration during the University-based taught elements of the PGCE programme.**

For further information on the services provided by AccessAbility and Wellbeing Services please go to <http://www.exeter.ac.uk/accessability/> and <http://www.exeter.ac.uk/wellbeing/>

To book an appointment with an advisor, please use <http://www.exeter.ac.uk/students/services/sid/>

## **CAUSE FOR CONCERN**

If your progress towards meeting the standards or your engagement with any aspect of the course is not as expected then either or both of the following processes might be used to support you.

### **1. Trainee Support Plan (TSP)**

Some trainees benefit from some targeted support particularly if they have been absent for several days or have a recurring target on their Development Meeting

Record. The Trainee Support Plan (TSP) is a short term action plan, lasting for a maximum of two weeks, which describes what needs to be done and what additional support can be put in place to help you to achieve this. The additional support normally will be resource neutral and might include things such as opportunities to observe additional demonstrations, direction towards further reading, teaching from existing session plans, joint session planning, team teaching etc. The Trainee Support Plan is drawn up by your tutors and in discussion with you.

At the end of the specified time frame your tutor evaluated the targets against the evidence and if they have been met the TSP is concluded. If they have not been met then your progress will be a cause for concern and the CCL process should be initiated.

- A TSP will not normally be used for issues of professionalism as these are immediate cause for concern and will be addressed through that process.
- A TSP cannot be issued less than two weeks before the Summer Half Term break. Any such issues occurring then will indicate a concern about achieving professional standards and so a CCL letter will be issued.
- A Cause for Concern letter can be issued without a preceding TSP and for any reason, including absence. It should also contain details of the support that will be offered to assist the trainee in addressing the issues raised

## **2. Cause for Concern Letter (CCL)**

It is essential that you demonstrate evidence of successful teachings against the professional standards. A CCL may be issued if you are failing to make expected progress at any stage during your training. The CCL identifies concerns about your progress under the following four headings and sets a supportive and constructive action plan with targets that are related to the standards, the headings are:

- Absence of more than 10 days from the programme
- Failure to meet deadlines for directed tasks or assignments
- Insufficient progress towards meeting the Professional Standards
- Professional engagement with the course

The CCL is usually issued jointly by your Tutor and Centre Manager.

You must sign one copy of the CCL and return one copy to your tutor, who will ensure this is sent to the Partnership Office and you should retain one copy.

The final deadline for issue of a CCL is indicated in the course diary and is set to give you time to address the concerns and to improve before the final Summative Report. Should issues come to light after this deadline you may still be issued with a CCL and so fail to adhere to the professional standards.

## **3. Unsatisfactory Student Progress and Engagement**

Trainees who fail to address the issues in the Cause for Concern Letter and its action plan or fail to maintain their progress with those issues will be issued with a further Cause for Concern Letter as described above. In addition the Programme Director will consider whether the issues fall under 'Unsatisfactory Student Progress and

Engagement' and may initiate the procedure, which might ultimately lead to the trainee being withdrawn from the programme. Details of this can be found at <https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/its/unsatisfactoryprogress> and will be given to any such trainee if the need arises.

## **TUTORIAL SUPPORT AND GUIDANCE**

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters. Every student is allocated a Mentor who should normally be a member of academic staff within the subject discipline of the student. Every student should attend a minimum of two meetings per year. Students have a responsibility to contact their personal tutor when they need help or guidance and should be proactive in attending meetings and raising personal issues.

Discussions with your personal tutor are of a confidential nature, unless particular issues arise that need to be recorded or referred for the welfare of the student or University. For further information on tutoring, confidentiality and data protection, please contact Catherine Taylor, Head of HE

## **INDEPENDENT STUDY**

Delivery of all elements of knowledge and understanding for teaching and learning is through a combination of lectures, seminars, tutorials and workshop-based activity. You are expected to spend approximately 300 hours per term studying, in total. Some of this time will be spent in planned sessions such as lecture, seminar, practical, tutorial or workshop but the rest of it is for independent study. For each module you will have set contact time each week, outlined in module timetables, which you **must** attend.

Please note that throughout the course of the programme you are expected to undertake independent reading and practical work to consolidate and broaden your understanding of the subject that you are studying.

## **COVID 19**

We will be following Public Health England's guidance for all taught sessions and teaching practice. Your tutor/PGCE lecturers will give you up-to-date information whilst on the course.

## **Appendices**

- Appendix 1. Cert Ed Module Specifications & Assessment Criteria
- Appendix 2. PGCE Module Specifications & Assessment Criteria
- Appendix 3. Observation Assessment Criteria
- Appendix 4. Trainee Support Plan
- Appendix 5. Cause for Concern Letter and Action Plan

## **APPENDIX 1**

Certificate in Education Module Specifications

<b>MODULE TITLE</b>	Learning, Teaching and Assessment in the Further Education and Skills Sector.			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		<b>MODULE CONVENOR</b>	Chris Wakely		
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	<b>WEEKS</b>	8			

### DESCRIPTION – summary of the module content (100 words)

This Level 4 module links closely with three co-requisite level 5 modules: Curriculum and Society, Wider Practice and Professional Development and Theories of Learning and of Managing Behaviour. This module is the first taught module of the course. The module addresses processes, principles and theories of planning, preparing and enabling learning. It investigates key aspects of the roles and responsibilities of teachers, trainers and tutors in the Further Education and Skills Sector.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of Certificate in Education (Further Education).

### MODULE AIMS – intentions of the module

To enable you to develop and apply the practical skills, knowledge and understanding which underpin professional educational practice in the Further Education and Skills Sector, whilst reflecting on your own teaching and learning.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 analyse the role of a teacher in the Further Education and Skills Sector;
- 2 analyse your own assessment practices and make reasonable adjustments for a range of disabilities;

#### Discipline Specific Skills and Knowledge:

- 3 recognise learners' needs and interpret these learning needs in order to plan, teach, assess and evaluate lessons and schemes of work;
- 4 engage in debate about current educational issues drawing on a limited range of evidence from theory, research and practice;
- 5 identify the relevance of educational theory to practice;
- 6 compare relevant educational literature and use research data in support of an argument;
- 7 evaluate your personal professional learning and teaching against the Minimum Core;
- 8 demonstrate, with support, the capacity to plan your future professional development needs;

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 9 demonstrate continued development, with support, through breadth of teaching practice;
- 10 evaluate access and progression in teaching practice;
- 11 manage your own learning and development, with support;

12	learn effectively and be aware of your own learning strategies, with some guidance;
13	work in different kinds of teams (formal, informal, project based, etc.);
14	consider the main features of a given problem and develop strategies for its resolution;
15	express ideas and opinions to a variety of audiences for a variety of purposes.

### **SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to current thinking in Teaching, Learning and Assessment in the context of teaching your chosen subject in the Further Education Sector. Whilst the module’s precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Theories, principles and practice of teaching, learning and assessment in your own specialist area.
- Understanding support available to effectively meet the potential needs of learners.
- The implications of equality and diversity issues, including bilingualism, in teaching, learning and assessment.
- The role of assessment in evaluation and quality processes.
- Safeguarding and E-safety.
- Key aspects of relevant codes of practice and current legislative requirements, including legislation relating to disability, health, safety and welfare.
- The responsibilities, professional standards and boundaries of own role as a teacher.

## **LEARNING AND TEACHING**

### **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

### **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning;
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice
Placement	180	A range of learning activities including: classroom observations and teaching; written critical reflection on progress towards achieving the required professional standards; and written action plans for further development.

## **ASSESSMENT**

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	4, 8, 9-13	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements and two teaching observations, one by a course tutor and one by a subject specialist mentor. The teaching observations will be assessed against the Programme Teaching Observation criteria.	Continuous assessment of professional learning throughout the programme.	1-3, 5-7, 9, 14-15	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task	2,000 words	1-7, 15	Verbal feedback; written feedback

#### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

#### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written assignment	100%	5,500 words	1 – 7, 9, 15, 16	Written feedback with grade

#### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Written assignment	Written assignment	1 – 7, 9, 15, 16	See handbook (link below)

#### RE-ASSESSMENT NOTES

See Handbook - for University colleagues:  
<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

#### RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

**Core Texts**

Appleyard, N. and Appleyard, K. (2009) *The Minimum Core for Language and Literacy: Knowledge, Understanding and Skills*. Exeter: Learning Matters.

Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M.(2007) *Teaching and Training in Post Compulsory Education.(3rd edn.)* Maidenhead: Open University Press.

Avis, J., Fisher, R., and Thompson, R. (2009) *Teaching in Lifelong Learning - a guide to theory and practice*. Maidenhead: Open University Press.

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003) *Assessment for Learning*. London: Nelson. Ginnis, P. (2002) *The Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner*. Wales. Crown House Publishing.

Gravells, A. and Simpson, S. (2012) *Equality and Diversity in the Lifelong Learning Sector*. (2<sup>nd</sup> edn.) Exeter: Learning Matters.

Hillier, Y. (2005) *Reflective Teaching in Further and Adult Education* (2<sup>nd</sup> edn) London. Continuum.

Huddleston, P. and Unwin, L. (2008) *Teaching and Learning in Further Education: Diversity and Change*. London: Routledge.

Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. Exeter: Learning Matters.

**Recommended Texts**

Boud, D. (2000) *Sustainable assessment: rethinking assessment for the learning society Studies in Continuing Education*, 22, 2, 151-167.

Eastwood, L., Coates, J., Dixon, L., Harvey, J., Ormondroyd, C. and Williamson, S. (2009) *A Toolkit for Creative Teaching in Post-Compulsory Education*. Maidenhead: Open University Press.

Falchikov, N. (2004) *Improving Assessment Through Student Involvement: Practical Solutions for Higher and Further Education Teaching and Learning*. London: Routledge Falmer.

Fawbert, F. (ed.) (2008) *Teaching in Post-compulsory Education: Skills, Standards and Lifelong Learning*. London: Continuum.

**Journals**

Journal of Further and Higher Education  
 Journal of Vocational Education and Training

**Websites**

<http://www.et-foundation.co.uk/>  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) [www.qcda.gov.uk](http://www.qcda.gov.uk)  
[www.guardian.co.uk/education](http://www.guardian.co.uk/education) [www.tes.co.uk](http://www.tes.co.uk)  
[www.independent.co.uk/news/education/](http://www.independent.co.uk/news/education/)  
[www.excellencegateway.org.uk/](http://www.excellencegateway.org.uk/)  
<https://www.aoc.co.uk/>

Resources available and suggested for the three accompanying modules in the PCE Exeter College Programme will also be relevant to support learning in this module.

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Curriculum and Society (L5) Wider Practice and Professional Development (L5) Theories of Learning and of Managing Behaviour (L5)		
<b>NQF LEVEL (FHEQ)</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	Cert.Ed., PCE, Post-compulsory, FE teacher, QLTS,		

<b>MODULE TITLE</b>	Theories of Learning and of Managing Behaviour			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		<b>MODULE CONVENOR</b>			
<b>DURATION</b>	<b>TERM WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
			8		25

### DESCRIPTION – summary of the module content (100 words)

This level 5 module links closely with three co-requisite modules: Learning, Teaching and Assessment (level 4), Wider Practice and Professional Development (level 5) and Curriculum and Society (level 5). This module critically evaluates theories, policies and principles for enabling inclusive learning and managing behaviour through reflexive practice and study. Communication, resources, teaching and learning strategies and organisation policies are critically analysed.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of Certificate in Education (Further Education).

### MODULE AIMS – intentions of the module

To develop a knowledge and understanding of the relationship between the theories and principles for enabling learning and your own practice; to enable theories and practice of behaviour management to be explored and analysed; to reflect critically on your own teaching and learning.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- |   |  |
|---|--|
| 1 | demonstrate a knowledge and understanding of theories and principles of learning;                                      |
| 2 | demonstrate a knowledge and understanding of the theories and strategies of managing behaviour in learning situations; |
| 3 | to plan, conduct and evaluate a research project in the form of a case study with a focus on behaviour management;     |

#### Discipline Specific Skills and Knowledge:

- |   |   |
|---|---|
| 4 | recognise learners' needs and interpret these learning needs in order to successfully plan, teach, assess and evaluate lessons and schemes of work; |
| 5 | engage in debate about current educational issues drawing on evidence from theory, research and practice;   |
| 6 | evaluate the relevance of educational theory to practice;   |
| 7 | compare relevant educational literature and use research data in support of an argument;  |
| 8 | evaluate your personal professional learning and teaching against the Minimum Core;   |
| 9 | plan your future professional development needs;  |

#### Personal and Key Transferable/ Employment Skills and Knowledge:

10	demonstrate continued development through breadth of teaching practice;
11	evaluate access and progression in teaching practice;
12	manage your own learning and development, with some guidance;
13	learn effectively and be aware of your own learning strategies, with some guidance;
14	work productively in different kinds of teams (formal, informal, project based, etc.);
15	think creatively about the main features of a given problem and develop strategies for its resolution;
16	express ideas and opinions to a variety of audiences for a variety of purposes.

### **SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to theories of learning and of behaviour management in the context of teaching your chosen subject in the Further Education Sector. Whilst the module’s precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Application of theories and principles of learning and communication to inclusive learning and teaching.
- Evaluation and improvement of the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning.
- Application of up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements.
- Types of behaviours in a learning environment and the factors influencing them.
- Theories of behaviour management and positive interventions and preventative strategies.
- Organisational policies concerning behaviour.
- Developing a research proposal and consideration of ethical protocols.
- Research approaches, for example, developing an argument, carrying out a literature review, data collection and analysis, developing practice through a project, reflective practice, reviewing a body of knowledge, creative problem solving and analysis of research project.

## **LEARNING AND TEACHING**

### **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

### **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice; Critical reflection on professional learning.
Placement	180	A range of learning activities including: classroom observations and teaching; tutorials including discussion about professional learning; written critical

reflection on progress towards achieving the required professional standards; and written action plans for further development.

## ASSESSMENT

### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	8-14	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements.	Continuous assessment of professional learning throughout the programme.	1-7, 15-16	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task	2,000 words	1-8, 16	Verbal feedback; written feedback

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written assignment	100%	5,500 words	1-3, 5 - 7, 16	Written feedback and grade

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Written assignment	Written assignment	1-3, 5-7, 16	See the module handbook (link below)

### RE-ASSESSMENT NOTES

See the module handbook - for University colleagues:

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

### Core Texts

Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2007) *Teaching and Training in Post Compulsory Education*. (3rd edn.) Maidenhead: OU Press.

Avis, J., Fisher, R., and Thompson, R. (2009) *Teaching in Lifelong Learning - a guide to theory and practice*. Maidenhead: Open University Press.

Barton, D. and Tusting, K. (2006) *Models of Adult Learning: a literature review*. Leicester: NIACE.

Bates, B. (2015) *Learning Theories Simplified and how to apply them to teaching*. London: Sage.

Brookfield, S. D. (1995) *Becoming a Critically Reflective Teacher*. San Francisco: Jossey Bass.

Cowley, S. (2006) *Getting the Buggers to Behave*. (3rd edn.) London: Continuum.

Dix, P. (2007) *Taking Care of Behaviour: Practical Skills for Teachers*. Harlow: Pearson Education.

Dweck, C. (2016) *Mindset: The New Psychology of Success*. New York: Ballantine Books.

Evertson, C. and Weinstein, C. (2006) *Handbook of Classroom Management*. London: Lawrence Erlbaum Associates.

Vizard, D. (2007) *How to Manage Behaviour in Further Education*. London: Sage.

Wallace, S. (2013) *Managing Behaviour in Further and Adult Education*.

### Recommended Texts

Eastwood, L., Coates, J., Dixon, L., Harvey, J., Ormondroyd, C. and Williamson, S. (2009) *A Toolkit for Creative Teaching in Post-Compulsory Education*. Maidenhead: Open University Press.

Fairclough, M. (2008) *Supporting Learners in the Lifelong Learning Sector*. Maidenhead: OU Press.

Gravells, A. and Simpson, S. (2012) *Equality and Diversity in the Lifelong Learning Sector*. (2<sup>nd</sup> edn.) Exeter: Learning Matters.

Macleod G. (2006) 'Mad or sad: constructions of young people in trouble and implications for interventions.' *Emotional and Behavioural Difficulties*, Vol. 11, No. 3, September 2006, 155–167.

Macnab, N., Visser, J. and Daniels, H. (2008) 'Provision in further education colleges for 14- to 16-year-olds with social, emotional and behavioural difficulties.' *British Journal of Special Education*, 35 (4), 241-246.

Rodgers, B. (2006) *Classroom Behaviour*. (2nd edn) London: Paul Chapman Publishing.

### Journals

Research in Post-Compulsory Education      Studies in the Education of Adults

### Websites

<https://pivotaleducation.com/>

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Teaching learning and Assessment in the Further Education and Skills Sector (L4) Wider Practice and Professional Development (L5) Curriculum and Society (L5)		
<b>NQF LEVEL (FHEQ)</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	Cert.Ed.(FE), PCE, Post-compulsory, FE teacher, , QLTS		

Module Descriptor Template Revised February 2012

<b>MODULE TITLE</b>	Curriculum & Society			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		<b>MODULE CONVENOR</b>			
<b>DURATION</b>	<b>TERM WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
			8		25

### DESCRIPTION – summary of the module content (100 words)

This Level 5 module links closely with three co-requisite modules: Learning, Teaching and Assessment (level 4), Wider Practice and Professional Development (level 5) and Theories of Learning and Managing Behaviour (level 5). The module critically explores curriculum theories, principles and ideologies and social, economic, political and cultural differences affecting inclusive curriculum design, equality and diversity and education for sustainable development. It enables reflexive evaluation of individual subject specialisms in relation to inclusive curriculum design.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of Certificate in Education (Further Education).

### MODULE AIMS – intentions of the module

To develop an understanding of the history, concepts and models of curriculum; to critically analyse theories and approaches to curriculum practice and design that may differ within an educational/training context; to enable issues of inclusion and ESD to be explored; to analyse and reflect on your own teaching and learning.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- |   |   |
|---|---|
| 1 | demonstrate a knowledge of curriculum theories and principles within your own subject specialist area                       |
| 2 | evaluate the social cohesion of curricula with regard to the protected characteristics identified in the Equality Act 2010. |
| 3 | demonstrate knowledge and understanding of the theories and policies of Education for Sustainable Development               |

#### Discipline Specific Skills and Knowledge:

- |   |   |
|---|---|
| 4 | recognise learners' needs and interpret these learning needs in order to successfully plan, teach, assess and evaluate lessons and schemes of work; |
| 5 | engage in debate about current educational issues drawing on evidence from theory, research and practice;   |
| 6 | evaluate the relevance of educational theory to practice;   |
| 7 | compare relevant educational literature and use research data in support of an argument;  |
| 8 | evaluate your personal professional learning and teaching against the Minimum Core;   |
| 9 | to plan your future professional development needs;   |

**Personal and Key Transferable/ Employment Skills and Knowledge:**

10	demonstrate continued development through breadth of teaching practice;
11	evaluate access and progression in teaching practice;
12	manage your own learning and development with some guidance;
13	learn effectively and be aware of your own learning strategies, with some guidance;
14	work productively in different kinds of teams (formal, informal, project based, etc.);
15	think creatively about the main features of a given problem and develop strategies for its resolution;
16	express ideas and opinions, to a variety of audiences for a variety of purposes.

**SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to current thinking in Curriculum and Society in the context of teaching your chosen subject in the Further Education Sector. Whilst the module’s precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Application of curriculum theories, principles, ideologies and models to curriculum development.
- Inclusive curriculum design and implementation for specialist subjects and different cohorts of learners.
- Analysing different curriculum contexts in the Further Education and Skills sector.
- Building equality of opportunity and respect for diversity into curriculum design.
- The impact of social, economic and cultural differences on teaching, learning and achievement.
- The impact of the educational use of technology on curriculum design.
- Proposing, justifying and evaluating changes to improve the curriculum recognising the roles of external bodies and stakeholders.

**LEARNING AND TEACHING****LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

**DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice
Placement	180	A range of learning activities including: classroom observations and teaching; written critical reflection on progress towards achieving the required professional standards; and written action plans for further development.

## ASSESSMENT

### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	4 - 14	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements	Continuous assessment of professional learning throughout the programme.	1 – 7, 8, 9, 15, 16	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task	2,000 words	1 – 7, 16	Verbal feedback; written feedback

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written assignment	100%	5,500	1 – 3, 5 – 7, 16	Written feedback with grade

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Written assignment	Written assignment resubmission	1 – 3, 16	See module handbook (link below)

### RE-ASSESSMENT NOTES

See the module handbook - for University colleagues:

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter

College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

### Core Texts

Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2007) *Teaching and Training in Post Compulsory Education*. (3rd edn.) Maidenhead: Open University Press.

Fullerty, J.M. (2011) *Lifelong Learning Post-compulsory Education and the University for Industry*. Virginia, USA: F Street Books, Parkgate Press.

Kelly, A. V. (2009) *The Curriculum: Theory and Practice*. (6th edn.) London: Sage.

Neary, M. (2002) *Curriculum Studies in Post-compulsory and Adult Education*. London: Nelson Thornes.

Sterling, S. (2001) *Sustainable Education: Re-visioning Learning and Change*. Dartington: Green Books.

Tummons, J. (2009) *Curriculum Studies in the Lifelong Learning Sector*. Exeter: Learning Matters.

Weyers, M. (2006) *Teaching the FE Curriculum: Encouraging Active Learning in the Classroom*. London: Continuum.

**Recommended Texts**

Bloomer, M. (2002) *Curriculum Making in Post -16 Education: The social conditions of studentship*. (2nd edn.) London: Routledge

Cantle, T. (2005) *Community Cohesion: A New Framework for Race and Diversity*. Basingstoke: Palgrave Macmillan.

Evans, K., Hodkinson, P. and Unwin, L. (eds.) (2002) *Working to Learn: Transforming Workplace Learning*. London: Kogan Page.

Orr, D. W. (2004) *Earth in Mind –On Education, Environment and the Human Prospect –10th anniversary Edition*. Washington DC: Island Press.

Sterling, S., Irving, D., Maiteny, P. and Salter, J. (2005) *Linking thinking: New perspectives on thinking and learning for sustainability*. Aberfeldy: WWF Scotland.

Tilbury, D. and Wortman, D. (2004) *Engaging people in sustainability*. Cambridge: IUCN. [Online] <http://app.iucn.org/dbtw-wpd/edocs/2004-055.pdf>

**Journals**

British Journal of Educational Studies British Educational Research Journal

**Websites**

[http://www.ofsted.gov.uk/content/download/7126/73002/file/Ofsted%20Sustainable %20Development%20Action%20Plan](http://www.ofsted.gov.uk/content/download/7126/73002/file/Ofsted%20Sustainable%20Development%20Action%20Plan)

[www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm)

[http://publications.teachernet.gov.uk/eOrderingDownload/DfES\\_Diversity\\_&\\_Citizenship.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/DfES_Diversity_&_Citizenship.pdf)

<http://www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack/intro/>

<http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-education-providers-guidance/protected-characteristics/>

<http://www.universities-scotland.ac.uk/raceequalitytoolkit/Race%20Equality%20Toolkit.pdf>

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Teaching learning and Assessment in the Further Education and Skills Sector (L4) Wider Practice and Professional Development (L5) Theories of Learning and of Managing Behaviour (L5)		
<b>NQF LEVEL (FHEQ)</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	Cert.Ed.(FE), PCE, Post-compulsory, FE teacher, QLTS,		

Module Descriptor Template Revised February 2012

<b>MODULE TITLE</b>	Wider Practice and Professional Development			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		<b>MODULE CONVENOR</b>			
<b>DURATION</b>	<b>TERM WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
		11	11	10	25

### DESCRIPTION – summary of the module content (100 words)

This level 5 module links closely with three co-requisite modules: Learning, Teaching and Assessment (level 4), Wider Curriculum and Society (level 5) and Theories of Learning and of Managing Behaviour (level 5). This module focuses on notions of professionalism and wider professional practice enabling critical examination of professional conduct, accountability, quality assurance and improvement, and the wider context of teaching. You will critically evaluate your professional and personal development and plan future development.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of Certificate in Education (Further Education).

Your training will be delivered using elements of the Exeter Model of Initial Teacher Education, widely recognised as an exemplary framework for teacher education.

### MODULE AIMS – intentions of the module

This module aims for you to be able to:

- understand the wider context of education;
- reflect critically on your own teaching and learning;
- evaluate your own professional development.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- |   |  |
|---|--|
| 1 | investigate the range of roles and responsibilities of a teacher in the Further Education and Skills sector; |
| 2 | demonstrate a knowledge and understanding of issues of professional conduct and accountability;              |
| 3 | analyse systems of quality assurance and improvement;  |

#### Discipline Specific Skills and Knowledge:

- |   |   |
|---|---|
| 4 | recognise learners' needs and interpret these learning needs in order to successfully plan, teach, assess and evaluate lessons and schemes of work; |
| 5 | engage in debate about current educational issues drawing on evidence from theory, research and practice;   |
| 6 | evaluate the relevance of educational theory to practice;   |
| 7 | compare relevant educational literature and use research data in support of an argument;  |

8	evaluate your personal professional learning and teaching against the Minimum Core;
9	plan your future professional development needs;
<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>	
10	demonstrate continued development through breadth of teaching practice;
11	evaluate access and progression in teaching practice;
12	manage your own learning and development, with some guidance;
13	learn effectively and be aware of your own learning strategies, with some guidance;
14	work productively in different kinds of teams (formal, informal, project based, etc.);
15	think creatively about the main features of a given problem and develop strategies for its resolution;
16	express ideas and opinions , to a variety of audiences for a variety of purposes.

### **SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to current thinking in Wider Practice and Professional Development in the context of teaching your chosen subject in the Further Education Sector. Whilst the module’s precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Teaching roles, responsibilities, contexts and breadth of practice in the Further Education and Skills sector.
- Concepts of professionalism, core professional values and dual professionalism for teachers in this sector.
- Theories, principles and models of reflective practice and continuing personal and professional development and how these support own development as an autonomous learner.
- Identifying CPD needs, including literacy, numeracy and ICT, and opportunities for development and evaluating the impact on own practice.
- Implications and impact of government policies on teaching and learning in this sector.

## **LEARNING AND TEACHING**

### **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

### **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice
Placement	180	A range of learning activities including: classroom observations and teaching; written critical reflection on progress towards achieving the required professional standards; and written action plans for further development.

## ASSESSMENT

### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	8 - 14	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements	Continuous assessment of professional learning throughout the programme.	1 – 7, 9, 15, 16	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task Reflection on progress recorded on FRAP1 and FRAP 2 (1000 words each)	2,000 words	7-8, 16	Verbal feedback;

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Professional Practice Portfolio Reflection(Essay)	70%	3500 words	8 - 14	Written feedback with grade
Presentation (group)	30%	15 mins (2000 words equivalent)	1 – 7, 9, 15, 16	Written feedback with grade
Formal teaching observations. These are pass/fail and you must pass them both	0%	Observation of 2 lessons	8-14	Verbal and written feedback on two teaching observations

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Professional Practice Portfolio Reflection (Essay)	3500 words	8 - 14	See notes below
Presentation (individual or group)	15 mins (2000 words equivalent)	1 – 7, 9, 15, 16	See handbook (link below) below

Teaching Observation	Observation of 2 lessons during an additional teaching placement period	8-14	See handbook link below
----------------------	---	------	-------------------------

## RE-ASSESSMENT NOTES

See module handbook - for University colleagues:

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

### Core Texts

Atkinson, T. and Claxton, G. (eds.) (2000) *The Intuitive Practitioner*. Buckingham: Open University Press.

Brookfield, S. D. (1995) *Becoming a Critically Reflective Teacher*. San Francisco: Jossey Bass.

Jarvis, P. (2010) *Adult Education and Lifelong Learning, Theory and Practice*. (4th edn.) London: RoutledgeFalmer.

Lea, J., Hayes, D., Armitage, A., Lomas, L. and Markless, S. (2003) *Working in Post-compulsory Education*. Maidenhead: Open University Press.

McGhee, P. (2003) *The Academic Quality Handbook: Enhancing Higher Education in Universities and Further Education Colleges*. London: Kogan Page.

Villeneuve-Smith, F., West, C. and Bhinder, B. (2009) *Rethinking continuing professional development in further education*. London: Learning & Skills Network.

### Recommended Texts

Bolton, G. (2005) *Reflective Practice Writing for Professional Development*. (2nd edn.) London: Sage.

Hitching, J. (2008) *Maintaining your Licence to Practise*. Exeter: Learning Matters.

Moon, J. (2008) *Critical Thinking: an exploration of theory and practice*. London: Routledge.

Kennedy, A. (2005) 'Models of Continuing Professional Development: a framework for analysis', *Journal of In-Service Education*, Vol 31, No 2, 235-250.

### Journals

Journal of Education and Work    International Journal of Lifelong Learning

### Websites

[www.ofsted.gov.uk/content/download/7126/73002/file/Ofsteds%20 Sustainable %20 Development%20Action%20Plan](http://www.ofsted.gov.uk/content/download/7126/73002/file/Ofsteds%20Sustainable%20Development%20Action%20Plan)

[www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)

<http://www.et-foundation.co.uk/>

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Teaching learning and Assessment in the Further Education and Skills Sector (L4) Curriculum and Society (L5) Theories of Learning and Managing Behaviour (L5)		
<b>NQF LEVEL (FHEQ)</b>	5	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	Cert.Ed.(FE), PCE, Post-compulsory, FE teacher, QLTS		

Module Descriptor Template Revised February 2012

## **APPENDIX 2**

Postgraduate Certificate in Education Module Specifications

<b>MODULE TITLE</b>	Learning, Teaching and Assessment in the Further Education and Skills Sector.			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		<b>MODULE CONVENOR</b>	Chris Wakely		
<b>DURATION</b>	<b>TERM WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
	8				<b>25</b>

### DESCRIPTION – summary of the module content (100 words)

This Level 6 module links closely with three co-requisite level 7 modules: Curriculum and Society, Wider Practice and Professional Development and Theories of Learning and of Managing Behaviour. This module is the first taught module of the course in the Autumn term. The module addresses processes, principles and theories of planning, preparing and enabling learning. It critically investigates key aspects of the roles and responsibilities of teachers, trainers and tutors in the Further Education and Skills Sector.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of PGCE (Post Compulsory Education).

### MODULE AIMS – intentions of the module

To enable you to develop and apply the practical skills, complex knowledge and understanding which underpin professional educational practice in the Further Education and Skills Sector, whilst critically reflecting on your own teaching and learning.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 critically analyse the role of a teacher in the Further Education and Skills Sector;
- 2 critically analyse your own assessment practices and make reasonable adjustments for a range of disabilities;

#### Discipline Specific Skills and Knowledge:

- 3 recognise learners' different needs and interpret these learning needs in order to successfully plan, teach, assess and evaluate lessons and schemes of work;
- 4 engage in critical debate about current educational issues drawing on a wide range of evidence from theory, research and practice;
- 5 critically evaluate the relevance of educational theory to practice;
- 6 compare and analyse relevant educational literature and use research data in support of an argument;
- 7 critically evaluate your personal professional learning and teaching against the Minimum Core;
- 8 independently plan your future professional development needs;

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 9 demonstrate continued self-directed development through breadth of teaching practice;
- 10 reflexively evaluate access and progression in teaching practice;

11	manage your own learning and development;
12	learn effectively and be aware of your own learning strategies, with minimum guidance;
13	work productively in different kinds of teams (formal, informal, project based, etc.);
14	think creatively about the main features of a given problem and develop a range of strategies for its resolution;
15	express ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purposes.

### **SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to current thinking in Teaching, Learning and Assessment in the context of teaching your chosen subject in the Further Education Sector. Whilst the module's precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Theories, principles and practice of teaching, learning and assessment in your own specialist area.
- Understanding support available to effectively meet the potential needs of learners.
- The implications of equality and diversity issues, including bilingualism, in teaching, learning and assessment.
- The role of assessment in evaluation and quality processes.
- Safeguarding and E-safety.
- Key aspects of relevant codes of practice and current legislative requirements, including legislation relating to disability, health, safety and welfare.
- The responsibilities, professional standards and boundaries of own role as a teacher.

## **LEARNING AND TEACHING**

### **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

### **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning;
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice
Placement	180	A range of learning activities including: classroom observations and teaching; written critical reflection on progress towards achieving the required professional standards; and written action plans for further development.

## **ASSESSMENT**

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	4, 8, 9 -13	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements and two teaching observations, one by a course tutor and one by a subject specialist mentor. The teaching observations will be assessed against the Programme Teaching Observation criteria.	Continuous assessment of professional learning throughout the programme.	1-3, 5-7, 9, 14-15	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task	2,000 words	1-7, 15	Verbal feedback; written feedback

**SUMMATIVE ASSESSMENT (% of credit)**

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

**DETAILS OF SUMMATIVE ASSESSMENT**

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written assignment	100%	5,500 words	1 – 7, 9, 15	Written feedback with % grade

**DETAILS OF RE-ASSESSMENT** (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Written assignment	Written assignment	1 – 7, 9, 15	see handbook

**RE-ASSESSMENT NOTES**

See Handbook - for University colleagues:

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

**RESOURCES**

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

### Core Texts

- Appleyard, N. and Appleyard, K. (2009) *The Minimum Core for Language and Literacy: Knowledge, Understanding and Skills*. Exeter: Learning Matters.
- Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2007) *Teaching and Training in Post Compulsory Education. (3rd edn.)* Maidenhead: Open University Press.
- Avis, J., Fisher, R., and Thompson, R. (2009) *Teaching in Lifelong Learning - a guide to theory and practice*. Maidenhead: Open University Press.
- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003) *Assessment for Learning*. London: Nelson. Ginnis, P. (2002) *The Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner*. Wales. Crown House Publishing.
- Gravells, A. and Simpson, S. (2012) *Equality and Diversity in the Lifelong Learning Sector. (2<sup>nd</sup> edn.)* Exeter: Learning Matters.
- Hillier, Y. (2005) *Reflective Teaching in Further and Adult Education (2<sup>nd</sup> edn)* London. Continuum.
- Huddleston, P. and Unwin, L. (2008) *Teaching and Learning in Further Education: Diversity and Change*. London: Routledge.
- Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. Exeter: Learning Matters.

### Recommended Texts

- Boud, D. (2000) *Sustainable assessment: rethinking assessment for the learning society* *Studies in Continuing Education*, 22, 2, 151-167.
- Eastwood, L., Coates, J., Dixon, L., Harvey, J., Ormondroyd, C. and Williamson, S. (2009) *A Toolkit for Creative Teaching in Post-Compulsory Education*. Maidenhead: Open University Press.
- Falchikov, N. (2004) *Improving Assessment Through Student Involvement: Practical Solutions for Higher and Further Education Teaching and Learning*. London: Routledge Falmer.
- Fawbert, F. (ed.) (2008) *Teaching in Post-compulsory Education: Skills, Standards and Lifelong Learning*. London: Continuum.

### Journals

- Journal of Further and Higher Education
- Journal of Vocational Education and Training

### Websites

- <http://www.et-foundation.co.uk/>
- [www.ofsted.gov.uk](http://www.ofsted.gov.uk) [www.qcda.gov.uk](http://www.qcda.gov.uk)
- [www.guardian.co.uk/education](http://www.guardian.co.uk/education)
- [www.tes.co.uk](http://www.tes.co.uk)
- [www.independent.co.uk/news/education/](http://www.independent.co.uk/news/education/)
- [www.excellencegateway.org.uk/](http://www.excellencegateway.org.uk/)
- <https://www.aoc.co.uk/>

Resources available and suggested for the three accompanying modules in the PCE Exeter College Programme will also be relevant to support learning in this module.

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Curriculum and Society (L7) Wider Practice and Professional Development (L7) Theories of Learning and of Managing Behaviour (L7)		
<b>NQF LEVEL (FHEQ)</b>	6	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	PGCE, PCE, Post-compulsory, FE teacher, QLTS,		

Module Descriptor Template Revised February 2012

<b>MODULE TITLE</b>	Theories of Learning and of Managing Behaviour			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>	<b>MODULE CONVENOR</b>				
<b>DURATION</b>	<b>TERM WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>
			8		25

### DESCRIPTION – summary of the module content (100 words)

This level 7 module links closely with three co-requisite modules: Learning, Teaching and Assessment (level 6), Wider Practice and Professional Development (level 7) and Curriculum and Society (level 7). This module critically evaluates theories, policies and principles for enabling inclusive learning and managing behaviour through reflexive practice and study. Communication, resources, teaching and learning strategies and organisation policies are critically analysed.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of PGCE (Post Compulsory Education).

### MODULE AIMS – intentions of the module

To develop a deep and systematic understanding of the relationship between the theories and principles for enabling learning and your own practice; to enable theories and practices of behaviour management to be explored and critiqued; to critically reflect on your own teaching and learning.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- |   |   |
|---|---|
| 1 | demonstrate a deep and systematic knowledge and understanding of theories and principles of learning;                                     |
| 2 | demonstrate a deep and systematic knowledge and understanding of the theories and strategies of managing behaviour in learning situations |
| 3 | plan, conduct and critically evaluate a research project in the form of a case study with a focus on behaviour management;                |

#### Discipline Specific Skills and Knowledge:

- |   |   |
|---|---|
| 4 | recognise learners' needs and interpret these learning needs in order to successfully plan, teach, assess and evaluate lessons and schemes of work; |
| 5 | engage in critical and analytical debate about current educational issues drawing on evidence from theory, research and practice;                   |
| 6 | critically and systematically evaluate the relevance of educational theory to practice;   |
| 7 | compare, analyse and synthesise relevant educational literature and use research data in support of an argument;                                    |

8	critically evaluate and analyse your personal professional learning and teaching against the Minimum Core;
9	demonstrate a critical awareness of, and the capacity to plan, your future professional development needs;
<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>	
10	demonstrate continued self-directed development through breadth of teaching practice;
11	reflexively and critically evaluate access and progression in teaching practice;
12	drive and manage your own learning and development;
13	learn effectively and independently and be aware of your own learning strategies;
14	work productively and proactively in different kinds of teams (formal, informal, project based, etc.);
15	think creatively about the main features of a given problem and develop a wide range of strategies for its resolution;
16	effectively express ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purposes.

### **SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to theories of learning and of behaviour management in the context of teaching your chosen subject in the Further Education Sector. Whilst the module's precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Application of theories and principles of learning and communication to inclusive learning and teaching.
- Evaluation and improvement of the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning.
- Application of up to date knowledge of your own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements.
- Types of behaviours in a learning environment and the factors influencing them.
- Theories of behaviour management and positive interventions and preventative strategies.
- Organisational policies concerning behaviour.
- Developing a research proposal and consideration of ethical protocols.
- Research approaches, for example, developing an argument, carrying out a literature review, data collection and analysis, developing practice through a project, reflective practice, reviewing a body of knowledge, creative problem solving and analysis of research project.

## **LEARNING AND TEACHING**

### **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

### **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings

Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice; Critical reflection on professional learning.
Placement	180	A range of learning activities including: classroom observations and teaching; tutorials including discussion about professional learning; written critical reflection on progress towards achieving the required professional standards; and written action plans for further development.

## ASSESSMENT

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	8-14	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements.	Continuous assessment of professional learning throughout the programme.	1-7, 15-16	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task	2,000 words	1-8, 16-16	Verbal feedback; written feedback

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written assignment	100%	5,500 words	1-3, 5 - 7, 16	Written feedback with grade

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Written assignment	Written assignment resubmission	1-3, 5-7, 16	See module handbook

### RE-ASSESSMENT NOTES

See the module handbook - for University colleagues:

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

### Core Texts

- Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2007) *Teaching and Training in Post Compulsory Education*. (3rd edn.) Maidenhead: OU Press.
- Avis, J., Fisher, R., and Thompson, R. (2009) *Teaching in Lifelong Learning - a guide to theory and practice*. Maidenhead: Open University Press.
- Barton, D. and Tusting, K. (2006) *Models of Adult Learning: a literature review*. Leicester: NIACE.
- Bates, B. (2015) *Learning Theories Simplified and how to apply them to teaching*. London: Sage.
- Brookfield, S. D. (1995) *Becoming a Critically Reflective Teacher*. San Francisco: Jossey Bass.
- Cowley, S. (2006) *Getting the Buggers to Behave*. (3rd edn.) London: Continuum.
- Dix, P. (2007) *Taking Care of Behaviour: Practical Skills for Teachers*. Harlow: Pearson Education.
- Dweck, C. (2016) *Mindset: The New Psychology of Success*. New York: Ballantine Books.
- Evertson, C. and Weinstein, C. (2006) *Handbook of Classroom Management*. London: Lawrence Erlbaum Associates.
- Vizard, D. (2007) *How to Manage Behaviour in Further Education*. London: Sage.
- Wallace, S. (2013) *Managing Behaviour in Further and Adult Education*.

### Recommended Texts

- Eastwood, L., Coates, J., Dixon, L., Harvey, J., Ormondroyd, C. and Williamson, S. (2009) *A Toolkit for Creative Teaching in Post-Compulsory Education*. Maidenhead: Open University Press.
- Fairclough, M. (2008) *Supporting Learners in the Lifelong Learning Sector*. Maidenhead: OU Press.
- Gravells, A. and Simpson, S. (2012) *Equality and Diversity in the Lifelong Learning Sector*. (2<sup>nd</sup> edn.) Exeter: Learning Matters.
- Macleod G, (2006) 'Mad or sad: constructions of young people in trouble and implications for interventions.' *Emotional and Behavioural Difficulties*, Vol. 11, No. 3, September 2006, 155–167.
- Macnab, N., Visser, J. and Daniels, H. (2008) 'Provision in further education colleges for 14- to 16-year-olds with social, emotional and behavioural difficulties.' *British Journal of Special Education*, 35 (4), 241-246.
- Rodgers, B. (2006) *Classroom Behaviour*. (2nd edn) London: Paul Chapman Publishing.

### Journals

Research in Post-Compulsory Education  
Studies in the Education of Adults

### Websites

<https://pivotaleducation.com/>

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Teaching learning and Assessment in the Further Education and Skills Sector (L6) Wider Practice and Professional Development (L7) Curriculum and Society (L7)		
<b>NQF LEVEL (FHEQ)</b>	7	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	PGCE, PCE, Post-compulsory, FE teacher, , QLTS,		

Module Descriptor Template Revised February 2012

<b>MODULE TITLE</b>		Curriculum & Society			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		<b>MODULE CONVENOR</b>				
<b>DURATION</b>	<b>TERM WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>	25
			8			

### DESCRIPTION – summary of the module content (100 words)

This level 7 module links closely with three co-requisite modules: Learning, Teaching and Assessment (level 6), Wider Practice and Professional Development (level 7) and Theories of Learning and Managing Behaviour (level 7). The module critically explores curriculum theories, principles and ideologies and social, economic, political and cultural differences affecting inclusive curriculum design, equality and diversity and education for sustainable development (ESD). It enables reflexive evaluation of individual subject specialisms in relation to inclusive curriculum design.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of PGCE (Post Compulsory Education).

### MODULE AIMS – intentions of the module

To develop a deep and systematic understanding of the history, concepts and models of curriculum; to critically analyse theories and approaches to curriculum practice and design that may differ within an educational/training context; to enable issues of inclusion and ESD to be explored and critiqued; to critically reflect on your own teaching and learning.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- 1 demonstrate a deep and systematic knowledge of curriculum theories and principles within your own subject specialist area;
- 2 evaluate critically the social cohesion of curricula with regard to the protected characteristics identified in the Equality Act 2010;
- 3 demonstrate deep and systematic knowledge and understanding of the theories and policies of Education for Sustainable Development;

#### Discipline Specific Skills and Knowledge:

- 4 recognise learners' different and complex needs and interpret these learning needs in order to successfully plan, teach, assess and critically evaluate lessons and schemes of work;
- 5 engage in critical and analytical debate about current educational issues drawing on a wide range of evidence from theory, research and practice;
- 6 critically and systematically evaluate the relevance of educational theory to practice;
- 7 compare, analyse and synthesise relevant educational literature and use research data in support of an argument;

8	critically evaluate and analyse your personal professional learning and teaching against the Minimum Core;
9	demonstrate a critical awareness of, and the capacity to plan, your future professional development needs;

### **Personal and Key Transferable/ Employment Skills and Knowledge:**

10	demonstrate continued self-directed development through breadth of teaching practice;
11	reflexively and critically evaluate access and progression in teaching practice;
12	drive and manage your own learning and development;
13	learn effectively and independently and be aware of your own learning strategies;
14	work productively and proactively in different kinds of teams (formal, informal, project based, etc.);
15	think creatively about the main features of a given problem and develop a wide range of strategies for its resolution;
16	effectively express ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purposes

### **SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to current thinking in Curriculum and Society in the context of teaching your chosen subject in the Further Education Sector. Whilst the module's precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Application of curriculum theories, principles, ideologies and models to curriculum development.
- Inclusive curriculum design and implementation for specialist subjects and different cohorts of learners.
- Analysing different curriculum contexts in the Further Education and Skills sector.
- Building equality of opportunity and respect for diversity into curriculum design.
- The impact of social, economic and cultural differences on teaching, learning and achievement.
- The impact of the educational use of technology on curriculum design.
- Proposing, justifying and evaluating changes to improve the curriculum recognising the roles of external bodies and stakeholders.

## **LEARNING AND TEACHING**

### **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

### **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice

Placement	180	A range of learning activities including: classroom observations and teaching; written critical reflection on progress towards achieving the required professional standards; and written action plans for further development.
-----------	-----	---

## ASSESSMENT

### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	4 - 14	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements	Continuous assessment of professional learning throughout the programme.	1 – 7, 8, 9, 15, 16	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task	2,000 words	1 – 7, 16	Verbal and written feedback;

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written assignment	100%	5,500	1 – 3, 5 – 7, 16	Written feedback with grade

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Written assignment	Written assignment resubmission	1 – 3, 16	See notes below

### RE-ASSESSMENT NOTES

See Handbook - for University colleagues:

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

**Core Texts**

Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2007) *Teaching and Training in Post Compulsory Education*.(3rd edn.) Maidenhead: Open University Press.

Fullerty, J.M. (2011) *Lifelong Learning Post-compulsory Education and the University for Industry*. Virginia, USA: F Street Books, Parkgate Press.

Kelly, A. V. (2009) *The Curriculum: Theory and Practice*.(6th edn.) London: Sage.

Neary, M. (2002) *Curriculum Studies in Post-compulsory and Adult Education*. London: Nelson Thornes.

Sterling, S. (2001) *Sustainable Education: Re-visioning Learning and Change*. Dartington: Green Books.

Tummons, J. (2009) *Curriculum Studies in the Lifelong Learning Sector*. Exeter: Learning Matters.

Weyers, M. (2006) *Teaching the FE Curriculum: Encouraging Active Learning in the Classroom*. London: Continuum.

**Recommended Texts**

Bloomer, M. (2002) *Curriculum Making in Post -16 Education: The social conditions of studentship*. (2nd edn.) London: Routledge

Cantle, T. (2005) *Community Cohesion: A New Framework for Race and Diversity*. Basingstoke: Palgrave Macmillan.

Evans, K., Hodkinson, P. and Unwin, L. (eds.) (2002) *Working to Learn: Transforming Workplace Learning*. London: Kogan Page.

Orr, D. W. (2004) *Earth in Mind –On Education, Environment and the Human Prospect –10th anniversary Edition*. Washington DC: Island Press.

Sterling, S., Irving, D., Maiteny, P. and Salter, J. (2005) *Linking thinking: New perspectives on thinking and learning for sustainability*. Aberfeldy: WWF Scotland.

Tilbury, D. and Wortman, D. (2004) *Engaging people in sustainability*. Cambridge: IUCN. [Online] <http://app.iucn.org/dbtw-wpd/edocs/2004-055.pdf>

**Journals**

British Journal of Educational Studies  
British Educational Research Journal

**Websites**

[http://www.ofsted.gov.uk/content/download/7126/73002/file/Ofsted%20Sustainable %20Development%20Action%20Plan](http://www.ofsted.gov.uk/content/download/7126/73002/file/Ofsted%20Sustainable%20Development%20Action%20Plan)  
[www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm)  
[http://publications.teachernet.gov.uk/eOrderingDownload/DfES\\_Diversity\\_&\\_Citizenship.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/DfES_Diversity_&_Citizenship.pdf)  
<http://www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack/intro/>  
<http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-education-providers-guidance/protected-characteristics/>  
<http://www.universities-scotland.ac.uk/raceequalitytoolkit/Race%20Equality%20Toolkit.pdf>

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Learning Teaching and Assessment in the Further Education and Skills Sector (L6) Wider Practice and Professional Development (L7) Theories of Learning and of Managing Behaviour (L7)		
<b>NQF LEVEL (FHEQ)</b>	7	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	PGCE, PCE, Post-compulsory, FE teacher, QLTS, Curriculum		

Module Descriptor Template Revised February 2012

<b>MODULE TITLE</b>		Wider Practice and Professional Development			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		<b>MODULE CONVENOR</b>				
<b>DURATION</b>	<b>TERM WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>	25
		11	11	10		

### DESCRIPTION – summary of the module content (100 words)

This level 7 module links closely with three co-requisite modules: Learning, Teaching and Assessment (level 6), Wider Curriculum and Society (level 7) and Theories of Learning and Managing Behaviour (level 7). This module focuses upon notions of professionalism and wider professional practice enabling critical examination of professional conduct, accountability, quality assurance and improvement, and the wider context of teaching. You will critically evaluate your professional and personal development and plan future development.

Throughout your training you will compile a Portfolio that contains evidence of achieving the professional standards for teachers and trainers required by the Education and Training Foundation for recommendation for the Qualified Teacher learning and Skills (QTLS). Successful completion of all four modules leads to the award of PGCE (Post Compulsory Education).

Your training will be delivered using elements of the Exeter Model of Initial Teacher Education, widely recognised as an exemplary framework for teacher education.

### MODULE AIMS – intentions of the module

This module aims for you to:

- critically understand the wider context of education and reflexively evaluate your professional development;
- critically reflect on your own teaching and learning.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

#### Module Specific Skills and Knowledge:

- critically investigate the range of roles and responsibilities of a teacher in the Further Education and Skills sector;
- demonstrate a deep and systematic knowledge of issues of professional conduct and accountability;
- critically analyse systems of quality assurance and improvement;

#### Discipline Specific Skills and Knowledge:

- recognise learners' different and complex needs and interpret these learning needs in order to successfully plan, teach, assess and evaluate lessons and schemes of work;
- engage in critical and analytical debate about current educational issues drawing on evidence from theory, research and practice;
- critically and systematically evaluate the relevance of educational theory to practice;
- compare, analyse and synthesise relevant educational literature and use research data in support of an argument;
- critically evaluate and analyse your personal professional learning and teaching against the Minimum Core;

9	demonstrate a critical awareness of, and the capacity to plan, your future professional development needs;
---	--

**Personal and Key Transferable/ Employment Skills and Knowledge:**

10	demonstrate continued self-directed development through breadth of teaching practice;
11	reflexively and critically evaluate access and progression in teaching practice;
12	drive and manage your own learning and development;
13	learn effectively and independently and be aware of your own learning strategies;
14	work productively and proactively in different kinds of teams (formal, informal, project based, etc.);
15	think creatively about the main features of a given problem and develop a wide range of strategies for its resolution;
16	effectively express ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purposes.

**SYLLABUS PLAN – summary of the structure and academic content of the module**

The module introduces you to current thinking in Wider Practice and Professional Development in the context of teaching your chosen subject in the Further Education Sector. Whilst the module’s precise content may vary from year to year, it is envisaged that the syllabus will cover some or all of the following topics:

- Teaching roles, responsibilities, contexts and breadth of practice in the Further Education and Skills sector.
- Concepts of professionalism, core professional values and dual professionalism for teachers in this sector.
- Theories, principles and models of reflective practice and continuing personal and professional development and how these support own development as an autonomous learner.
- Identifying CPD needs, including literacy, numeracy and ICT, and opportunities for development and evaluating the impact on own practice.
- Implications and impact of government policies on teaching and learning in this sector.

**LEARNING AND TEACHING**

**LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	60	Guided independent study	60	Placement/study abroad	180
--	----	--------------------------	----	------------------------	-----

**DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled Learning & Teaching activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice
Placement	180	A range of learning activities including: classroom observations and teaching; written critical reflection on progress towards achieving the required professional standards; and written action plans for further development.

## ASSESSMENT

### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written and oral critical reflection on professional learning	Continuous assessment of professional learning throughout the programme.	8 - 14	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Professional Standards and the Minimum Core.
Generic assessment: meeting the minimum teaching practice requirements	Continuous assessment of professional learning throughout the programme.	1 – 7, 9, 15, 16	As above , including verbal and written feedback on two teaching observations
Formative assessment: written task Reflection on progress recorded on FRAP1 and FRAP 2 (1000 words each)	2,000 words	7-8, 16	Verbal feedback;

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	-	Practical exams	-
------------	------	---------------	---	-----------------	---

### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Professional Practice Portfolio Reflection (Essay)	70%	3500 words	8 - 14	Written feedback with grade
Presentation (group)	30%	15 mins (2000 words equivalent)	1 – 7, 9, 15, 16	Written feedback with grade
Formal teaching observations These are pass/fail and you must pass them both	0%	Observation of 2 lessons	8-14	Verbal and written feedback on two teaching observations

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Professional Practice Portfolio Reflection (Essay)	3500 words	8 - 14	See handbook for details, link below
Presentation (individual or group)	15 mins (2000 words equivalent)	1 – 7, 9, 15, 16	See handbook for details, link below
Teaching Observation	Observation of 2 lessons during an additional	8-14	See handbook for details link below

	teaching placement period		
--	---------------------------	--	--

## RE-ASSESSMENT NOTES

See the module handbook - for University colleagues:

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/> and for Exeter College staff and students : <http://www.exe-coll.ac.uk/HE/Courses/TeacherTraining>

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

### Core Texts

Atkinson, T. and Claxton, G. (eds.) (2000) *The Intuitive Practitioner*. Buckingham: Open University Press.

Brookfield, S. D. (1995) *Becoming a Critically Reflective Teacher*. San Francisco: Jossey Bass.

Jarvis, P. (2010) *Adult Education and Lifelong Learning, Theory and Practice*. (4th edn.) London: RoutledgeFalmer.

Lea, J., Hayes, D., Armitage, A., Lomas, L. and Markless, S. (2003) *Working in Post-compulsory Education*. Maidenhead: Open University Press.

McGhee, P. (2003) *The Academic Quality Handbook: Enhancing Higher Education in Universities and Further Education Colleges*. London: Kogan Page.

Villeneuve-Smith, F., West, C. and Bhinder, B. (2009) *Rethinking continuing professional development in further education*. London: Learning & Skills Network.

### Recommended Texts

Bolton, G. (2005) *Reflective Practice Writing for Professional Development*. (2nd edn.) London: Sage.

Hitching, J. (2008) *Maintaining your Licence to Practise*. Exeter: Learning Matters.

Moon, J. (2008) *Critical Thinking: an exploration of theory and practice*. London: Routledge.

Kennedy, A. (2005) 'Models of Continuing Professional Development: a framework for analysis', *Journal of In-Service Education*, Vol 31, No 2, 235-250.

### Journals

Journal of Education and Work

International Journal of Lifelong Learning

### Websites

[www.ofsted.gov.uk/content/download/7126/73002/file/Ofsted%20 Sustainable %20 Development%20Action%20Plan](http://www.ofsted.gov.uk/content/download/7126/73002/file/Ofsted%20Sustainable%20Development%20Action%20Plan)

[www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)

<http://www.et-foundation.co.uk/>

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	Teaching learning and Assessment in the Further Education and Skills Sector (L6) Curriculum and Society (L7) Theories of Learning and of Managing Behaviour (L7)		
<b>NQF LEVEL (FHEQ)</b>	7	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	November 2016	<b>LAST REVISION DATE</b>	
<b>KEY WORDS SEARCH</b>	PGCE, PCE, Post-compulsory, FE teacher, QLTS,		

Module Descriptor Template Revised February 2012

## **APPENDIX 3**

### Observation Assessment Criteria

	Grade 1 Exceeding	Grade 2 Expected	Grade 3 Emerging	Grade 4 Not yet Emerging
<b>Impact on Learning</b>	<b>Comprehensive</b> scheme including course aims/objectives and sequenced T and L activities, methods, resources and planned assessment. <b>Detailed information</b> which provides <b>excellent insight</b> into planned learning activities and progress.	<b>Good</b> scheme that clearly records sequences, T and L activities, methods, resources and planned assessment. Provides a <b>very clear insight</b> into planned structure of learning and progress.	<b>Brief</b> scheme which may lack in detail, but contains sufficient information to give a <b>planned outline</b> of T and L activities, resources and assessment.	<b>Very brief</b> scheme that provides a list of topics, for example.  Or <b>no scheme</b> of work available.
Session Plan	<b>Highly detailed</b> plan with clear timings, structure and methodology with excellent links to the scheme. Contains an <b>excellent range of activities</b> planned to meet the individual needs of learners.	<b>Good</b> , clear structure that identifies resources and activities linked to individual needs of learners. Clear <b>contextual links</b> to the scheme.	<b>Acceptable</b> outline of teaching methods, student activity and achievement.  <b>Some links</b> to Scheme evident.	<b>Very brief</b> session plan with minimal detail and insufficient teaching and learning activities.  <b>Little relation</b> to the scheme.
Health and Safety	Health and Safety <b>stressed throughout</b> . Detailed and effective risk assessments completed. Safety of the learners is paramount.	<b>Good emphasis on health and safety</b> including all risk assessments. All learners are safe throughout.	Health and safety instructions, including risk assessments <b>meet requirements</b> and keep learners safe.	<b>Ineffective or inadequate</b> management of health and safety. <b>Incomplete or no risk assessments</b> completed and learners put at risk.
Learning Environment	<b>Professional learning environment</b> that is relevant, fit for purpose, accessible, safe and excellently equipped.	<b>Good accommodation</b> that is fit for purpose, well laid out and resourced, accessible and safely equipped.	<b>Accommodation</b> with basic resources. Safe environment that does not impact on learning.	<b>Inadequate for learning</b> and/or unsafe. Affected by noise/temperature/interruptions, May be insufficiently resourced or accessible and hinder or prevent learning.
Learning materials/ Resources	<b>Excellent range</b> of high quality (creative) materials which are <b>clearly presented</b> and used well. <b>Highly effective</b> and appropriate use of learning technologies to enhance and extend learning.	<b>Good range</b> of materials and resources that are used effectively to support session content and promote learning. <b>Very effective</b> and appropriate use of learning technologies.	<b>Resources and learning materials</b> which are basic but support learning. <b>Some use</b> of learning technologies but several opportunities missed to support/ enhance learning.	<b>Insufficient or inadequate</b> resources to support learning.  <b>Little (or no)</b> use of learning technologies which adversely impacts on learning and progress.
Attendance and Punctuality	Learners display commitment to learning through <b>excellent record</b> of attendance and punctuality ( <b>90%+</b> attendance and <b>exemplary punctuality</b> ).	<b>Good</b> attendance and punctuality records ( <b>85%+</b> attendance and <b>nearly all learners</b> on time).	<b>Attendance and punctuality</b> requires improvement ( <b>80%</b> and above attendance and <b>most learners on time</b> ).	<b>Unsatisfactory</b> attendance and punctuality ( <b>less than 80%</b> and pattern of low attendance overall) <b>Unsatisfactory punctuality</b> , less than 2/3 present at start of lesson.
Equality and Diversity	All teaching, learning and assessment activities and resources <b>actively promote equality and diversity</b> through highly effective use of diverse examples. Teacher and learners <b>model best practice</b> through use of inclusive language, attitudes and terminology.	All activities and resources <b>actively support E and D</b> through very effective use of examples. Teacher and learners <b>demonstrate mutual respect</b> through use of inclusive language, attitudes and terminology.	All activities and resources <b>appropriately support E and D</b> . Teacher and learners <b>use appropriate</b> language and terminology and demonstrate appropriate attitudes.	<b>Little or no knowledge or awareness of E and D</b> . Teachers/ learners use <b>inappropriate/offensive language</b> , terminology and <b>attitudes</b> . Resources use stereotypical, inaccurate and/or offensive.
Identification and support of individual learning needs	<b>Highly effective identification</b> of individual learning needs through use of learning style analyses and initial and diagnostic assessment techniques. <b>Excellent support provided</b> through differentiated resources and activities – extension work, structured group/ individual work and in class customised support.	<b>Good identification</b> of individual learning needs through learning style analyses and initial and diagnostic assessment techniques.  <b>Good individual support</b> evident through development and use of resources, activities and support in lesson.	<b>Some identification</b> of individual learning needs through learning style analyses and initial and diagnostic assessment techniques.  <b>Some individual support</b> evident through development and use of resources, activities and support in the lesson.	<b>Insufficient or no identification</b> of individual learning needs. <b>Insufficient or no support</b> of individual learning needs in lesson. Resources and activities insufficiently developed or amended to meet different learning needs or levels and/or insufficient support in class.
Embedded Functional Skills identified and promoted	<b>Outstanding identification and promotion</b> of integrated Functional Skills evident in planning, strategies for support and differentiated resources. All Functional Skills needed for the course are <b>fully identified and vocationally related</b> . Full advantage of all opportunities to develop them is taken. Learners are making <b>excellent progress</b> and are achieving all their outcomes in portfolios and preparation for exams.	<b>Very effective identification and promotion</b> of Functional Skills in planning, strategies for support and differentiated resources. Functional Skills have been <b>mapped to course requirements</b> and the tutor uses <b>vocationally relevant</b> opportunities to develop skills. Learners are making <b>good progress</b> and are achieving Functional Skills outcomes.	<b>Identification and promotion</b> of Functional Skills in planning, strategies for support and differentiated resources requires improvement. FS needed for the course have been <b>identified</b> and some skills are identified and developed through lesson activities. <b>Learners' progress requires improvement</b> .	<b>Insufficient or inadequate identification</b> or promotion of Functional Skills in planning, strategies for support and differentiated resources. There is <b>little or no identification</b> of Functional Skills needed for the course and significant opportunities are missed to develop skills through lesson activities. Learners are making <b>inadequate progress</b> .

	<b>Grade 1 Exceeding</b>	<b>Grade 2 Expected</b>	<b>Grade 3 Emerging</b>	<b>Grade 4 Not Yet Emerging</b>
<b>Impact on Learning</b> Teacher Style	Passionate, <b>outstanding oral presentation skills</b> that engage learners and promote sustained motivation and concentration. <b>Positive verbal/NVC</b> with strong voice, fluent speech patterns, clear eye contact, enthusiastic manner and open body language.	Animated delivery shows a good level of commitment and energy and holds learners' interest. <b>Good presentation skills</b> which promote motivation and concentration. Teacher demonstrates <b>effective verbal/NVC</b> skills.	Moderate enthusiasm for subject. Delivery clear but may be lacking in "sparkle". Oral <b>presentation skills are satisfactory</b> . Teacher uses <b>generally appropriate</b> verbal and NVC skills.	<b>Ineffective or unenthusiastic</b> delivery which does not engage learners. Some of the teacher's verbal/ NVC skills <b>ineffective or inappropriate</b> – eye contact, voice, speech, manner, attitude, body movement etc.
Teacher Knowledge	<b>Very knowledgeable</b> and up to date in subject area. Highly effective reference to vocational/ professional examples to interest learners and extend awareness.	<b>Clearly knowledgeable</b> in subject area and uses relevant vocational/professional examples to good effect in the lesson.	<b>Generally knowledgeable</b> in subject area but some professional updating would improve interest/ quality.	Displays a confused, inaccurate or <b>inadequate</b> grasp of some aspects of subject. Does not hold learners' interest or extend their learning.
Management of learning	<b>Highly effective</b> group/individual management. Very clear organisation, directions and timekeeping. Activities and responses demonstrate <b>high professional and vocational standards</b> as well as high mutual respect.	<b>Good management</b> of group activities. Very effective organisation/ instructions. Relations hips in lessons reflect <b>good vocational context</b> . Clear value and respect evident.	<b>Management</b> of group overall requires improvement. Instructions generally clear. Appropriate working relationship overall.	<b>Ineffective management</b> of group/individual activities. Instructions not always clear, inappropriate noise levels, learners not always listening or responding and/or lack of respect.
Introduction, aims, objectives	<b>Comprehensive introduction</b> . Aims and objectives explained, shared and displayed. Learners demonstrate <b>very clear understanding</b> about learning purpose.	<b>Clear aims and objectives shared</b> with learners at beginning of session. <b>Learners clear</b> about learning purpose.	<b>Brief, general introduction</b> . Learning aims/ objectives basic but realistic in lesson context. <b>Learners generally</b> know what they will be doing.	<b>Little if any introduction</b> . No clear aims and objectives stated or shared with learners. <b>Learners unsure</b> , confused or do not know what they will be doing.
Pace and structure of the session	Pace <b>very well matched</b> to subject and learner level. Activities <b>very well structured</b> and timed to maintain interest and stimulate learning for all learners.	Pace <b>clearly matches</b> subject and most learners' needs and level. <b>Most activities</b> well timed and structured.	Overall pace promotes <b>appropriate</b> learning and interest. Activities <b>generally matched</b> to learners'/ subject level.	Activities <b>lack pace/</b> rigour and do not promote learning. Learners may lose interest and concentration/ not stretched or challenged/ confused/struggling to understand.
Review/Recap/ summary of learning	<b>Highly effective review</b> of learning at intervals throughout lesson and <b>very clear/creative</b> summary linked to LOs and next session.	<b>Good review/</b> recap at points in the lesson and <b>clear summary</b> of learning progress at end of lesson with reference to next.	<b>Some review</b> of learning and brief summary at end of lesson and <b>brief reference</b> to next lesson.	<b>Insufficient or no</b> review of learning and/or at the end of lesson and <b>little or no reference</b> to next lesson.
Effectiveness of assessment	Assessment is <b>rigorous and well organised</b> . Outcomes are effectively used to plan further learning. Teacher makes <b>effective comments</b> on learners' work so that they know how well they are doing and what they have to do to improve.	Assessment is <b>well organised</b> . Outcomes are well used to plan further learning. Teachers make <b>relevant comments</b> on learners' work so that they know how to improve.	Assessment is <b>adequate</b> . Outcomes are used to monitor progress and plan further learning. <b>Written comments</b> on learners' work help them to understand what has gone wrong and what they need to do.	Assessment is <b>inadequate</b> and insufficient to monitor progress and plan further learning. Feedback is limited or insufficient and some learners do not know what they have to do to improve.
<b>Learning</b> Learning methods	<b>Excellent range/</b> creative approaches used to maximise learning and involve learners; <b>highly appropriate</b> for subject.	<b>Good range</b> of learning methods used to engage learners and promote learning.	<b>Limited range</b> but teacher makes some effort to vary approach and involve learners. Several opportunities missed.	Emphasis on teacher talk, <b>insufficient variety</b> and involvement of learners. Learners are passive and disengaged. Little attempt to match teaching methods to subject or learners' level.
Checks on learning	<b>Highly effective</b> , clearly focused questioning skills used to <b>check all learners'</b> knowledge/ progress.	<b>Good</b> questioning used to enhance and <b>check learning throughout</b>	<b>Questions used</b> to consolidate and confirm learning but some <b>opportunities missed</b> .	<b>Ineffective</b> , insufficient or no questioning of learners' knowledge or progress.
Links in the learning	Previous knowledge and experience <b>referred to throughout</b> . Very <b>clear links</b> drawn out to reinforce/ promote learning especially in relation to linking theory and practice in vocational areas.	Previous experience/ knowledge <b>referred to and used</b> to introduce new material in the lesson. Links between theory and practice <b>stressed</b> throughout.	Some <b>attempt made</b> to link new material with previous knowledge or experience and to link theory and practice, but several opportunities missed.	<b>Little/ no attempt made</b> to link new material with previous knowledge and/or experience. Previous learning not checked or tested and <b>insufficient links</b> between theory and practice.
Standard of learning	<b>Outstanding</b> standards of work. All learners demonstrate excellent knowledge and skills which illustrate working above standard for level and stage of programme.	<b>Good</b> standards of work. Learners using good skills working at and beyond standard for level and stage of programme.	All learners working appropriately for standard and stage of programme.	<b>Unsatisfactory</b> standard of work. Level of knowledge and skills demonstrated inappropriate for stage/ level of programme (some) learners not likely to achieve qualification on basis of knowledge/ skills displayed.
Learner involvement and response	All learners <b>actively involved and engaged</b> . Highly motivated/ interested. Ask and answer questions well. <b>High levels of cooperation</b> , interaction and learners use/ take initiative and responsibility for learning.	<b>Good involvement and engagement</b> of learners. Good level of interest and concentration. Some examples of <b>very effective cooperation</b> , interaction and initiative.	<b>Involvement and engagement</b> of learners requires improvement overall. Stay on task for majority of session. Answer questions, do what has to be done but nothing more.	<b>Insufficient or no involvement or engagement</b> of learners. Learners told what to do and when to do it. Relatively passive. Limited concentration and interest. Boredom evident.

## **APPENDIX 4**

Trainee Support Plan

The Trainee Support Plan is for trainees who need a little extra support to make expected progress. The intention is to be supportive and to help the trainee to get back on track.

Trainee: \_\_\_\_\_ Faculty: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Mentor: \_\_\_\_\_ Course Tutor \_\_\_\_\_

Phase: *Anticipating Practice/Beginning Practice/Consolidating Practice/Developing Independence* (circle as appropriate)

Date: \_\_\_\_\_

If there are a significant number of targets, or if it is anticipated that it will take more than two weeks to meet them, then a Cause for Concern letter should be used instead of this support plan.

Standard (if applicable)	SMART Targets (Specific, Measurable, Achievable, Realistic, Time-Related)	Support Please include detail of what training/support is going to be put in place to provide opportunity for the trainee to meet the targets.	Date to be completed (maximum 2 weeks)

**These targets should be discussed, and progress recorded, at the regular Development Meeting.**

Signed .....(Tutor) ..... (Mentor)  
 ..... (Trainee)

**At the specified date the Mentor will review progress and sign here to signify that the trainee is back on track.**

**IF THE TARGETS ARE NOT MET BY THE SPECIFIED DATE, A CAUSE FOR CONCERN LETTER MUST BE ISSUED**

## **APPENDIX 5**

Cause for Concern Letter and Action Plan



Trainee: XXX

Faculty: XXX

Subject: XXX

Mentor: XXX

Date:

Dear XXXX

### **Cause for Concern on Progress towards the Professional Standards**

This letter is to signal our concern about your present progress on the PGCE/Certificate in Education programme, and to support you in addressing identified needs. Our concern is due to the following:

- Absence of more than 10 days from the programme;
- Failure to meet deadlines for university directed tasks or assignments
- Insufficient progress towards meeting the Standards for this stage of the course
- Professional engagement with the course

*(please tick as applicable)*

We are concerned that this puts you at risk of failing to achieve the standards necessary for the award of QTS, and we hope that this letter, and the actions you take as a consequence, will enable you to succeed.

Your University tutor will discuss this with you, following discussion with the school, if appropriate, and will draw up an Action Plan to identify what action you should take to strengthen your position.

Please sign one copy of this letter and return it to your Mentor, in the case of school-based work, or your University tutor, in the case of university-based work.

Yours sincerely

XXX (Course Tutor)

I have received this letter and participated in writing the Action Plan  
Signed XXX (Trainee)



EXETER COLLEGE  
PGCE/Cert Ed PROGRAMMES

CAUSE FOR CONCERN: ACTION PLAN

**Focus: Addressing Issues arising from a Cause for Concern letter**

Please make sure you list all areas which the trainee needs to address in order to meet the Professional Standards. These targets should be discussed, and progress recorded, at the regular Development Meeting.

Standard	SMART Targets (Specific, Measurable, Achievable, Realistic, Time-Related)	Support Please include detail of what training/support is going to be put in place to provide opportunity for the trainee to meet the targets.	Date to be completed	Achieved and evidence location

If targets are not met by the specified date, new CfC and Action Plan with further support will be issued.

During the Consolidating Practice and Developing Independence phases please remember that, if appropriate and to minimise negative impact on pupil learning, the mentor and tutor can agree that the trainee should return to teaching episodes in some lessons. If this is the case the Action Plan must detail what needs to be evidenced in order to continue to make progress/return to full lessons.