Programme Handbook

CERTIFICATE IN EDUCATION
IN THE FURTHER EDUCATION SECTOR

(incorporating the Diploma in Teaching)

ACADEMIC YEAR 2026 – 2027

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.

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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. Exeter College is an outstanding provider (Ofsted 2022), with teaching and learning at the heart of everything we do.

You have been recruited onto this 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

Initial Teacher Education Lead
ITE Programme Manager & Mentor Coordinator

Exeter College

Section 2 Programme Information

PROGRAMME CONTEXT

This programme complies with the mandatory requirements detailed in the Education and Training Foundation's qualification framework for the Diploma in Teaching (FE and Skills). This framework enables trainees to reach the standards of occupational competence set out in the Learning and Skills Teacher (LST) Occupational Standard.

Employer representatives from across the FE sector developed the LST Occupational Standard which is approved by Skills England. The standard specifies the expectations of a competent practitioner in the sector.

The Certificate in Education in Further Education is a nationally endorsed qualification that is 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 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 trainees are also encouraged to demonstrate innovation, creativity and enterprise.

The aims of the Exeter College Cert Ed programme is to:

- develop your knowledge and understanding of how young people and adults learn and develop, and of the factors that can impact 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 Occupational Standard
- 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 on curriculum content, pedagogy and assessment within a selected specialist subject
- develop the skills of reviewing, monitoring and evaluation, 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 support critical thinking, reflective practice and informed decision-making
- develop your ability to teach with imagination, enthusiasm and courage, and respond creatively to change

CONTACT DETAILS

Exeter College	**Jane May** Initial Teacher Education Lead ITE Programme Director & Mentor Coordinator Cert Ed Year 2 tutor	janemay@exe-coll.ac.uk 01392 400944
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	Marianne Readman Group Head of Higher Education	mariannereadman@exe-coll.ac.uk

University of Exeter	**Corinne Greaves** Partnership Co-Ordinator	c.b.greaves@exeter.ac.uk
	Dr George Tarling University Lead Academic (Programme Link Manager)	g.tarling3@exeter.ac.uk
	Jon Vague Senior Administrator (Partnerships)	j.m.vague@exeter.ac.uk

PROGRAMME OVERVIEW

The programme is part-time, one morning or afternoon per week and is for those who are already in a teaching role. The programme consists of four modules over two years. Over the four modules, you will explore and analyse current ideas related to learning and teaching in further education (FE), 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 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 Professional Portfolio 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.

Assigned tutors will support your academic work and observe you teaching. Your subject specialist mentor will support your teaching practice development in the workplace, particularly in relation to your subject specialism and pedagogic skills. The active relationship between tutors, mentors and trainees 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 Cert Ed is a 120-credit teacher training award for non-graduates or graduates who are already in a teaching role 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 Education and Training Foundation's qualification framework for the Diploma in Teaching (FE and Skills), underpinned by the LST Occupational Standard. This programme sits within the Framework for Higher Education qualifications in England, Wales and Northern Ireland (QAA, 2024).

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 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 Occupational Standard 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 Cert Ed programme is 30 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 is as follows:

September - January Year 1	Learning and Teaching in FE (Level 5 - 30 credits)
January - June Year 1	Research Project: Theories of Learning and Managing Behaviour (Level 5 - 30 credits)
September - January Year 2	Curriculum Studies (Level 5 - 30 credits)
January - June Year 2	Professional Practice (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 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 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. Key areas of ethical concern will 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 are 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 this course. 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 conclude 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 with 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 clear justification for the involvement of the most vulnerable people (for example people with disabilities or in stressful 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, Group Head of Higher Education, for further information.

ACCREDITATION OF PRIOR LEARNING

Exeter College will consider claims for Accreditation of Prior Learning (APL). Please contact the 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. Cert Ed in FES awards do not automatically confer QTLS; there is a period of professional formation required, and students will be informed about this during their studies.

Section 3 Teaching, Learning and Assessment

PROFESSIONAL PORTFOLIO

It is important to bear in mind, from the outset of your study, that you are working towards a qualification that will provide in-service trainees with the means to demonstrate development to progress your teaching career.

The Professional Portfolio is central to the programme and how 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 Occupational Standard 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 Professional Portfolio process will enable you to:

- become a more effective, independent and confident self-directed learner;
- 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

In-service Cert Ed trainees will either work within the college or have their own paid teaching practice at an external institution.

During the programme you should evidence “teaching practice” for a minimum of 150 hours and wider 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 adapting learning/differentiation, and other factors that contribute to successful teaching and learning. Contact hours where teachers supervise students for other purposes

cannot be included as part of the required teaching practice hours. Teaching practice group size may vary, but the majority of the teaching practice must be to groups of 10 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. "Wider practice" refers to other responsibilities undertaken in your teaching role that are not your regular teaching practice.

You will complete a log of hours (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 10 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 (University of Exeter Teaching Quality Assurance Manual). In the unlikely case that the issues are not addressed at this stage, then the Unsatisfactory Student Progress and Engagement procedure 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 microteaches or presentations to inform your learning. Summative coursework assignments include essays, a research proposal and preparing presentation materials, 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 (including use of Generative Artificial Intelligence)

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.

University - plagiarism definition

University guidance for students - Using AI tools in academic work

REFERENCING CONVENTIONS

The standard referencing system for the provision is the Harvard System, and we recommend you use the Word referencing tool. 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 (coursework) or OneDrive (professional portfolio) by the deadline. Late submissions will not be accepted.

RETURN OF ASSESSED WORK

All work will normally be returned to you within 15 working days of the hand-in date (excluding holidays). 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 **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 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.
- https://www.exeter.ac.uk/about/governance/tqa/apa/

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 June). Alternatively, you may opt for your mark to go to the Programme Level APAC as a fail. This will then be referred to the University 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 Cert Ed 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 Cert Ed 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 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 Exeter College Adult Advice or HE team or 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 contact the Guild Advice Unit on 01392 723520 or advice@exeterguild.com or see http://www.exeter.ac.uk/staff/policies/calendar/part2/finance/. 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 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

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 teaching 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 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 between Exeter College and the University and communicated to you. You must return to the course within two years of your interruption. 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 if applicable.

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 University'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 Exeter College and University Regulations.
5. There will be one External Examiner 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, Professional Portfolio and all feedback on observations carried out up until the date of the Inspection. If inspected, the first visit can take

place at any point in your programme. There will then be a subsequent visit 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 Professional Portfolio 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 HE survey. 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 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 Exeter College Adult Student Engagement Officer.

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. Exeter College and the University offer 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 you are considering leaving: Please contact your tutor in the first instance. You can also contact the Adult Advice team at the College or the Career Zone at the University who have put specific provision in place for you to be seen quickly by an experienced careers consultant to discuss your options.

Section 4 Trainee Services, Support and Welfare

As well as the facilities on the Exeter College site, trainees on PGCE and Cert Ed programmes 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 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/ 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.

ACCOMMODATION

For Exeter-based accommodation, please see the following University pages for PGCE trainees https://www.exeter.ac.uk/study/accommodation/choose/postgraduate/

UNIVERSITY CAMPUS MAPS

St Luke's http://www.exeter.ac.uk/visit/directions/stlukesmap/
Streatham http://www.exeter.ac.uk/visit/directions/streathammap/
Penryn Campus http://www.exeter.ac.uk/visit/directions/cornwallmap/

EQUAL OPPORTUNITIES

Exeter College and the University of Exeter 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. The School of Education Equal Opportunities' statement can also be found at https://education.exeter.ac.uk/about/edi/

DIGNITY AND RESPECT

The University of Exeter's Dignity and Respect Policy statement can be found at https://www.exeter.ac.uk/departments/inclusion/policiesanddata/policies/dandrpolicy/
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

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

- 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.

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

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

INTERNATIONAL STUDENT ADVICE

Please see https://www.exeter.ac.uk/international-students/ for details about drop-in appointments during term-time but we suggest 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. Library & Culture Services is a single institutional service, with primarily digital content and services which can be accessed at anytime, anywhere.

Haighton 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 https://www.exeter.ac.uk/departments/library/usingthelibrary/ You will need your log-in details to use the online e-resources.

Library Registration: Your Unicard 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

Local NHS/CARE services including out of hours services: 11804767.pdf (newsweaver.com)

For full Student Heath Centre information see 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. 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. Speak to your mentor or faculty coordinator if there are any issues with your print services. University Print Services are based at Streatham Campus in Northcote House. https://www.exeter.ac.uk/departments/it/howdoi/studentprintservice/

STUDY AREAS AT EXETER COLLEGE

There is a dedicated study zone for HE students in Victoria House at the rear of the LRC. There are also LRCs in each college building. Please click here for more information about HE provision: 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.
https://www.exeter.ac.uk/students/wellbeing/
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 provides 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

In the first instance, contact your Tutor to be signposted to support available within Exeter College and WRAAP service.

If you feel that you might benefit from support from the University's 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 to remove barriers that may prevent students from participating at University, and to minimize the impact that their health condition or disability may have on their ability to study.

How does a student get an ILP?

Students contact 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 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 taught elements of the Cert Ed programme.

For further information on the services provided by AccessAbility and Wellbeing Services please go to https://www.exeter.ac.uk/students/wellbeing/support/prospectivestudents/ and http://www.exeter.ac.uk/wellbeing/ or email Accessability@exeter.ac.uk

To book an appointment with an advisor, please use http://www.exeter.ac.uk/students/services/sid/ or https://www.exeter.ac.uk/students/wellbeing/devon/contact/makeanappointment/

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.

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 tutorial 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 causes 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 concern about achieving professional standards and so a CCL letter will be issued.
- A CCL 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 trainees in addressing the issues raised

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.

Unsatisfactory Student Progress and Engagement

Trainees who fail to address the issues in the CCL and its action plan or fail to maintain their progress with those issues will be issued with a further CCL 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://www.exeter.ac.uk/v8media/specificsites/tqa/lts/LTS_Handbook_Chapter_15.pdf 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 Marianne Readman, HE Manager at Exeter College.

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 studying per term in total. Some of this time will be spent on 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.

Appendices

Appendix 1. Cert Ed Module Specifications & Assessment Criteria

Appendix 2. Observation Guidance

Appendix 3. Trainee Support Plan

Appendix 4. Cause for Concern Letter and Action Plan

APPENDIX 1: Certificate in Education Module Specifications

University of Exeter

MODULE TITLE	Learning and Teaching in Further Education	**CREDIT VALUE**	30
MODULE CODE	EXE2020	**MODULE CONVENOR**	

DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	25
	WEEKS	12	4			

DESCRIPTION – summary of the module content (100 words)

This Level 5 module links closely with three co-requisite level 5 modules: Research Project, Curriculum Studies and Professional Studies. This module is the first taught module of the course in the Autumn term, concluding in term 2. 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 Occupational 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 and Skills).

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	analyse the role of a teacher in the Further Education and Skills Sector;
2	analyse approaches to learning and teaching in FE
3	Explore reasonable adaptations for a range of needs
Discipline Specific Skills and Knowledge:	
4	identify learners' different 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 a wide range of evidence from theory, research and practice;
6	identify the relevance of educational theory to practice;
7	analyse relevant educational literature and use research data in support of an argument;
8	evaluate your personal professional learning and teaching against the Occupational Standards
9	demonstrate, with support, the ability to plan your future professional development needs;
Personal and Key Transferable/ Employment Skills and Knowledge:	
10	demonstrate continued development, with support, through breadth of teaching practice;
11	evaluate access and progression in teaching practice;
12	manage your own learning and development, with support;
13	learn effectively and be aware of your own learning strategies, with some guidance;

14	work in different kinds of teams (formal, informal, project based, etc.);
15	consider 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 Learning and Teaching 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:

- Principles, approaches, and practice of learning, teaching and assessment in your own specialist area.
- Identifying and understanding support available to effectively meet the potential needs of learners.
- The implications of equality, diversity and inclusion issues, including bilingualism, in learning, teaching and assessment.
- Safeguarding, sustainability, digital and ed-tech tools, and embedding maths and English.
- Key aspects of relevant codes of practice and current legislative requirements, including legislation relating to disability, health, safety and welfare.
- The responsibilities, occupational 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 and 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 and Teaching Activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning; situated learning
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: teaching practice; embedding skills learned within PGCE classes within planning; tutorials including discussion about professional learning and curriculum; peer observations; guided reflective practice and action planning; faculty staff activities including staff 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 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 Occupational Standards.

Generic assessment: meeting the minimum teaching practice requirements.	Continuous assessment of professional learning throughout the programme.	1-3, 5-7, 9, 14-15	As above, including verbal and written feedback on teaching practice
Formative assessment: written task	1,000 words	1-7, 15	Verbal feedback; written feedback

SUMMATIVE ASSESSMENT (% of credit)

Coursework	100	Written exams	0	Practical exams	0

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Written assignment	100	4,500 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

Written assignment: 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 pass standard and **one** opportunity for resubmission will be allowed. You can choose to **resubmit** a failed assignment 'in year' (i.e. before the final Assessment Progression and Awards Committee (APAC) in July). The resubmission would normally be made 4 weeks after receiving feedback on the first submission. Alternatively, you may opt to go to the APAC with the fail mark. You will then be referred to the College level APAC who will confirm the conditions for resubmission of the work. Normally the resubmission should be by 1st September. You should discuss these options with your tutor. **Note:** if you choose the second option, the award of Cert.Ed. (FE) will be delayed until the APAC following any successful resubmission (normally held in December). There may not be time to mark a resubmitted assignment before the end of the programme; this will mean that the award of Cert.Ed. (FE) will be delayed until the first APAC after July (this is normally held in December). If an assignment is deemed to be a Fail by the APAC, the mark obtained on resubmission will be capped at 40%.

See Handbook - for University colleagues:http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/consequenceoffailure/ and for Exeter College staff and students: Postgraduate Certificate in Education (PGCE) (exe-coll.ac.uk)

RESOURCES

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

Core Texts

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

Armitage, A., Cogger, A., Evershed, J., Hayes, D., Lawes, S., Renwick, M. (2016) *Teaching in post-14 education & training. (*5th 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.

Brookfield, S. (2017) *Becoming a critically reflective teacher.* 2nd edn. San Francisco, CA: Jossey-Bass.

Curzon, L.B. and Tummons, J. (2013) *Teaching in further education: an outline of principles and practice.* 7th edn. London: Bloomsbury.

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

Gravells, A. (2017) *Principles and practices of teaching and training: a guide for teachers and trainers in the FE and skills sector.* Exeter: SAGE Publications Ltd. (Further Education and Skills).

Gregson, M., Hillier, Y., Biesta, G., Duncan, S., Nixon, L., Spedding, T., and Wakeling, P. (2015) *Reflective Teaching in Further, Adult and Vocational Education*. London: Bloomsbury.

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

Tummons, J. (2011) *Assessing Learning in the Lifelong Learning Sector.* (3rd edn.) Exeter: Learning Matters.

Tummons, J. (ed.) (2020) *PCET. Learning and Teaching in the Post Compulsory Sector.* London: Learning Matters, SAGE Publication Ltd.

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 Willamson, 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

www.guardian.co.uk/education

www.tes.co.uk

www.independent.co.uk/news/education/

www.excellencegateway.org.uk/

https://www.aoc.co.uk/

https://www.gov.uk/government/organisations/department-for-education

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.

Web-based and electronic resources

ELE – https://vle.exeter.ac.uk/

CREDIT VALUE	30	**ECTS VALUE**	15
PRE-REQUISITE MODULES			
CO-REQUISITE MODULES	Research Project (L5) Curriculum Studies (L5) Professional Studies (L5)		
RQF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	15/05/23	**LAST REVISION DATE**	
KEY WORDS SEARCH	Cert Ed, FE teacher, Further Education and Skills, QTLS, Learning, Teaching		

MODULE TITLE	Research Project				**CREDIT VALUE**	30
MODULE CODE	EXE2021		**MODULE CONVENOR**			
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	25
	WEEKS		8	8		

DESCRIPTION – summary of the module content (100 words)

This level 5 module links closely with three co-requisite level 5 modules: Learning and Teaching in Further Education, Curriculum Studies and Professional Studies. 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 Occupational 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	demonstrate the ability 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	identify 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 a wide range of evidence from theory, research and practice;
6	identify the relevance of educational theory to practice;
7	analyse relevant educational literature and use research data in support of an argument;
8	evaluate your personal professional learning and teaching against the Occupational Standards
9	demonstrate, with support, the ability 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 in different kinds of teams (formal, informal, project based, etc.);
15	consider 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 behaviour management strategies 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 and 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 and Teaching Activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning; situated learning
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: teaching practice; embedding skills learned within PGCE classes within planning; tutorials including discussion about professional learning and curriculum; peer observations; guided reflective practice and action planning; faculty staff activities including staff 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	4,8,9-13	Verbal feedback; written feedback and action points agreed with tutor for

	throughout the programme.		developing teaching practice using the relevant Occupational Standards.
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 teaching practice
Formative assessment: written task	1,500 words	1-8, 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	4,000 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	1-3, 5-7, 16	See notes below

RE-ASSESSMENT NOTES

Written assignment: 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 pass standard and **one** opportunity for resubmission will be allowed. You can choose to **resubmit** a failed assignment 'in year' (i.e. before the final Assessment Progression and Awards Committee (APAC) in July). The resubmission would normally be made 4 weeks after receiving feedback on the first submission. Alternatively, you may opt to go to the APAC with the fail mark. You will then be referred to the College level APAC who will confirm the conditions for resubmission of the work. Normally the resubmission should be by 1st September. You should discuss these options with your tutor. **Note:** if you choose the second option, the award of Cert.Ed. (FE) will be delayed until the APAC following any successful resubmission (normally held in December). There may not be time to mark a resubmitted assignment before the end of the programme; this will mean that the award of Cert.Ed. (FE) will be delayed until the first APAC after July (this is normally held in December). If an assignment is deemed to be a Fail by the APAC, the mark obtained on resubmission will be capped at 40%. See Handbook - for University colleagues: http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/consequenceoffailure/ and for Exeter College staff and students : Postgraduate Certificate in Education (PGCE) (exe-coll.ac.uk)

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

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Avis, J., Fisher, R., and Thompson, R. (2015) Teaching in Lifelong Learning - a guide to theory and practice. (2nd edn.) Maidenhead: Open University Press.

Bates, B. (2019) Learning Theories Simplified and how to apply them to teaching. London: Sage.

Brookfield, S. D. (2017) *Becoming a Critically Reflective Teacher. (2nd edn.)* San Francisco: Jossey Bass.

Cowley, S. (2014) *Getting the Buggers to Behave* . (5th edn.) London: Bloomsbury.

Dix, P. (2010) The Essential Guide to Taking Care of Behaviour*. (2nd edn.)* London: Pearson Longman.

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

Gould, J. (2012) Learning Theory and Classroom Practice in the Lifelong Learning Sector (2nd edn). London: Learning Matters Sage

Scales, P (2012) Teaching in the Lifelong Learning Sector (2nd edn). Maidenhead: Open University Press

Vizard, D. (2012) *How to Manage Behaviour in Further Education. (2nd edn.)* London: Sage.

Wallace, S. (2013) Managing Behaviour in Further and Adult Education (3rd edn). London: Sage

Recommended Texts

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

Gregson, M. and Duncan, S. (2020) Reflective Teaching in Further, Adult and Vocational Education. (5th edn.) London: Bloomsbury

Robinson, D (2019) Classroom Behaviour Management in Further, Adult and Vocational Education: Moving Beyond Control? London: Bloomsbury

Rogers, B. (2015) Classroom Behaviour (4th edn). London:Sage

Scruton, J. and Ferguson, B. (2014) Teaching and Supporting Adult Learners (Further Education). Northwich: Critical Publishing Ltd

Wallace, S. (2013) Doing Research in Further Education and Training. London: Sage

Journals

Journal of Further and Higher Education

Journal of Vocational Education and Training

Research in Post-Compulsory Education

Studies in the Education of Adults

Teaching in Lifelong Learning

Websites

https://www.et-foundation.co.uk/

https://teacherhead.com/

Web-based and electronic resources

ELE – https://vle.exeter.ac.uk/

CREDIT VALUE		**ECTS VALUE**	15
PRE-REQUISITE MODULES			
CO-REQUISITE MODULES	Learning and Teaching in Further Education Curriculum Studies Professional Studies		
RQF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	15/05/2023	**LAST REVISION DATE**	
KEY WORDS SEARCH	Cert.Ed.(FE), FE teacher, Further Education, QTLS, Behaviour		

MODULE TITLE	Curriculum Studies				**CREDIT VALUE**	30
MODULE CODE	EXE2022		**MODULE CONVENOR**			
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	25
	WEEKS	12	4			

DESCRIPTION – summary of the module content (100 words)

This level 5 module links closely with three co-requisite level 5 modules: Learning and Teaching in Further Education, Research Project and Professional Studies. The module explores curriculum theories, principles and ideologies and social, economic, political and cultural differences affecting inclusive and sustainable curriculum design. It also enables reflexive evaluation of individual subject specialisms in relation to curriculum design.

Throughout your training you will compile a Portfolio that contains evidence of achieving the Occupational 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 and Skills).

MODULE AIMS – intentions of the module

To develop an understanding of the history and concepts of curriculum; to analyse theories and approaches to inclusive curriculum practice and design that may differ within an educational/training context; to 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 knowledge and understanding of curriculum theories and principles within your own subject specialist area;
2	evaluate the development of curricula within own subject specialist area;
3	evaluate the impact of curriculum thinking on pedagogic content knowledge;
Discipline Specific Skills and Knowledge:	
4	identify learners' different and complex 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 a wide range of evidence from theory, research and practice;
6	identify the relevance of educational theory to practice;
7	analyse relevant educational literature and use research data in support of an argument;
8	evaluate your personal professional learning and teaching against the Occupational Standards;
9	demonstrate, with support, the ability 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 in different kinds of teams (formal, informal, project based, etc.);
15	consider 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 curriculum thinking in the context of teaching your chosen subject in the Further Education and Skills 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 educational use of technology, including generative AI, on curriculum design and teaching.
- 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 and 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 and Teaching Activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning; situated learning
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: teaching practice; embedding skills learned within PGCE classes within planning; tutorials including discussion about professional learning and curriculum; peer observations; guided reflective practice and action planning; faculty staff activities including staff 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 Occupational Standards
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 teaching practice
Formative assessment: written task	1,500 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	70	2,000 words	1-3, 5-7, 16	Written feedback with grade
Presentation	30	10mins (1,000 words equivalent)	2-6, 8, 11-12, 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 resubmission	1-16	See notes below

RE-ASSESSMENT NOTES

Written assignment: 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 pass standard and **one** opportunity for resubmission will be allowed. You can choose to **resubmit** a failed assignment 'in year' (i.e. before the final Assessment Progression and Awards Committee (APAC) in July). The resubmission would normally be made 4 weeks after receiving feedback on the first submission. Alternatively, you may opt to go to the APAC with the fail mark. You will then be referred to the College level APAC who will confirm the conditions for resubmission of the work. Normally the resubmission should be by 1st September. You should discuss these options with your tutor. **Note:** if you choose the second option, the award of Cert.Ed. (FE) will be delayed until the APAC following any successful resubmission (normally held in December). There may not be time to mark a resubmitted assignment before the end of the programme; this will mean that the award of Cert.Ed. (FE) will be delayed until the first APAC after July (this is normally held in December). If an assignment is deemed to be a Fail by the APAC, the mark obtained on resubmission will be capped at 40%.

See Handbook - for University colleagues: http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/consequenceoffailure/ and for Exeter College staff and students : Postgraduate Certificate in Education (PGCE) (exe-coll.ac.uk)

RESOURCES

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

Core Texts

Armitage, A., Cogger, A., Evershed, J., Hayes, D., Lawes, S., Renwick, M. (2016) *Teaching in post-14 education & training. (*5th edn.) Maidenhead: Open University Press

Gregson, M., Hillier, Y., Biesta, G., Duncan, S., Nixon, L., Spedding, T., and Wakeling, P. (2015) *Reflective Teaching in Further, Adult and Vocational Education*. London: Bloomsbury.

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.

McKernan, J. (2008) *Curriculum and Imagination.* Oxon: Routledge.

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.

Tummons, J. (ed.) (2020) *PCET. Learning and Teaching in the Post Compulsory Sector.* London: Learning Matters, SAGE Publication Ltd.

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

Further education and skills inspection handbook - GOV.UK (www.gov.uk)

What is curriculum? Exploring theory and practice – infed.org:

What makes a quality curriculum? - UNESCO Digital Library

Who Owns the Curriculum Now? | BERA

Equality Act 2010 Technical Guidance on Further and Higher Education (equalityhumanrights.com)

Education for sustainable development | UNESCO

https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems

https://www.equalityhumanrights.com/en/publication-download/equality-act-2010-technical-guidance-further-and-higher-education

Web-based and electronic resources

ELE – https://vle.exeter.ac.uk/

CREDIT VALUE	30	**ECTS VALUE**	15
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	Learning and Teaching in Further Education (EXE2020) Research Project (EXE2021) Professional Studies (EXE2023)		
RQF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	19/05/23	**LAST REVISION DATE**	01/08/2024
KEY WORDS SEARCH	Cert Ed, FE teacher, Further Education and Skills, QTLS, Curriculum		

MODULE TITLE	Professional Studies				**CREDIT VALUE**	30
MODULE CODE	EXE2023		**MODULE CONVENOR**			
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	25
	WEEKS	12	12	10		

DESCRIPTION – summary of the module content (100 words)

This level 5 module links closely with three co-requisite level 5 modules: Learning and Teaching in Further Education, Research Project and Curriculum Studies. This module focuses upon notions of professionalism and wider professional practice enabling examination of professional conduct, accountability and the wider context of teaching. You will evaluate your professional and personal development and plan future development.

Throughout your training you will compile a Portfolio that contains evidence of achieving the Occupational 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 and Skills).

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:

- understand the wider context of education and reflexively evaluate your professional development;
- 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	investigate the range of roles and responsibilities of a teacher in the Further Education and Skills sector;
2	demonstrate knowledge of issues of professional conduct and accountability
3	evaluate own professional and personal development;
Discipline Specific Skills and Knowledge:	
4	identify 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 a wide range of evidence from theory, research and practice;
6	identify the relevance of educational theory to practice;
7	analyse relevant educational literature and use research data in support of an argument;
8	evaluate your personal professional learning and teaching against the Occupational Standards
9	demonstrate, with support, the ability 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 in different kinds of teams (formal, informal, project based, etc.);
15	consider 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 Professional Studies 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 educational technology, opportunities for development and evaluating the impact on own practice.
- Implications and impact of government policies on teaching and learning in this sector.
- Impact of the educational use of technology

LEARNING AND TEACHING

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

Scheduled Learning and 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 and Teaching Activities	60	Includes group sessions, group tutorials/meetings, VLE interactions, individual tutorials and mentor meetings including discussion about professional learning; situated learning
Guided Independent Study	60	Self-directed reading related to assignment submission and classroom practice
Placement	250	A range of learning activities including: 150hrs teaching practice, 100hrs wider practice (breadth of practice BOP) 10 observations Peer observations; tutorials including discussion about professional learning and curriculum; guided reflective practice and action planning; embedding skills learned within PGCE classes within planning; faculty staff activities including staff 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.	1-4, 8-16	Verbal feedback; written feedback and action points agreed with tutor for developing teaching practice using the relevant Occupational Standards.
Generic assessment: meeting the minimum teaching practice requirements and 10 teaching observations,	Continuous assessment of professional learning throughout the programme	1-7, 8-9, 15-16	As above, including verbal and written feedback on 10 teaching observations
Formative assessment: written task Reflection on progress recorded on FRAP	2,000 words	2-4, 7-9, 12, 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
Professional Practice Portfolio	70	2500 words	8-14	Written feedback with grade
Viva (professional discussion)	30	30 mins (1000 words equivalent)	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
Professional Practice Portfolio Reflection (Essay)	2500 words	8-14	See handbook for details, link below
Viva (professional discussion)	30 mins (1000 words equivalent)	1-7, 9, 15, 16	See handbook for details, link below
Teaching Observation	Observation of 2 lessons during an additional teaching placement period	8-14	See handbook for details, link below

RE-ASSESSMENT NOTES

Written assignment: 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 pass standard and **one** opportunity for resubmission will be allowed. You can choose to **resubmit** a failed assignment 'in year' (i.e. before the final Assessment Progression and Awards Committee (APAC) in July). The resubmission would normally be made 4 weeks after receiving feedback on the first submission. Alternatively, you may opt to go to the APAC with the fail mark. You will then be referred to the College level APAC who will confirm the conditions for resubmission of the work. Normally the resubmission should be by 1st September. You should discuss these options with your tutor. **Note:** if you choose the second option, the award of Cert.Ed. (FE) will be delayed until the APAC following any successful resubmission (normally held in December). There may not be time to mark a resubmitted assignment before the end of the programme; this will mean that the award of Cert.Ed. (FE) will be delayed until the first APAC after July (this is normally held in December). If an assignment is deemed to be a Fail by the APAC, the mark obtained on resubmission will be capped at 40%.

See Handbook - for University colleagues: http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/consequenceoffailure/ and for Exeter College staff and students : Postgraduate Certificate in Education (PGCE) (exe-coll.ac.uk)

RESOURCES

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

Core Texts

Armitage, A., Cogger, A., Evershed, J., Hayes, D., Lawes, S., Renwick, M. (2016) *Teaching in post-14 education & training. (*5th edn.) Maidenhead: Open University Press.

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.

Gregson, M., Hillier, Y., Biesta, G., Duncan, S., Nixon, L., Spedding, T., and Wakeling, P. (2015) *Reflective Teaching in Further, Adult and Vocational Education*. London: Bloomsbury.

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.

Tummons, J. (ed.) (2020) *PCET. Learning and Teaching in the Post Compulsory Sector.* London: Learning Matters, SAGE Publication Ltd.

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.

Coffield, F. (2008) *Just suppose teaching and learning became the first priority.* London: Learning and Skills Network.

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

Moon, J. (2008) Criti *cal 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

Bathmaker, A (2000) *Standardising teaching: the introduction of the national standards for teaching and supporting learning in further education in England and Wales*, Journal of In-Service Education, 26:1, 9-23, DOI: 10.1080/13674580000200101. Available at: Standardising teaching: the introduction of the national standards for teaching and supporting learn (tandfonline.com)

Websites

www.ofsted.gov.uk/

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

Keep, E., Richmond, T., Silver, R. (2021) *Honourable Histories. From the local management of colleges via incorporation to the present day: 30 years of reform in Further Education 1991-2021*. The Further Education Trust for Leadership. Available at: Honourable Histories | FETL

Web-based and electronic resources

ELE – https://vle.exeter.ac.uk/

CREDIT VALUE	30	**ECTS VALUE**	
PRE-REQUISITE MODULES			
CO-REQUISITE MODULES	Learning and Teaching in Further Education (EXE2020) Research Project (EXE2021) Curriculum Studies (EXE2022)		
RQF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	19.5.23	**LAST REVISION DATE**	1.8.24
KEY WORDS SEARCH	PGCE, FE teacher, FES, QLTS, Reflective Practice		

APPENDIX 3

Observation guidance

As well as receiving formative feedback on the development of your teaching practice, in each observation your observer will indicate your progress against the Occupational Standards and related KSBs (Knowledge, Skills and Behaviours). You will use these to help you reflect on your progress and set targets for development.

Duties	Ref Knowledge, Skills & Behaviours	No Evidence	Some Evidence	Met
1. Promote a passion for learning and set high expectations of all students and support their personal and skills development.	K5 K9 S10			
2. Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them.	K5 K6 K8 K9 S1 S3 S10 S11			
3. Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice.	K2 K5 K6 K14 K15 K16 K19 K20 S2 S3 S4 S7 S9 S15 S25 B2 B3			
4. Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning.	K3 K5 K6 K7 K17 K18 K20 S1 S3 S4 S7 S11 S15 S17 S18 S19 S20 S22 S25			
5 Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students.	K4 K7 K10 K15 K16 S6 S8 S13 S18 S19 S22 B5			
6. Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training.	K11 K12 K15 K16 S14 S18 S19 S20 B4			
7. Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students.	K10 S13 S17 S18 S19 S24			
8. Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change.	K1 K2 K4 K19 S23 B1 B2 B3 B6			
9. Support students with their next steps for progression and learning by providing appropriate information, advice and guidance.	K7 K8 K13 S1 S5 S12 S14 S16 S21			

To pass the Lesson Observation you should have:

- Lesson plan paperwork (including resources for the lesson)
- Teaching Practice targets addressed
- No serious concerns arising in relation to safeguarding/safety/behaviour

APPENDIX 4

Trainee Support Plan

University of Exeter	EXETER COLLEGE CERT ED PROGRAMME 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

University of Exeter	EXETER COLLEGE Certificate in Education CAUSE FOR CONCERN LETTER

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 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 Occupational Standard 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 standard necessary, and we hope that this letter, and the actions you take as a consequence, will enable you to succeed.

Your Tutor will discuss this with you, following discussion with your employer, 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 Tutor.

Yours sincerely

XXX (Course Tutor)

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

University of Exeter	EXETER COLLEGE 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 Occupational Standard. 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.