



# University Centre Southend

Technical and vocational excellence



## Handbook

Professional Graduate Certificate in Education



**Title:** Professional Graduate Certificate in Education (L6)

**Awarding Body:** The Open University

**Mode of Study:** Part-Time / Full-Time

**Enrolment Date:** September 2025

**College:** South Essex College of Further and Higher Education

**Department:** Teaching & Learning

If you require an alternative format of this handbook, please contact the department administrator.

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## Welcome & Introduction

We would like to extend a very warm welcome to all Higher Education students joining the PgCE programme.

Our key strengths include the high standards of students' work which is enabled by good teaching and learning, effective academic and personal support and strong destination data where the vast majority of graduates gain offers to work in the education sector shortly after graduating.

The Department enjoys well-resourced teaching and learning accommodation, has appropriate specialist equipment and good IT resources. A great deal of emphasis is placed on meeting your individual needs and your progress.

We are proud of the wide range of higher education programmes available within the Department, the high success rates and excellent progression pathways. Very good relationships exist with employers to ensure the programmes prepare students for the world of work.

We aim to provide an optimal environment in which to pursue your studies. Your comments and views are very important to us to ensure we continually develop our programmes. Please make your views known.

Very best wishes for your time at South Essex College of Further and Higher Education.

## Introduction

Our aim during your time at the College is to provide you with the opportunity to establish a base from which you can develop a successful, interesting and profitable career. You need to take full advantage of the opportunity provided to you, to ensure you achieve a good result at the end of your programme.

This Handbook contains important information about the structure, content and delivery of your programme including assessment procedures, deadlines and tutorial support. Please follow this link to find out more about policies and procedures pertaining to your studies:

<http://www.southessex.ac.uk/higher-education>

There are extensive resources to support your programme available on the student virtual learning environment 'Canvas' and on Moodle. You will be provided with a full tutorial and induction for use - please follow this link to find out more about your programme [vle.southessex.ac.uk](http://vle.southessex.ac.uk)

## Student Charter

*Our commitment to you, your commitment to us*

Our Student Charter has been jointly developed by the College and the Students' Union, as part of our on-going commitment to create an outstanding environment that offers the highest standards of teaching and support. To achieve this, and to define the responsibilities and expectations of all members of this community, our Student Charter states clear expectations for our students, from application through to graduation and membership of our alumni. This Student Charter represents our commitment to developing a stimulating, diverse and safe environment for your student experience.

<http://www.southessex.ac.uk/higher-education>

## Expectations Within Placement

Your placement is a core part of your teacher training. It provides the environment where you will put theory into practice, build your identity as a teacher, and gain the experience needed for your future career. Placements are not simply about delivering lessons; they are about immersing yourself in the full professional role of a teacher.

### Why Professionalism Matters

The way you conduct yourself on placement shapes how colleagues, learners, and employers see you. Professional conduct:

- Builds trust with learners and colleagues.
- Helps keep learners safe and supported.
- Reflects positively on both your placement provider and the College.
- Prepares you for employment and supports your career progression; placement providers will often offer positions where available to their volunteers when they are impressed by their conduct and skills.

### Our Expectations of You

While on placement you are expected to:

- **Be proactive:** Take initiative in seeking opportunities to develop your teaching, shadow colleagues, and involve yourself fully in the placement setting.
- **Engage with training and development:** Complete all mandatory induction and contextualised training (e.g. safeguarding, Prevent, GDPR, health and safety) and participate in CPD and team development activities offered by your placement.
- **Engage with Mentors:** Be flexible in your availability and engage fully with both the subject specialist mentor (who will function like a critical friend) and your placement mentor (who will function more like a line manager)
- **Adopt a fractional mindset:** Treat your placement as if you were a fractional member of staff, not just someone who turns up for teaching hours. This means:
  - Arriving at the normal staff start time and leaving at the end of the staff day.
  - Using non-teaching time for planning, assessment, meetings, and professional activity.
  - Attending team meetings, briefings, and reviews.
- **Attend reliably and punctually:** Be present for all teaching sessions, meetings, and duties. Notify your placement and the ITE team promptly if illness or emergency prevents attendance.
- **Follow policies and procedures:** Adhere to your placement's codes of conduct, safeguarding, behaviour management, health and safety, and all other relevant policies.

- **Present yourself professionally:** Dress according to the placement’s expectations, use professional language, and model appropriate behaviour at all times, including online.
- **Maintain professional boundaries:**
  - Keep appropriate relationships with learners and colleagues.
  - Do not engage with learners socially or via personal social media.
  - Maintain a professional distance from learners outside the classroom.
- **Respect confidentiality:** Handle learner and institutional information responsibly and in line with GDPR.
- **Represent positively:** Remember you are representing both your placement provider and the College. Your behaviour, in person and online, should reflect this responsibility.
- **Seek and respond to support:** Engage with your mentors, accept feedback constructively, and act on it to improve your practice. Let your mentor and College tutor know promptly if difficulties arise.
- **Commit to reflective practice:** Regularly reflect on your teaching, identify areas for improvement, and log your hours, experiences, and evidence as required for the programme.

## Your Responsibilities for Placement Hours

To meet the requirements of the programme you must evidence:

- **At least 150 hours of teaching** (130 hours face-to-face, 20 hours online where available).
- **At least 100 hours of wider placement activity**, including planning, assessment, shadowing, meetings, and CPD.
- **At least 20 hours in a second placement**, ideally in a different organisation and setting.

It is your responsibility to log these hours and have them signed off by your placement.

## Summary

Approach your placement as you would an employed teaching role. Be professional, proactive, and reflective. Engage fully with the placement environment, not only to meet programme requirements but to prepare yourself for your career as a teacher.

## Academic Calendar

The year planner includes important key dates and deadlines in the forthcoming academic year, including exam weeks, re-sit periods etc. It is your responsibility to take note of these key dates and to manage your workload accordingly. Below is a summary of key dates from the year planner:

### Part-Time Year 1 Assessment Schedule

Day	Date	Module, Task, Weighting
Friday	21/11/2025	Module-1, Task 1: Preparation for Practice Portfolio [75%]
Friday	28/11/2025	Module-1, Task 2: Observation Portfolio [75%]
Friday	23/01/2026	Module-2 Task 1: Inclusive Practice Presentation & Portfolio [75%]
Friday	30/01/2026	Module-2, Task 2: Observation Portfolio [75%]
Friday	20/03/2026	Module-3 Task 1: Case Study, Evaluation & Action Plan (Presentation) [75%]
Friday	27/03/2026	Module-3 Task 2: Observation Portfolio [25%]
Friday	22/05/2026	Module-4 Task 1: Assessment Practice Portfolio [75%]
Friday	29/05/2026	Module-4 Task 2: Observation Portfolio [25%]

### Part-Time Year 1 Calendar (Phase 1)

Week Beginning	Event
22/09/2025	Induction
29/09/2025	<b>Quarter One [Semester One] Begins:</b> 1) Principles of Teaching & Learning
27/10/2025	<i>Half Term (1 week)</i>
17/11/2025	Workshop / Submission Period Begins (See Assignment Schedule)
24/11/2025	<b>Quarter Two Begins:</b> 2) Developing Inclusive Practice
22/12/2025	<i>Winter Break (2 weeks)</i>
05/01/2026	Return from winter break
19/01/2026	Workshop / Submission Period Begins (See Assignment Schedule)
26/01/2026	<b>Quarter Three [Semester Two] Begins:</b> 3) Behaviour Management
16/02/2026	<i>Half Term (1 week)</i>
16/03/2026	Workshop / Submission Period Begins (See Assignment Schedule)
23/03/2026	<b>Quarter Four Begins:</b> 4) Enabling Learning by Assessment
30/03/2026	<i>Easter Break (2 weeks)</i>
13/04/2026	Return from Easter Break
18/05/2026	Workshop / Submission Period Begins (See Assignment Schedule)
25/05/2026	<b>Final Deadline</b>

## Full-Time Assessment Schedule

Day	Date	Module, Task, Weighting
Friday	21/11/2025	Module-1, Task 1: Preparation for Practice Portfolio [75%]
Monday	24/11/2025	Module-2 Task 1: Inclusive Practice Presentation & Portfolio [75%]
Friday	28/11/2025	Module-1, Task 2: Observation Portfolio [75%]
Monday	01/12/2025	Module-2, Task 2: Observation Portfolio [75%]
Friday	23/01/2026	Module-3 Task 1: Case Study, Evaluation & Action Plan (Presentation) [75%]
Monday	26/01/2026	Module-4 Task 1: Assessment Practice Portfolio [75%]
Friday	30/01/2026	Module-3 Task 2: Observation Portfolio [25%]
Monday	02/02/2026	Module-4 Task 2: Observation Portfolio [25%]
Monday	16/03/2026	Module-7 Task 1: Proposal [40%]
Friday	20/03/2026	Module-6 Task 1: E-Teach [40%] (evidence submission deadline)
Monday	23/03/2026	Module-5 Task 1: Critical Analysis & Development Proposal [75%]
Friday	27/03/2026	Module-5 Task 2: Observation Portfolio [25%]
Monday	30/03/2026	Module-6 Task 2: Observation Portfolio [25%]
Monday	18/05/2026	Module-8 Task 2 : Standards Portfolio & Viva [75%] - Vivas scheduled beginning this week
Friday	22/05/2026	Module-8 Task 1: Critical Analysis [25%]
Tuesday*	26/05/2026	Module-6 Task 3: Written Task [35%]
Friday	29/05/2026	Module-7 Task 2: Presentation of Findings [40%]
Monday	01/06/2026	Module-7 Observation Portfolio [25%]
Friday	05/06/2026	Module-8 Task 2: Standards Portfolio & Viva [75%] - Deadline for the submission of evidence

\* Bank holiday Monday the day previous

## Full-Time Calendar

Week Beginning	Event		
22/09/2025	Induction		
29/09/2025	<b>Quarter One [Phase 1] Begins:</b>		
	1: Principles of Teaching & Learning	2: Developing Inclusive Practice	
27/10/2025	<i>Half Term (1 week)</i>		
17/11/2025	Workshop / Submission Period Begins (See Assignment Schedule)		
24/11/2025	<b>Quarter Two Begins:</b>		
	3: Behaviour Management	4: Enabling Learning by Assessment	
22/12/2025	<i>Winter Break (2 weeks)</i>		
05/01/2026	Return from winter break		
19/01/2026	Workshop / Submission Period Begins (See Assignment Schedule)		
26/01/2026	<b>Quarter Three [Phase 2] Begins:</b>		
	5: Theories of Learning & Curriculum	6: Digital Pedagogy (Part A)	7: Subject Development Project (Part A)
16/02/2026	<i>Half Term (1 week)</i>		
16/03/2026	Workshop / Submission Period Begins (See Assignment Schedule)		
23/03/2026	<b>Quarter Four Begins:</b>		
	8: Wider Professional Practice	6: Digital Pedagogy (Part B)	7: Subject Development Project (Part B)
30/03/2026	<i>Easter Break (2 weeks)</i>		
13/04/2026	Return from Easter Break		
18/05/2026	Workshop / Submission Period Begins (See Assignment Schedule)		
	Scheduled Viva Assessments Begin (Module 8, Task 2)		
05/06/2026	<b>Final Deadline</b>		

## Attendance Regulations

The College provides a working environment that is based on industrial practice and expectations. In other words, we expect you to organise your time and working practices as if you were employed and to take your attendance and punctuality seriously.

You may have a job during your time as a student. This can sometimes cause problems for students who have taken on too much part time work (we recommend a maximum of 10 hours per week), or who find themselves being asked to work when they have classes. The College requires that you treat your time as an undergraduate student with the same degree of seriousness that you would your career.

Detailed regulations relating to attendance for the programme and means by which you are expected to demonstrate your commitment are detailed in the HE Attendance & Engagement Policy available via our website: [HE Policies, Procedures and Downloads | South Essex College](#)

## Absences and attendance

All classes are compulsory. If you have a good reason for not being able to attend College you must call the College's Communication Centre on 0845 5212345 and one of our Communications staff will note your absence on the Register system and notify your lecturers that you are not attending that day and why.

Serious illnesses, unavoidable appointments and personal difficulties of serious magnitude are the only grounds for absence. Good reasons for absences do not include appointments - which should be organised outside of class time - or slight illnesses such as colds.

If your attendance falls below 90% within a four week period you will be asked to attend a meeting with your Personal Tutor. If your attendance remains below 90% in the next four week period this will be a disciplinary matter and will be dealt with under the College's Behaviour Policy which could lead to withdrawal from your programme.

## Department Information

### Organisation & Staff List

The Department is led by Joanne Styles, Head of English, Maths & Education. All staff are appropriately qualified in their academic and vocational areas and in teaching and learning, many are also current professional practitioners.

The Department is located on the 6<sup>th</sup> floor in the Southend Campus. The Department does not have a specific learning centre, but typically utilises the Forum as a teaching & learning base.

Aimee Bose

*Deputy Executive Director - Teaching and Technology*

E-mail: [Aimee.Bose@southessex.ac.uk](mailto:Aimee.Bose@southessex.ac.uk)

Anne Tohill

*ITE and Learning Resources Manager*

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Chris Brookes

*ITE Lecturer: PgCE & CertEd Programme Lead*

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Jo Brooker

*Teaching & Learning Specialist: ITE Tutor*

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Nicola Palmer

*Teaching & Learning Specialist: ITE Tutor*

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**ITE Observers:** In addition to the above the ITE team is supported by authorised observers from the Teaching & Learning Specialists team. Only approved the ITE team and team-members from the Teaching & Learning Team; which includes the Teaching & Learning Specialists, are authorised to undertake formal ITE observations.

**Head of Department:** The Head of Department has overall responsibility for the programmes run within the Department supported by the ITE Manager. It is their responsibility to make strategic academic decisions and deploy resources in an appropriate manner.

**Programme Leader:** The day-to-day running of your programme is the responsibility of the Programme Leader who makes academic decisions regarding the programme, oversees marking, checks quality, ensures that programme specific policy is developed and implemented as well as sitting on the Board of Examiners.

## Communication Methods

If you need to contact your personal tutor, module leaders or programme leader there are a number of options open to you including e-mail, telephone and post or by requesting a meeting with them via the Department Administrator.

E-mail -           Firstname.Surname@southessex.ac.uk  
(Please note this email address will be used for communicating important information throughout the academic year and it is essential that you register and use this account

Telephone -       0845 5212345

Post -             South Essex College of Further and Higher Education  
Department of Teaching & Learning  
Luker Road  
Southend on Sea  
Essex  
SS1 1ND

Staff may contact you in a range of ways -

**College email account/text message/post:** It is crucial that you keep your college email account and logons current, this is your responsibility, if you are unable to access your email or results site you can contact [ithelp@southessex.ac.uk](mailto:ithelp@southessex.ac.uk) or visit any of the learning centres for IT support. All information from the central departments related to exam timetables, results, deadline submissions, financial information, notification of work submitted late and key programme information will be sent to this email address, it is therefore your responsibility to ensure these are accessed on a regular basis.

For all other communication staff will use the notice boards in your team areas. It is essential that you inform the College of any changes to your personal details at [changeofaddress@southessex.ac.uk](mailto:changeofaddress@southessex.ac.uk)

Please note that:

- Queries or issues related to any aspect of a module should be, in the first instance, directed to the module tutor.
- Issues not resolved by the module tutor, and all other academic matters, should be directed to your personal tutor or Programme Leader. Personal problems may also be discussed with your personal tutor, especially if they may influence your academic progress but these can also be discussed in confidence with Student Services (who can also help you complete an application for extenuating circumstances, should this be necessary). Student Services are located on the ground floor of the Southend campus and by reception at Thurrock and Basildon campus.
- HE Support Services are available on the 3<sup>rd</sup> Floor of the Forum Building
- Matters not fully resolved should be directed to Curriculum Manager, Anne Tothill

Staff endeavour to deal with enquiries promptly, however, due to teaching and other academic commitments they may not always be immediately available. You can make an appointment to see a member of staff at a later date. Quickest communication is usually by email.

## External Examiner

External examiners are part of the Quality Assurance process for Higher Education. External Examiners are normally academics from other higher education institutions. External Examiners come to give an impartial view of the programme and independent advice. Some of the areas External Examiners will look at include whether:

- the programme meets its stated aims
- the assessments and types of assessment in modules are appropriate and of comparable standard to other institutions
- the marking has been applied fairly on assignments and the marking scheme/grading criteria have been properly and consistently applied
- The assessment process complies with the Open University Rules of Assessment
- The curriculum remains current.

The Quality Assurance Agency for Higher Education (QAA) review institutions approximately every 6 years. The QAA have developed the UK Quality Code, <https://www.qaa.ac.uk/the-quality-code> which sets out the Expectations that all providers of UK higher education are required to meet. Part of the Code addresses external examining. The QAA expect all institutions to publish External Examiner names, their position and the institution they come from to all students. External Examiner reports are published on your Moodle programme page and will be discussed in detail at the Autumn programme board, so if you want more information on their reports talk to your programme rep or speak to your Head of Department.

External Examiners are in place to make an independent overview of processes, please do not contact them directly.

The external examiner for this programme is:

Kelly Nicklin

*PGCE Secondary Course Leader, Birmingham City University*

## Induction

Whether you are a new student at the College or are continuing your studies, your induction is an important part of your programme. The induction gives you the opportunity to understand more about your programme and gives you the chance to meet your tutors and fellow students. In addition to the course handbook, the PGCE/CertEd have a number of other documents which guide you through your programme, all of which are accessible via the course's VLE:

- Observation Guidance Pack
- Mentor Handbook
- Module Guides
- Setting up your ILP [Video]
- Uploading Assignments [Video]

You will be provided with information about your programme of study and an introduction to all the resources which are available to support your studies including library facilities, IT facilities and Moodle.

As part of the induction process you will be directed to undertake safeguarding training in preparation for your teaching placement. Evidence of which is required to be provided as part of the Module 1) Principles of Teaching & Learning.

## Resources

Alongside the physical resources offered by South Essex College, students have access to a range of online materials and support staff to aid progress throughout the programme:

### Website and Library Resources

Many of the resources you will need to access can be found on the HE-VLE:

<http://he.southessex.ac.uk> and the programmes VLE: <http://vle.southessex.ac.uk>

Your tutor will provide you with Schemes of work, module guides or explain how you can access these on Moodle. You should access these on a regular basis for information about forthcoming lectures. It is suggested that you use this resource to help guide your reading.

The library catalogue <http://sherlockhe.southessex.ac.uk> provides a gateway to resources available to support your study including e-books and on-line journals. These provide abstracts of articles and in some cases full texts. You should investigate these valuable resources at the earliest opportunity as they will be an essential source of literature for your programme of study. Your tutor will arrange for a library induction.

### Information Technology Resources

The College has extensive IT resources. Higher Education (HE) students have use of the drop-in IT facilities on the 3rd floor of the new Forum which includes both PCs and Macs. You can also access IT facilities in the learning centre at each campus. Students may also use any area for study that is not being used for a timetabled session by signing-in with the staff on duty.

## Wireless Network

You will have access to the College's wireless network so that you may use your own PC and Mac laptops. This will allow you to access the internet and run software that you may not otherwise have access to on your own computer. You can access the College's WiFi network either via the guest, or using 'eduroam'. You can log-in to eduroam by selecting this WiFi network and using the following log-on credentials:

Username: *your e-mail address e.g. [1111222@student.southessex.ac.uk](mailto:1111222@student.southessex.ac.uk)*

Password: *your current college password*

You will be given more information about this during induction. To access this system please email [ithelp@southessex.ac.uk](mailto:ithelp@southessex.ac.uk)

## Printing Facilities

Printing can be collected at any printer on the student network by swiping your card against a card reader attached to the printer and then selecting the documents that you want to print. Any documents not printed will be deleted after 36 hours. A warning email is sent to your college email address before deletion. You will receive an allocation of free pages. Once you have used your allocation, you need to charge up your account with more pages. This can be done using a Credit\Debit card via a web interface

(<https://papercut.southessex.ac.uk/app?service=page/ExtnBarclaycardEPDQ> ) alternatively, additional credit can be purchased in person with LRC staff from the LRC at each site.

## Student E-Mail & Office 365

All students are given their own personal email account. This web-based Outlook email account is where the College will contact you throughout your time with us. Access is available wherever you have an internet connection. It is essential that you check your College email regularly as all key information relating to your programme will be provided by email to this account NOT personal emails.

In addition to the e-mail account you will have access to a 'OneDrive for Business' account, providing 1TB of cloud storage. The Office 365 service will also provide access to online versions of the Microsoft Office Suite along with downloadable applications.

To access your Office 365 & E-mail you can click the 'E-Mail' link from Moodle or externally log-in via:

Address: <https://login.microsoftonline.com>

username: *full student e-mail address*

Password: *current student password*

Please follow this link for more information <https://www.southessex.ac.uk/student-login>

## Support Services

The college is committed to your success and has a range of services to support your experience at South Essex College:

### Learning Services

The Learning Services team are on hand to help support your study needs while you're a student at South Essex College. They have a wide range of services and resources available including Learning Centres, Learning Technology and independent learning skills workshops.

<http://www.southessex.ac.uk/learning-services>

### Student Services

The College has a range of support services designed to help students to achieve their full potential and to get the most out of their studies. These form a co-ordinated network of support, and are an important part of the overall student experience at the College. Support services aim to be accessible to students and responsive to their needs. Further information on the wide range of student support provision on offer, and up to date contact details can be found on Moodle or you can email [hesupport@southessex.ac.uk](mailto:hesupport@southessex.ac.uk) or telephone 01702 220696/220475.

### Careers Advice

Student Services offer a careers service that can help you clarify your career plan or find about all the options available to you. For a confidential careers interview with the Higher Education Careers Officer in Student Services by emailing [HESupport@southessex.ac.uk](mailto:HESupport@southessex.ac.uk) or calling 01702 220475.

### Disability Support

If you have a disability, specific learning difficulty or long term medical condition you are encouraged to use the drop-in service for Student Support or email [HESupport@southessex.ac.uk](mailto:HESupport@southessex.ac.uk)

### Student Engagement

The College is committed to listening and responding to learners. The Student Union is the starting point for positive change. All programmes will be asked to nominate a Programme Representative, who will represent their group and be invited to Union meetings to feedback on their programme, charity and social events.

### HE Student Union

Every higher education student at South Essex College is automatically a member of the Student Union which is run by students with the aim of making the student experience even better.

Higher Education Student Union holds four meetings per year, chaired by the President, Higher Education, at which all Programme Reps are welcome.

Between meetings, you can keep up to date with all the gossip from Student Union on our website and on the College's Facebook pages.

Student Union Facebook ([www.facebook.com/secsu](http://www.facebook.com/secsu)),

Student Union email address ([studentunion@southessex.ac.uk](mailto:studentunion@southessex.ac.uk))

## Student Participation & Evaluation

These are termly meetings of the programme team. The purpose of these meetings is to allow both students and staff to share information and discuss issues, good practice, share experiences, make suggestions relating to their programme, or the wider higher education community, in effect to work in partnership on improvements and to further enhance and share good practice. The role of the Programme Representative is important as they speak on behalf of their peers, representing their views. The HE Programme Board will normally meet termly and you will be advised of the dates at least one week prior to the meeting taking place by your department administrator and/ or programme leader.

### Programme Boards: Actions Taken

Example course team actions taken in response to Programme Board Feedback:

**Feedback:** Some modules introduce a lot of new terminology all at once and this can be very confusing, particularly for newer teachers.

**Actions:** All module include a help sheet which including a glossary of terms and concepts, predominately using direct quotations from expert authors and valid sources to support trainees in finding further information

**Feedback:** More time is needed to complete the Action Research Project

**Actions:** In direct consultation with the group, the cohort unanimously voted to swap Modules 7 & 8 and moving the deadline for the final submission. As a result, trainees will have 11 week to submit the action research from the start of the module.

**Feedback:** Concerns regarding workload of the programme

**Actions:** All assignments have had their word-count reduced (e.g. Critical Analysis 4,000 words is now 3,000 words) and associated learning outcomes have been narrowed in order to balance this reduction in work-load. Requirements for observations have been reduced and the rationale removed and replaced with a supplement.

### Student Feedback

You will also be asked to complete student surveys and module reviews during the academic year; this information is used to improve your learning experience.

### Module Review

You will be provided with an opportunity to give feedback on the content and delivery of modules by means of the module review process.

### Annual Student Satisfaction Survey

An annual satisfaction survey is undertaken in March which asks you questions about your teaching and learning experience. This provides us with essential information to help us enhance your learning opportunities.

## Programme Specifications

This is an important document as it gathers together key information about the level and content of the award you are aiming for. It can assist you with personal academic planning and career preparation. The College is required to publish programme specifications and these are available on Central programme documentation pages on Moodle.

A programme specification consists of three parts

### **A General Information**

The title and level of award; the institution responsible for delivery and or validation of the award; the overall aims of the programme.

### **B Learning Outcomes**

The skills and areas of knowledge that students who successfully complete the programme will typically demonstrate, and which students will encounter during the programme. These are described under four headings:

- Knowledge and understanding
- Cognitive skills
- Practical skills
- Key (transferable) skills

Alongside each set of outcomes are details of the learning and teaching methods used to delivery these outcomes and the assessment methods used to enable you to demonstrate your achievement.

### **C Scheme Structure**

A statement of the modules delivered in each year of the programme.

## Programme Details

The Professional Graduate Certificate in Education (PgCE) applies the requirements of the new framework for the Level 5 Diploma in Teaching (DiT) and maps to the Occupational Standards: Learning & Skills Teacher (updated 2023). This includes consistency with the rules of combination and embedding of the assessment criteria and learning outcomes of the Ofqual qualifications in all modules.

### Intent:

Above all, the core intention of the programme is to produce good teachers with critical understanding of the subject pedagogy and strong awareness of the sector. The programme's learning core learning outcomes are:

1. **Professional Knowledge & Understanding:** To develop a critical awareness of education sector, theoretical principles and educational research outcomes
2. **Professional Skills:** To develop and demonstrate professional skills and attributes associated with a good practitioner
3. **Professional Values & Attributes:** To develop and demonstrate a critically reflective approach for the development of practice

### Implementation:

The programme is divided into eight 15 credit modules which are designed to develop your practice as a professional educator and awareness of the key perspectives which continue to influence the sector. Each module builds on the first fundamental two modules which provide a basis for further acute exploration of aspects of teaching & learning.

Crucially, all modules are directly connect to own practice and should never be view as purely academic or abstract. The purpose of each module is to aid in the development of a specific area of your practice and your understanding of the professional sector.

Each modules is paired with an observation, the outcome of each observation is either Fail, Pass or Pass-Plus. Each observation is accompanied by a reflection which responds to development opportunities and links the current module of study to the observation which has taken place.

### Impact:

Graduates of the programme must demonstrate at least one 'Pass-Plus' outcome from practice during the second phase of the programme and must pass (40%+) all tasks within each module in order to ensure graduates are prepared for the demands of the sector. Graduates of the programme will have demonstrated at least a sound understanding of the sector whilst making use of reflective practice in order to explore the relationship between pedagogical theory and practice.

The programme is evaluated in conjunction with the Open University informed by feedback from the Academic Reviewer and the External Examiner. The key performance indicators of the programme are:

- Observational and Academic Progress and Outcomes
- Attendance
- Completion and Retention Rates
- Student Feedback per Module

## Relationship to other programmes and awards

From September 2024 the previous post-compulsory teacher education published by LSIS ceases to apply to the programme and has been replaced by:

- Occupational Standards: Learning & Skills Teacher (updated 2023) which includes the requirement to have regard for the ETF 'Professional Standards' 2022. This specifies the required content which must be included in the provision and is used to underpin the assessed learning outcomes across the modules.
- ETF Diploma in Teaching framework which specifies the comparable entry requirements, expectations for the trainee's practice in placement and/or employment, requirements for mentorship, and the observational requirements for post-compulsory teacher training provisions.

The PgCE programme is set at Level 6 throughout; this follows previous practice based on the decision that the qualification should not be set at a lower level than that of a degree, set as a criterion for entry to the course. This level is predominantly achieved through differentiating by outcome.

In addition, the programme takes into consideration the expectation for trainee's development of Minimum Core (ETF 2022, <https://www.et-foundation.co.uk/resources/teacher-education/the-minimum-core/>) and prepares trainees for the completion of QTLS (<https://set.et-foundation.co.uk/your-career/qtls>).

## Work Placement Information

The placement / employment element of the programme is integral to the success in the development of your teaching practice. There are key requirements of this placement which must be evidence via a Teaching & Placement Log. The requirements are:

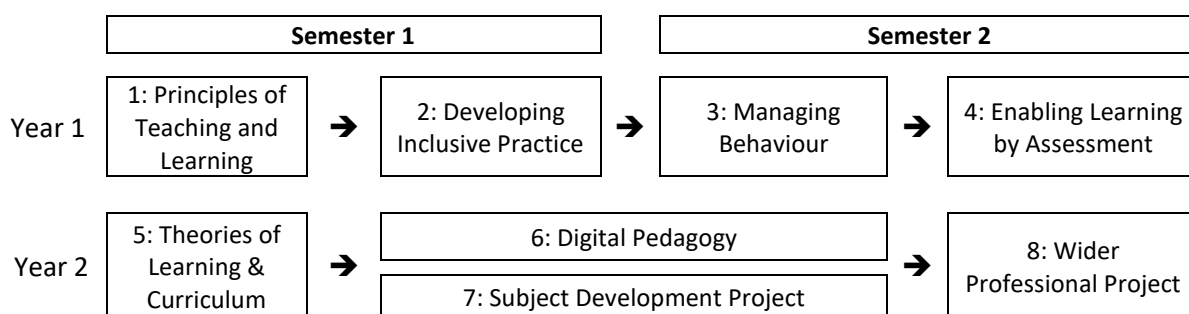
- To undertake a minimum of 150hrs of classroom practice
- To experience a minimum of 100hrs in placement activities (including training, CPD, meeting, planning, shadowing etc.)
- To be with post-14 learners
- To be within a reasonable distance for observers' travel (90mins travel time from Southend campus)
- To provide access to observers
- To provide a placement mentor for the trainee who is able to meet with the trainee for 30mins per week
- To provide a subject-specialist mentor for the trainee who is able to meet with the trainee for 30mins per week and is able to accompany observations
- To deliver 20hrs of online delivery (with the exception of provisions where online delivery is not applicable, i.e. SEN provision).
- To undertake 20hrs of a second placement at a different geographical location and/or with a different institution / setting (see placement handbook p. 7)

## Scheme Structure: PgCE

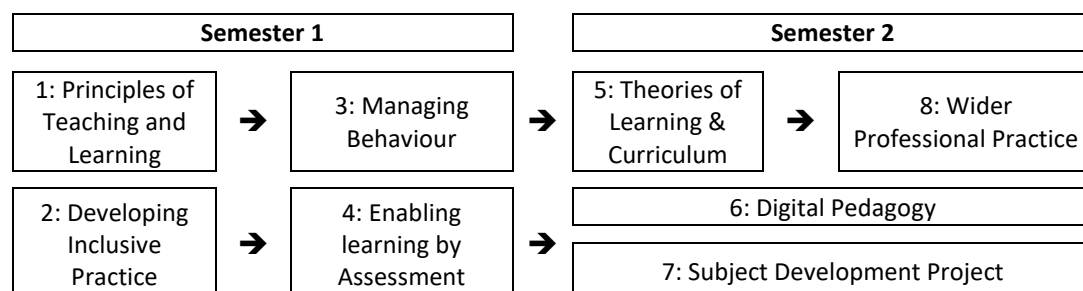
Module	Level	Credits	Relationship To:	
			Occupational Standards: Learning & Skills Teacher (2023 Update)	ETF Professional Standards 2022
PgCE1 Principles of Teaching & Learning	6	15	B01, B05, B02, B04, B06, K12, K14, K15, S15, S23, S24	1, 2, 7, 8, 12, 15, 20
PgCE2 Developing Inclusive Practice	6	15	B06, K02, K03, K04, K05, K06, K10, K11, K15, K16, S01, S02, S03, S04, S05, S06, S07, S08, S09, S12, S13, S14, S18	1, 2, 3, 4, 5, 9, 10, 11, 15, 17, 20
PgCE3 Behaviour Management	6	15	K08, K10, K11, K16, S02, S05, S09, S13, S16, S18, S19, S20	1, 3, 4, 5, 6, 9, 11, 12, 13, 14, 15, 17, 20
PgCE4 Enabling Learning by Assessment	6	15	K07, K09, K11, K18 S04, S10, S11, S12, S14, S17, S21	1, 3, 5, 6, 7, 10, 15, 17, 19, 20
PgCE5 Theories of Learning & Curriculum	6	15	K01, K03, K13, K18 S01, S09, S16, S22	1, 3, 5, 9, 15, 17, 18, 20
PgCE6 Digital Pedagogy	6	15	K04, K20 S08, S25	1, 3, 4, 5, 9, 11, 12, 15, 16, 17, 20
PgCE7 Subject Development Project	6	15	B03, B05, K19	1, 3, 5, 7, 8, 9, 15, 17, 20
PgCE8 Wider Professional Practice	6	15	B02, B03, B04, B06, K17, K19, S07, S16, S22, S23	All: 1-20

## Programme Structure:

### Part-Time:



### Full-Time:



## Programme Outcomes

A: Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1.</b>Demonstrate a critical understanding of theories and models of reflection (Duty 3, PS1)</p> <p><b>A2.</b>Explore, contrast and critique paradigms of learning and curriculum (Duty 3, PS9)</p> <p><b>A3.</b>Explore and critique models of curriculum progression and design (Duty 3, PS18)</p> <p><b>A4.</b>Explore, contrast and critique research-informed approaches to teaching &amp; learning (Duty 4, PS9)</p> <p><b>A5.</b>Explore and critique theories of motivation and behaviour management (Duty 1, PS14)</p> <p><b>A6.</b>Explore and critique digital pedagogies (Duty 4, PS16)</p> <p><b>A7.</b>Explore and critique research findings relating to the use of assessment, feedback and grading (Duty 4, PS19)</p> <p><b>A8.</b>Explore and evaluate the impact of educational policy on the sector (Duty 7, PS12)</p> <p><b>A9.</b>Explore and critically analyse the impact of legislation (Duty 7, PS12)</p> <p><b>A10.</b>Scrutinise secondary and primary data sources to inform approach and practice (Duty 3, PS9)</p>	<p><b>Learning &amp; Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Lecturer &amp; Seminar</li> <li>• Collaborative Learning Activities</li> <li>• Collaborative Research</li> <li>• Individual Study</li> </ul> <p><b>Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Portfolio</li> <li>• Presentation</li> <li>• Case Study</li> </ul>

B: Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Explore and evaluate methods of embedding wider curriculum in practice (Duty 8, PS2)</p> <p>B2. Evaluate and critique means of promoting inclusion in own practice (Duty 5, PS5)</p> <p>B3. Evaluate and critique the impact of development of own subject pedagogy and dual professionalism (Duty 3, PS8)</p> <p>B4. Evaluate education research to inform conclusions (Duty 4, PS9)</p> <p>B5. Evaluate and contrast own practice with others (Duty 6, PS10)</p> <p>B6. Evaluate the roles, responsibilities and boundaries of a Teacher (Duty 8, PS12)</p> <p>B7. Evaluate and critique the suitability of approaches to learning for the individual needs of own cohorts (Duty 5, PS4)</p> <p>B8. Analyse and critique the impact of SEND for individuals (Duty 5, PS11)</p> <p>B9. Contrast approaches to promoting inclusion (Duty 5, PS11)</p> <p>B10. Evaluate quality assurance procedures (Duty 6, PS7)</p>	<p><b>Learning &amp; Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Lecturer &amp; Seminar</li> <li>• Collaborative Learning Activities</li> <li>• Collaborative Research</li> <li>• Individual Study</li> <li>• Peer comparison / observation</li> <li>• Role Play</li> <li>• Case Studies</li> </ul> <p><b>Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Portfolio</li> <li>• Presentation</li> <li>• Case Study</li> <li>• Proposal</li> </ul>

C: Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Inspire, motivate and raise aspirations of learners through enthusiasm and subject knowledge (Duty 1, PS3)</p> <p>C2. Apply creative and innovative approaches to teaching, learning &amp; assessment (Duty 1, PS15)</p> <p>C3. Devise approaches to promote and explore wider curriculum in own practice (Duty 8, PS5)</p> <p>C4. Collaborate with colleagues, stakeholders and learners to support and enrich learner progress (Duty 9, PS6, PS20)</p> <p>C5. Evaluate learners' progress and adapt approaches to enhance progression opportunities of own cohorts (Duty 4, PS20)</p> <p>C6. Produce planning materials and session design suitable to the needs of own cohorts (Duty 4, PS15)</p> <p>C7. Use technological solutions to enhance learning experiences (Duty 4, PS16)</p> <p>C8. Design and apply means of developing minimum core skills (Duty 8, PS17)</p> <p>C9. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement. (Duty 2, PS19)</p>	<p><b>Learning &amp; Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Lecturer &amp; Seminar</li> <li>• Collaborative Learning Activities</li> <li>• Mentorship</li> <li>• Tutorials</li> </ul> <p><b>Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Review of Planning Portfolios</li> <li>• Essay</li> <li>• Presentation</li> <li>• Portfolio</li> </ul>

D: Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Critically reflect on what works best in teaching and learning practice to meet the diverse needs of learners (Duty 1, PS1)</p> <p>D2. Self-evaluate and challenge own practice, values and beliefs (Duty 1, PS1)</p> <p>D3. Reflect on strategies to promote good behaviour (Duty 1, PS13)</p> <p>D4. Maintain and update your teaching and training expertise and vocational skills (Duty 3, PS8)</p> <p>D5. Undertake continual professional development (Duty 3, PS7)</p>	<p><b>Learning &amp; Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Lecturer &amp; Seminar</li> <li>• Collaborative Learning Activities</li> <li>• Mentorship</li> <li>• Tutorials</li> </ul> <p><b>Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Observation Reflection</li> <li>• Review of Planning Portfolios</li> <li>• Essay</li> <li>• Presentation</li> <li>• Portfolio</li> </ul>

## Assessment Strategy

All assessment on the PgCE and CertEd is via coursework and practical observations; there are no exams. Coursework is assessed in a range of different ways in order to accommodate a variety of learning styles and aptitudes.

You will be assessed on your knowledge base and understanding of key design concepts, theories and theoretical frameworks through, but not limited to, essays, reports, case studies, seminar discussions, an extended essay and presentations. The practical applications of these concepts and theories are assessed through designs/technical skills produced and executed through verbal and written presentations.

Practical design skills and coursework are assessed through individual and group work contributions, individual critical analyses, studio observation, portfolios, presentations and exhibition of final designs /products.

Effective communication of ideas and the ability to make autonomous decisions is an important criterion in assessing all areas of a learners' work, and regular feedback as well as the final mark reflects this.

You will complete both formative, summative and diagnostic assessments in order to promote and aid your future development.

### Module Briefs

For each module, you will be provided with a detailed assessment brief which will explain assessment requirements including word count and layout required. These will be provided on Moodle programme pages.

### Assessment deadlines

Each assessment will have a deadline set at the beginning of the academic year. The Assessment Schedule below provides a summary of these deadlines. We endeavour not to change deadline dates once set, but should unforeseen circumstances arise you will be notified of changes by your Programme Leader. If you are unsure of a deadline date please check with the department administrator. The College uses online Moodle Assignments alongside Turn-It-In for assessment submission and you will be provided with information about this during induction.

Deadlines must be adhered to at all times, and all work should be submitted by the date and time stated on the assessment schedule (included in this handbook), to Moodle. Submissions which are past the deadline will be subject to penalty (see assessment regulations).

Do not attempt to submit any coursework to your tutors after 6 working days of the original deadline as it will not be marked and will be returned to you. If you are required to submit electronically the system will not enable you to submit work after the cut-off date.

## Assessment submission

All coursework must be submitted via Moodle. Your submitted work must be marked clearly with your Student ID Number (not your name), Programme Title, Module Code, Module Title and the elements of assessment being handed in. For example:

Student ID 50002345

Certificate in Education

PgCE-1 Principles of Teaching & Learning

Assignment 1 – Presentation

Deadline Date:

Exceptions to this method of hand-in is where it has been agreed in advance for large installations/coaching sessions etc. that will be assessed on or off-site.

## Assessment Regulations

Candidates must achieve a mark of at least 40% for each assessed task and provide evidence for all aims prescribed in the module specification in order to pass and be awarded the credits. The programme requires that candidates achieve all 120 credits from the core modules in order to be certificated.

The Professional Graduate Certificate in Education award is classified on the completion of 120 credits of study. Year marks from first and final periods of study are weighted 40% and 60% respectively, and calculated using an arithmetic average of all module marks as follows:

- 70 % and above: Distinction
- 60-69% : Merit
- 50-59% : Pass (Sound)
- 40-49% : Pass (Broadly Satisfactory)
- Below 40% : Fail

Deadlines must be adhered to at all times, and all work should be submitted by the date and time stated on the assessment schedule via Moodle. All work must be submitted before the deadline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

- Submission within 6 working days: a 10% reduction deducted for each working day late, down to the 40% pass mark
- Submission that is late by 7 or more working days: submission refused, mark of 0.

Extensions are not available as part of the programme, however you may apply for extenuating circumstances which, if accepted by the Open University, may remove the penalty applied for a late submission.

For more information on the rules of assessment, please visit: <https://www.southessex.ac.uk/he/he-policies-and-procedures>

## Extenuating Circumstances

Extenuating circumstances are formally defined as “circumstances beyond the student’s control which cause the student to perform less well in their coursework or examinations than they might otherwise have been expected to do (on the basis of other work). In general, extenuating circumstances will be of a medical or personal nature affecting the student for any significant period of time and/or during the examination period.” Boards of Examiners will consider extenuating circumstances ONLY if they are reported in advance of the examiners’ meeting.

Students who wish to report extenuating circumstances must complete an Extenuating Circumstances Form (see links below). There are guidelines to accompany the extenuating circumstances form and these explain what kind of documentation you need to support your claim. The form must be returned to the address provided on the form by the published deadline. Students who do not submit a form in advance will not be able to appeal against the decision of a Board of Examiners or Examinations Committee on grounds of extenuating circumstances later.

For further details, please visit: <https://www.southessex.ac.uk/he/he-policies-and-procedures>

## Assessment Word Count

Word count will be specified for all written assignments. Any abstract, contents page, title page, headings to tables or charts, quotations, referencing and the bibliography are all excluded from the word count. Appendices are excluded from the word count only if they include material which examiners are not required to read in order to examine the assignment, but to which they may refer if they wish.

Appendices may not be used as a device for extending the main text. If a student exceeds the specified word count by more than 10%, this will directly impact on their outcome in relation to the application of Performance Indicator VII or IX.

Where a submission exceeds the word count in accordance with the requirements above, the submission will be subject to a penalty by setting the performance indicator relating to communication; vii for written works and ix for spoken words, will be set to a mark of ‘0’ which will have a negative impact on the overall outcome for the task.

## Submission of draft work for feedback

Students may submit drafts of assignments to tutors in order to obtain feedback and guidance; however, they will only be allowed to submit the whole assignment or any part of it once only. Lecturers do recommend that in many cases handing in a draft may not be the best use of the lecturer for receiving support and guidance. You may find it more beneficial to have an academic discussion with the lecturer about a key aspect of the topic or your approach to the assignment in order to obtain specific advice. For example, you may wish to discuss a research paper with your module leader because you would like to include its findings in your assignment but would like to ensure you have interpreted the data correctly. You will find that this feedback is often more useful as feedback on drafts is inevitably quite generalized. Please note that:

- Draft assignments may be handed in no later than two weeks before final submission for feedback.
- Draft submissions will not be accepted by email.
- Students are allowed to hand in only completed drafts and not sections of an assignment piece by piece
- Module leaders will not give you an indication of the grade you are likely to obtain. Please do not ask them to do so.
- Feedback will not be exhaustive; it will only cover fundamental errors or key areas for improvement.
- Lecturers will not give feedback directed towards obtaining a particular grade (E.g. ‘What do I need to make this a First?’)
- Lecturers will not correct poor English, grammatical errors or punctuation. They will merely indicate this as an area for improvement.

## Ethical Clearance

During your studies, you may be expected to carry out quite extensive research, which some-times may raise ethical issues and concerns; so, you will need to get Ethical approval

1. For those modules requiring ethical approval, you will be asked by your tutors to complete an Ethical Review Form and submit this to the department administrator with the research proposal. The Ethical Review Form will enable the Ethics Committee to identify the level of ethical approval required for the specified research.
2. Those whose proposals do not receive ethical approval are supported to make amendments to methodology/research questions as appropriate.

## Assessment of Practical Work

Teaching practice will be assessed based on eight observed lessons each integrated into a module assessment task. The first four will be purely developmental and the final four will be based on the current Ofsted grading criteria for the Further Education and Skills sector.

The module assessment task is an elaboration of the lesson observation, providing evidence of reflective practice relating to the observation, including a reflective cycle requiring the trainee to demonstrate development of own professional practice including impact on learners. This includes a rationale and self-evaluation that incorporate development areas identified from previous practice,

and that lead to an action plan. The observation is linked to the module content through the new Professional Standards 2014 from the Education and Training Foundation.

The practical mark will be subject to Rules of Assessment as with any other assessment task. In the event of a failing mark, another observation must be done as the basis for continuing on the course. There should be a minimum of two weeks between observations to enable the trainee to reflect on the feedback, practice development points and then be reassessed. If a trainee is deemed inadequate/fail on three consecutive observations then they will be asked to leave the programme.

However, it should be noted that the practical observation marks are not linked to the final academic course grade. They instead serve as a means of assessing progress and action planning resulting in a final practical performance descriptor as a result of an holistic 'fitness to practice panel'. This will result in an action plan based on the current Ofsted criteria with which the trainee can take with them into their future place of work.

To successfully complete the programme, all trainees are required to demonstrate 'Pass-Plus' observation outcome conducted by an ITE observer during the length of the programme. Trainees must present one unique observation for each of the modules as part of each module's Observation Portfolio. Only observations conducted by the ITE team will be accepted. Trainees may submit any valid ITE observation report conducted during the term of the module where the outcome is Pass or Pass-Plus.

## Assessment Policies

These explain the principles governing assessment for all Higher Education programmes within South Essex College and the Open University and a summary of the main aspects that the College considers when putting together an assessment strategy as part of programme development.

### Anonymous marking

This University policy requires anonymous marking. Anonymous marking is the 'marking of students' submitted work without their identity being revealed to the person carrying out the marking at the time the work is marked, so that the assessment is unbiased' ([www.qaa.ac.uk](http://www.qaa.ac.uk)). The main reason for anonymised marking is that the University perceives it to be fairer. Anonymity helps to ensure that conscious or unconscious prejudice does not affect marks, and that each piece of work will be judged on its merits and not in relation to the marker's other impressions of the student.

Students should submit all coursework with a coversheet which contains your student number. Any additional forms (student support coversheets / extenuating lateness forms etc) should contain your student number only, and not your name. Where you have approved special circumstances Student Support Services will issue you with a coversheet to include with assessment submissions.

### How you are assessed and graded and how you receive feedback

The College Policy is that you should normally receive written feedback within 4 weeks of submitting your assessment for marking. An assessment feedback sheet will be completed providing assessor comments and the grade for your work. All annotated submissions are made available electronically alongside the feedback for the assignment, copies are kept for review by the external examiner. The assessment schedule provides the dates by which you will receive written feedback on your assessment.

All assessments (coursework and exams) will be marked using Assessment Grading criteria. You will receive a detailed assessment brief which will also provide assessment criteria which detail the specific requirements of each assessment.

Feedback on coursework is extremely important, as it is a key element in assisting you to become an effective learner. Feedback on written work normally takes the form of annotations on the text. These will range from corrections of spelling, grammar and referencing to comments on content and points of argument, a summary comment on the cover sheet which will suggest further development or improvement, and a numerical mark. Feedback may be given during timetabled sessions, individual tutorials or private appointments with tutors.

At the end of the year, a provisional percentage mark will be calculated for each module based on your performance in coursework and exams. All grades provided during the year are provisional until they have been approved by The Board of Examiners (see below).

## Marking Policies

The Marking Policy for Undergraduate and Taught Postgraduate Work is published on the College website and outlines how work is marked/moderated/double marked.

<https://www.southessex.ac.uk/he/he-policies-and-procedures>

All assessments worth more than 40% of an individual module are subject to single marking with moderation except where the work comprises 30 credits which are all double marked (e.g. all dissertations). A sample of assessments is moderated by a second marker/moderator to ensure that marking is fair and assessments have been marked against the assessment criteria.

If you do not understand a grade you have received for an assessment you should make an appointment to see your personal tutor/module leader/programme leader to discuss the grade and feedback provided.

## Teaching & Learning Methods

The learning outcomes in the first 6 modules facilitate the discovery and exploration of key theories and principles, in acquiring basic practical skills, and in developing a knowledge framework. Though all modules are aligned to industry requirements, developing professional skills, and in synthesizing knowledge with independence, the final 2 modules place an emphasis on self-direction, working in teams, and in problem solving. These are inherent within the module learning outcomes. Modules are delivered through a variety of methods of teaching and learning. These include practical workshops and demonstrations, group and individual projects, peer group presentations, lectures, seminars and tutorials. All programmes emphasise active participation and experiential learning, in combination with the development of research, analytical and critical skills.

Open access facilities are available to all students and provide opportunities to work independently to consolidate skills and extend learning. Additional private reading will be necessary to expand contextual understanding.

Strategy	Description
<b>Presentations/lectures</b>	Presentations/lectures provide students with knowledge and theory. These are supplemented with reading lists.
<b>Workshops</b>	Workshops provide a forum for discussion, role-play, peer-to-peer learning and team working. Students work with conflicting ideas and build confidence and skills in group facilitation and presentation
<b>Seminars</b>	Students present their own work with the support of the group. Encourages active learning and peer-to-peer learning.
<b>Tutorials</b>	Individual tutorials allow students to discuss specific projects, respond to feedback and reflect on learning and practice.
<b>Case Studies &amp; Field Trips</b>	Case studies in class and visits enable students to link theory to practice and work through examples.
<b>Simulations, Exercises &amp; Role Play</b>	Encourages pro-active learning through experience; provides opportunities to link theory to practice and engage with different perspectives. Exercises develop skills in applying tools, methods and research methodologies.
<b>Independent Study</b>	Independent study and reading enables students to develop skills in working autonomously and to identify, plan and carry out a project.
<b>Coursework, Research &amp; Dissertation Feedback</b>	Students are given the opportunity for individual feedback from tutors on drafts of essays and other work before submission for assessment. This enables students to respond to feedback, develop knowledge and critical skills; as well as refining communication skills.
<b>Student presentations</b>	Develops skills in communication, debate, dialogue and teamwork as well as providing opportunities for peer-to-peer learning and engaging with different perspectives.
<b>Learning Journal</b>	Students keep a journal to relate learning to their own experience which enables active engagement between practice and learning.
<b>Research Skills, Methods and Dissertation</b>	Research methods and skills are delivered through dissertation preparation modules. Research methods workshops develop skills in research design, planning and implementation; presentation skills and report writing, bibliographic skills; management and analysis of qualitative and quantitative data with applications relevant to the programme.
<b>Reflective Inquiry</b>	Reflective inquiry learning sets encourage students to take ownership of learning and encourage continual cycles of reflection, refinement, action and experimentation.
<b>Participatory Learning Methods</b>	A wide range of methods are used to enable experiential and embodied learning and to link theory to practice.

## Teaching and learning hours

Each module of the programme is 15 credits, based on QAA guidelines a credit is weighted at approximately 10hrs of learning. A breakdown of these hours is provided within the module specifications and the assignment briefs. Modules on the programme typically last 7 weeks and include 4 taught hrs per week.

Remember that tutors are not the sole source of knowledge; they are there to facilitate learning. For every hour of contact time with your module tutors you will be expected to engage in a further 2 hours of independent study.

## Personal and Professional Development (PPD)

At the College we want you to have opportunities to develop the mind-set, skills and attributes you need for whatever your future holds, whether you are thinking of further study, research or immediate employment. These opportunities occur in your taught modules and through support services provided through the College. In the workplace this review process is often referred to as Continuing Professional Development (CPD). Your programme will provide opportunities to reflect on your development in four key areas:

### Employability

- How you keep track of, and promote, your own skills, experience and attributes
- Setting out and reviewing your plans as a creative practitioner or for your career/professional pathway
- Building your portfolio
- Developing specialist and general skills

### Learning Strategies

- Knowing how you learn best and building on this knowledge to become more effective
- Expanding your repertoire of techniques and approaches to study
- Improving your strategies for information gathering, selection and research
- Analysing and evaluating; including self and peer assessment

### Underpinning Skills

- How you can use diverse technologies/equipment for multiple purposes
- Your ability to work with others
- How effectively you communicate
- How you make the most of particular talents, such as ideas generation or being good with numbers

### Personal Development

- Understanding personal attributes, characteristics and capabilities
- The ways levels of confidence and self-esteem can help or hinder you
- Other desires or objectives (travel, language learning, volunteering etc.)
- Identifying your personal values and drivers and how these influence your choices
- How you can apply what you learn in different contexts for enhanced understanding, wider horizons or different perspectives

You will be asked to provide evidence of your PPD in various ways on your programme.

## Study Skills

It is recognised that some of you may be returning to college after a gap of some years. Student skills materials for higher education are hosted on Moodle under the HE tab of the front page. If you require support with your study then your Personal Tutor can provide guidance on study skills as part of the tutorial system. Student services also offer a general study skills workshop session that many students have found beneficial.

## The Tutorial Framework

Trainees will have access to individual tutor support as part of the delivery for each module. Trainees will have the opportunity to meet with their module tutor regularly throughout the module's delivery. In the week before submission within each module, lesson activities will be replaced with a pre-submission workshop which will provide individual support for each trainee focussing on:

- a) Their preparedness for submission
- b) A review of any draft materials produced by the trainee
- c) A review of progress made since previous submissions
- d) A review of progress in class-room practice and preparation for the next observation

Whilst time is prescribed to you within the lesson framework, you should contact your tutor if you are concerned regarding your progress and additional time will be allocated to support and address your concerns. Your tutors are available to support in relation to:

- a) Your academic work
- b) Your classroom practice
- c) Your wellbeing whilst on the programme
- d) Your preparation for your career

Depending on the nature of the query, your tutor may direct you to HE Support who have access to additional information and resources which may be able to further assist you.

## Mentorship

Mentors will provide support, advice and guidance on the development of both subject specialist knowledge, skills and attributes, as well as contributing to the assessment of practical teaching. Academic and study support and monitoring is undertaken by members of the teaching team through the personal tutorial system. The college will also engage with trainees' employers in an active partnership, to encourage their full involvement and support for Initial Teacher Education (ITE) and Continual Professional Development (CPD). Close collaboration between the teaching team delivering the taught elements and the mentors and managers in the work place will allow a balance and integration of practical and academic, generic and specific skills and knowledge. Mentors will be provided with synchronous training and support materials including guidance videos and a Mentor's handbook which includes details of expectations, evidence forms and suggested developmental activities for the trainee. Mentors are not directly involved in the assessment of trainees and thus act as a 'Critical Friend' for trainees, however mentors are responsible for raising significant concerns with the ITE team and produce a report at the end of the programme which provides feedback to the trainee on their progression through the programme and guidance beyond the programme. Specific guidance on mentorship for both trainees and mentors is available via the Mentor Handbook provided at enrolment and available for download via the VLE.

## Learning Resources to Support the Programme

It is important that students are provided with a reader friendly overview of the sorts of resources that they can expect to access during their time as an HE student and where those resources are. Resources attracted the lowest score in the student satisfaction survey so it is important to ensure that students understand what they are entitled to.

## Health and Safety

Health and Safety is of paramount concern throughout your studies. You are responsible for your own safety and that of others, and should always remain vigilant within a studio-based environment or when working offsite on location, whenever applicable. Health and safety within your learning and working environment is established within the curriculum for the Stage 1, Terms 1 and 2 modules, and extends throughout the programme, particularly as you are introduced to new materials, sites and methods of operation.

At times you will be required to write risk assessments for your college work. This is an important part of planning your work as well as being a requirement for insurance policies, health and safety legislation, and the South Essex College health and safety policy. Examples of a situation when you should write a risk assessment are: when working on location as opposed to in the studios, an off-site exhibition or show. These are just some examples, and there are many other occasions when your tutors or technicians may ask you to write a risk assessment before your work can proceed.

All student risk assessments must be signed off by your Programme Tutor before you undertake any work. In the event that you are required to complete a risk assessment, please review the Health & Safety policies of your own teaching placement / employment as these differ between organisations. Please use the template provided by your institution and follow their procedure in order to maintain compliance.

## What happens if things don't go to plan?

### Late submission of assessments

Department administrators and tutors are not permitted to give you an individual extension for any reason or receive work directly to them. Work handed in up to 6 working days after the deadline date will be subject to penalty. After 6 working days you will not be allowed to submit your work either to tutors via Moodle and will be marked 0. Late submissions are penalised 10% per day late down to a maximum cap of 40%.

The following example is for illustrative purposes only:

Working Days Late	Assignment Mark	Explanation:
0	71%	Original uncapped mark
1	64%	71 – (71 x 10%)
2	58%	64 – (64 x 10%)
3	52%	58 – (58 x 10%)
4	47%	52 – (52 x 10%)
5	42%	47 – (47 x 10%)
6	40%	Mark would be below the passing mark of 40
7	0 (unaccepted)	

Late submission does not apply to the summer resit period and any summer re-sit work required following the final exam board must be submitted by the date given on the Higher Education Assessment Year Planner.

As in the workplace, deadlines must be adhered to and it is our goal to prepare you for this. The rules of assessment state clearly what you need to achieve in order to pass the module/year. If you are having difficulty with this aspect of your learning please discuss it with your personal tutor. They will be happy to help you prioritise and plan your work.

If you miss a deadline and this is due to circumstances beyond your control then you can apply for extenuating circumstances/late submission – see below.

### Missed exam or absence from an exam

If you miss an exam it will be treated as a no show. If this is due to circumstances beyond your control then you can apply for extenuating circumstances. Evidence is required to support your claim and must cover the date of the exam otherwise your claim will be rejected.

## Extenuating Circumstances Policy and Guidelines

Extenuating circumstances are formally defined as “circumstances beyond the student’s control which cause the student to perform less well in their coursework or examinations than they might otherwise have been expected to do (on the basis of other work). In general, extenuating circumstances will be of a medical or personal nature affecting the student for any significant period of time and/or during the examination period.” Boards of Examiners will consider extenuating circumstances ONLY if they are reported in advance of the examiners’ meeting.

Students who wish to report extenuating circumstances must complete an Extenuating Circumstances Form (see links below). There are guidelines to accompany the extenuating circumstances form and these explain what kind of documentation you need to support your claim. The form must be returned to the address provided on the form by the published deadline. Students who do not submit a form in advance will not be able to appeal against the decision of a Board of Examiners or Examinations Committee on grounds of extenuating circumstances later.

It is essential that you complete extenuating circumstances forms carefully and provide all relevant information, including the action you would like the Board of Examiners to take. Evidence is required to support your claim and if it relates to an exam then specific medical evidence which covers the date of the exam must be supplied otherwise your claim will be rejected. We strongly advise that you seek guidance in completing the form, please see your personal tutor or contact Student Services. [HESupport@southessex.ac.uk](mailto:HESupport@southessex.ac.uk)

The Guidelines for reporting extenuating circumstances and extenuating circumstances forms are available <https://www.southessex.ac.uk/he/he-policies-and-procedures>

## Procedures relating to extenuating circumstances for late submission of coursework

Separate guidelines are available for regarding claiming extenuating circumstances for late submission of coursework.

If you are unable to meet the specified deadline but can submit the work within 2 weeks of the deadline, there may be circumstances in which the capped mark can be uncapped. Such circumstances must be exceptional and beyond your control. It is possible for late submission to be approved in advance for exceptional circumstances such as hospital treatment etc where you are unable to submit on the deadline but can submit within the 6 day late period.

The extenuating circumstances procedures should be used for unexpected and short-term problems. If extenuating circumstances are long-term and likely to have a significant impact on your studies, then you should apply to intermit (see below).

## Special arrangements for assessment and student support

If you have a persistent medical condition, specific learning difficulty or disability the College can offer you a range of study support options to help you achieve the learning outcomes of your programme. You should have disclosed this information during the application cycle. However, if this is something you want to have considered at the start of your programme or are unsure if you are entitled to support please contact [hesupport@southessex.ac.uk](mailto:hesupport@southessex.ac.uk) or if at any point during the year your circumstances suddenly change so that we can put the right support in place for you. This ensures that Special arrangements can be put in place as extenuating circumstances should not be used for on-going medical conditions or learning difficulties. Student Services will be able to provide information about your eligibility for applying for the Disabled Students Allowances.

## Putting Arrangements in Place

Adjustments are tailored to you and must be agreed in advance. Your Programme Team and Student Services Advisor will work out the best approach for you and your particular programme. This might be a standard adjustment for all assessments, or just certain types of assessment (e.g. you might have different needs for practical and written work). Alternatively, you may need to discuss different levels of support and adjustments for different stages of your programme.

You are strongly encouraged to find out about the support available to you early on, rather than wait until the assessment deadline.

## Extenuating Circumstances and Students with Disabilities

South Essex College and the Open University do not consider a disability or learning difficulty as an extenuating circumstance. As a disabled student, you have a responsibility to discuss your needs with your tutor, Programme Leader or Student Support Advisor prior to enrolment or at the time the disability develops so that support can be provided throughout the duration of your studies. However a disability may be considered as an extenuating circumstance in exceptional situations. This might be, for example, an acute episode or serious worsening of your condition that coincides with an assessment deadline. You might also encounter other difficult circumstances in the run up to an assessment which are unrelated to your disability. In these cases, you should submit an Extenuating Circumstances Claim Form.

If you require any additional support or special considerations in regard to exams or other assessments, it is your responsibility to inform the College before your assessments take place. Applying for student support for Higher Education programmes is very different from Further Education, so it is essential that you see a student adviser in Student Services as soon as possible. Special arrangements will also be considered on religious grounds, please ensure that you make requests as soon as possible following enrolment.

Special arrangements for exams and coursework should be requested by completing the Special Exam/coursework Considerations forms. These forms can be obtained from Student Services. The form will need to be accompanied by evidence of your difficulty or disability. Student services will provide you with further information.

## Academic Appeals

You can appeal against a decision by the Board of Examiners if you believe that the decision is wrong. You can only appeal on two grounds:

1. Because you had extenuating circumstances which had not been considered by the Board of Examiners and which you could not reasonably have been expected to make known in advance.
2. Because you believe that procedural irregularities have occurred that breach the assessment procedures of the College or the University.

**Please Note:** You cannot appeal because you believe that you should have been awarded a higher mark for an assessment or a higher class of degree.

The academic appeals policy and procedures for making an appeal are on <http://www.southessex.ac.uk/higher-education>. If you decide after reading the Academic Appeals Policy and procedures that you have grounds for an appeal you should apply as soon as possible after receiving your results. Appeals made after the deadline will not normally be considered.

## Complaints & Compliments

Above all, we want you to have a rewarding and successful experience whilst studying with us. If you have a concern it is best that this is raised quickly with either:

- Your Module Tutor
- Your Programme Lead
- The Head of Curriculum
- HE Support Services

The full policy for compliments and complaints is available at the college's HE Policy site page: <https://www.southessex.ac.uk/he/he-policies-and-procedures>

If the issue cannot be resolved within the programme team, a complaint can be made. Complaints should be sent to HE Support in the first instance, who will acknowledge the complaint and provide details of the Investigating Manager. An appropriate person from the relevant programme team will investigate the complaint and take appropriate action. A response will normally be received within 10 working days. If the College is unable to do this it will make contact to advise the target date for completion. If a complaint is not resolved using the complaints procedure there is the right to appeal the outcome of the complaint. An appeal of the outcome of the complaint should be lodged with Student Services within 20 working days of the unsatisfactory outcome of the formal complaint. An extension of these time limits will only be possible in exceptional circumstances.

in order to appeal:

- write to or telephone Student Services directly on [YourSay@southessex.ac.uk](mailto:YourSay@southessex.ac.uk) / 01702 220452
- detail what steps have been taken to resolve the complaint and explain why the outcome is not considered satisfactory

Appeals will be acknowledged within 5 working days of receipt and responded to within 10 working days. Some appeals, especially if they are complex, may take longer. If it is going to take longer to respond Student Services will provide an update.

## Academic Offences, Plagiarism and Referencing

One of the most serious of all academic offences is to make it seem that the work of others is your own. This, and any other form of academic offence, is taken very seriously by the University and the penalties are severe. For example, this can mean receiving a mark of zero for a piece of work, or in certain circumstances being required to withdraw from the University. Therefore, it is not in your interest to commit an academic offence in any of your submitted work or in any test or in any examination.

Students are required to reference their sources properly, and failure to do so can lead to an allegation of an academic offence. When submitting any piece of work (e.g. essay, report, dissertation, or thesis) you will be required to acknowledge any assistance received or any use of the work of others. For further details, please visit: <https://www.southessex.ac.uk/he/he-policies-and-procedures>

### What do we mean by an academic offence in examinations and coursework?

An academic offence in examinations includes copying the work of another student or communicating with another student in an examination; and introducing any written, printed or electronically stored information into an examination, other than material expressly permitted in the instructions for that examination.

An academic offence in coursework includes using the work of others (whether written, printed or some other form) without acknowledgement, whether this has been the result of negligence or of intention to deceive. It is therefore very important that you learn how to reference your work properly, and that you familiarise yourself with your departmental guidelines on referencing. If, after having read the guidelines, you are still unclear about referencing, you must talk to your tutor before you submit your assignment. Ignorance of the regulations will not be accepted as a defence against an allegation of an academic offence or negligence in referencing.

You may also be accused of an academic offence if you repeat work previously submitted for an assessed assignment without full acknowledgement of the extent to which that previous work has been used; in other words, if you hand in the same or a very similar essay to one that you have already submitted.

You should note that it is also an offence for a student knowingly to assist another student to commit an academic offence, whether in an examination, or in any other piece of work. Sometimes students who have been working together end up submitting almost identical work and are accused of an academic offence. While we do not want to dissuade you from working with or discussing your work with another student, you must be careful that you do not collaborate too closely, and it would be wise to seek advice from your tutors on the limits of collaboration before you submit your work.

Details of the regulations relating to these and other academic offences and the procedure for dealing with allegations of academic offences are published in <http://www.southessex.ac.uk/higher-education> under Policies and Procedures link. Further guidance on how you can avoid plagiarism is also available online at [www.essex.ac.uk/plagiarism](http://www.essex.ac.uk/plagiarism) and includes definitions of plagiarism, an online test and some common mistakes.

You will be introduced to referencing and plagiarism during your induction and your lecturers will explain how to reference and provide guidance on following the recommended Harvard system. You

will also be told about 'Turnitin' and how this is used by the College to check for plagiarism in submitted work. You will be asked to sign a declaration to confirm that you have read and understood the policy on plagiarism and referencing.

### What is plagiarism?

Plagiarism means reproducing the words or presenting the ideas of other writers, without citing them by name and referencing your sources (in effect, presenting such work as if it is your own). Plagiarism is intellectual theft and is regarded very seriously. You will be plagiarising if you:

- copy someone else's work and pretend that it is your own
- copy sections of someone else's work and just change the odd word or phrase
- submit the same piece of work for two different assignments, even if they are for different modules

There are 2 main forms of plagiarism:

1. **COPYING** – is the most obvious form, although there are different ways and degrees (and hence scope for misunderstanding). The following all constitute plagiarism:

- Using somebody else's exact words (whether in large chunks or just individual sentences or phrases without acknowledgement). Under copyright laws the maximum quote allowed is 300 words.
- Using somebody else's words with only minor amendments (e.g. simply substituting individual words for your own). This is known as paraphrasing.
- Using somebody else's arguments or ideas (even in your own words), without acknowledgement

Any report or assignment submitted must be entirely your own unaided writing and should not contain any elements cut and pasted from other documents, whether written by your colleagues or sourced from third parties or the web, except with explicit acknowledgement of the source. Any directly copied text should be placed in quotation marks ("....."). You should understand that you will gain no credit for this quoted text, as it does not represent your own thinking, hence such quotes should be used very sparingly.

2. **SUBMITTING THE SAME WORK TWICE** - even when it's your own work, you will be plagiarising if:

- you hand in the same piece of work for more than one assignment (or a piece of work that reproduces significant chunks of a previous assignment)

Remember: this applies to all your source material, whether you are using books, journal articles, newspaper articles, other people's essays, visual media or web sites. It also applies to your tutor's handouts.

At the beginning of your programme, you will be required to sign a declaration to confirm that all coursework and answers to examination questions produced will be your own work and that where you report the work of other people; you will fully reference this work, regardless of its source.

## Misuse of Artificial Intelligence

All work submitted for formal assessment must be authentic to the student producing the work. The University Centre sets out specific policies in relation to the use of artificial intelligence which are available here: <https://www.southessex.ac.uk/he/he-policies-and-procedures>

The ITE team recognise the benefits available of this technology, but urge caution on how it is used in relation to assignment work. We strongly encourage trainees to use this technology to help summarise content to aid understanding, identify sources for research and key concepts, to help with proofing & application of Harvard referencing standards and to help design learning experiences as part of the preparation for practice (including observations).

All submissions are reviewed for the use of artificial intelligence used within the production of formal assessed work. Using generative content within a submission is no longer representative of authentic and original work and will be subject to the academic offenses policy. Below is a summary of when AI is and is not suitable to be used:

Appropriate Uses	Inappropriate Uses
<p><b>Research:</b> Using AI-based technologies to aid in the acquisition of information to be used towards general development and understanding. This is appropriate if the content is summarised to aid the student's understanding of a particular topic or subject matter which then helps them prepare materials for formal evaluation.</p>	<p><b>Direct Generation:</b> Giving instruction to an AI-based technology to produce work which is then copied and features directly in the student's work for formal evaluation. This is in relation to any weighting or length of work produced. Any direct 'copy and paste' from a generative AI platform is considered an academic offence.</p>
<p><b>Sign-Posting:</b> Using AI-based technologies to help identify particular sources of information. I.e. to help a student identify forms of critique in relation to a particular theory, principle or approach. This allows the student to access the particular content and review to be used to develop general understanding or to identify sources and information to be used within materials for formal evaluation.</p>	<p><b>Indirect Generation:</b> Giving instruction to an AI-based technology to produce work which is then rephrased by the student to mask the use of AI within their submission.</p>
<p><b>Proofing and Work Development:</b> Submitted a draft of a submission to an AI-based technology seeking ways in which the submission could be developed. It is appropriate to ask an AI-based technology for ways in which the submission could be developed and then acting on this advice.</p>	<p><b>Analysing or Evaluation Data:</b> Giving instruction to an AI-based technology to analyse or evaluate a particular data set or procedure and then using this produced work either directly or indirectly within a submission.</p>
<p><b>Developing the Presentation of Works:</b> Submitting a draft submission to an AI-based technology to identify errors in spelling, grammar and errors in the presentation of references and academic practices.</p>	<p><b>Re-Drafting or Developing Assignments:</b> Submitting student-created work to an AI-based platform which makes direct changes to the work. This includes: Correcting the spelling and grammar, correcting the presentation of references or academic content, making direct changes to the structure or content, correct inaccurate content, adding references to the submission, adding additional to content to extend the submission, removing or condensing sections in order to meet the limitations of the assignment and paraphrasing content.</p>
<p><b>Suggesting Structure or Approach:</b> Presenting the assignment details; for example the assignment brief, to an AI-based platform and asking for suggestions and structure as to how to approach the task. This advice can be acted upon and is not considered inappropriate.</p>	

The above examples are not exhaustive, however each demonstrates the principle of appropriate and inappropriate AI use.

## End of the Year

The Board of Examiners for your programme agree assessment marks and makes all decisions on progression and awards in accordance with the Rules of Assessment. The Board is chaired by the Group Director, Quality, Teaching and Learning of South Essex College and is attended by representatives from the Open University and the external examiner for the PgCE & CertEd. The Board meets in July to consider end of year results and early September to consider resits.

All awards recommended by this board of examiners are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). This panel has the authority of the OU Senate to ratify the recommendations of all Examination Award Boards (EAB) after satisfying itself that the recommendations have been determined with due regard to the approved regulations, that the correct procedures have been followed and that the appropriate academic standards have been upheld. This Panel has the authority of the OU Senate to overrule any result recommendation which is contrary to approved regulations.

All results provided on module feedback are provisional pending approval and adjustment from the exam board. Final outcomes are published only when South Essex College has received confirmation that the outcomes of the exam board have been ratified by the Open University.

### Publication of Results

You will be able to access all your results and the decision of the Examination Board on your results site accessible via: <https://www.southessex.ac.uk/he/he-results-and-recent-graduate-documents> after the Boards have been held (usually within 48 hours of the Board of Examiners – Detailed results briefing sheets will be published on the Moodle results site which provide details of the potential examination board outcomes). The published results will indicate if you have passed and are therefore able to progress to the following year, whether you have to re-sit any modules; or, if you are a final year student, it will indicate your final classification or award. You will be able to re-enrol on-line following the publication of your results and will be provided with a printed academic transcript on return to study.

### Failure of Module/s

If you fail a module, the Exam Board will recommend what action is necessary and what re-sits are required; these take place either over the summer. You will not be entitled to tutorial support during the summer re-sit period but will be able to see a tutor to clarify re-sit requirements. You will be given more information about the deadlines for accessing results and tutors in the end of year briefing notice which is published on the HE results website.

However, if you fail more than 60 credits then you may need to repeat the year/modules; there will be a charge to repeat modules. (see rules of assessment below).

## Intermission Procedure (Interruption of Study)

The process of interrupting a programme of study is called intermitting. You can apply to intermit if:

- You need time to cope with or recover from poor health, emotional stress, personal or family problems (you may be advised to do this when you have considerable extenuating circumstances)
- You feel that you need time out from education
- You want some work experience.

You can only intermit with the permission of the Open University and South Essex College. You must seek permission using the Intermission Procedure. The deadline for application of intermission is available via: <https://www.southessex.ac.uk/he/he-policies-and-procedures>

**Please Note:** Each programme has a maximum length of study and intermission counts towards this.

## General Reading List

### Recommended Texts:

Armitage, A. et.al, (2012) *Teaching and Training in Lifelong Learning, 4th edition*, Maidenhead: Open University Press

Dean, C.B. et al. (2012), *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, ASCD

Dweck, C., (2017), *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential*, Robinson

Hattie, J. (2012) *Visible Learning for Teachers*, Abingdon: Routledge

Petty, G. (2014) *Teaching Today: A Practical Guide*, Oxford University Press

Robinson, K. (2016) *Creative Schools: Revolutionizing Education from the Ground Up*, Penguin

Rogers, B. (2011) *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*, Sage Publications

Wiliam, D. (2011) *Embedded Formative Assessment*, Solution Tree Press

### Websites

The Education & Training Foundation: <http://www.et-foundation.co.uk/>

Foundation Online Training: <https://www.foundationonline.org.uk/>

### Videos

Dweck, C. (2014) The Power of Believing You Can Improve, TED-Talks

Robinson, Ken (2010) Bring On The Learning Revolution, TED-Talks

Wiliam, D. (2012) The Classroom Experiment, BBC

## Appendix: ITE Grading Grid

# ITE Grading Grid

The following guidelines and performance indicators are for use with the Initial Teacher Education programmes. Performance indicators to be selected based on the prescribed domains of the learning outcomes as described in the module specifications. The descriptors below represent the centre-point of the boundary. Only performance indicators appropriate to the medium of the work will be used as a mechanism for grading. Furthermore:

- Performance indicator x should not be utilised in conjunction with Domain A learning outcomes or in purely reflective works (e.g. post-session reflection)
- In addition to the domain-based performance indicators mapped to the learning outcomes of the module, written works will be assessed using performance indicator vii, whilst spoken or presented works will be assessed using performance indicator ix.
- Performance indicator v-b is to be used in tasks where trainees produce materials evidence of practice which is not assessed via other means

## Level 6

Domain	Performance Indicator	Fail	Pass	Good Pass	Very Good Pass / Merit	Excellent Pass / Distinction	
		< 40%	40% - 49%	50% - 59%	60% - 69%	70% - 85%	> 85%
A: Knowledge & Understanding	(i) Knowledge & Understanding	Limited or inaccurate presentation of key principles of the subject matter. Lacking in detail or relevance.	Generally accurate presentation of the key principles of the subject matter, with some minor omissions	Accurate and coherent exploration of key principles of the subject matter	Systematic, informed and in-depth exploration of the subject matter, demonstrating awareness of the complexity of the subject matter.	Authoritative, comprehensive and well-informed exploration of the subject matter, engaging effectively with the complexity of the subject matter through discord.	Accomplished and insightful exploration of the subject matter, applying distinguished academic discord from a wide range of sources and perspectives.
	(ii) Knowledge Utilisation	Limited or absent contextualisation of subject matter. Demonstrates misunderstanding through contextualisation of lack of awareness of key principles.	Contextualises subject matter, demonstrates some links between key principles and practice.	Clear demonstration of contextualisation of subject matter, presentation of relationship between key principles and practice	Illustrative and specific contextualisation of subject matter in practice, clear awareness of effect and causality	Comparative and specific contextualisation of subject matter. Demonstration of complex awareness of effect and causality	Insightful contextualisation of a range of perspectives, distinguished awareness of complex outcomes and the provisional nature of the knowledge.

<b>B: Cognitive Skills</b>	(iii) Analysis & Evaluation	Inadequate level of analysis and/or evaluation. Inability to move beyond a descriptive approach.	Within a primarily derivative piece of work displays a broadly satisfactory ability to analyse and synthesise new and abstract ideas. Satisfactory ability to apply critical evaluation.	Ability to analyse and synthesise data and concepts showing some critical awareness. Sound ability to evaluate evidence, make judgments and present conclusions.	Strong evidence of ability to analyse and synthesise complex data and concepts showing good levels of critical awareness. Commendable ability to evaluate and interrogate evidence, present reasoned judgments and conclusions.	Very strong critically analytical approach to complex data and concepts demonstrated with accomplished ability to synthesise. Detailed, critical and systematic approach to evaluating evidence. Convincing presentation of well-considered judgments and conclusions.	Accomplished analytical approach to complex data and concepts demonstrated drawing insightful and original judgements and conclusions from expertly synthesised concepts. Detailed, critical and systematic approach to evaluating evidence, showing strong awareness of complexity and contradiction.
	(iv) Research & Inquiry	Fails to manage work or collect adequate data and information in an identified area of enquiry.	Produces generally appropriate lines of enquiry. Undertakes research tasks in a straightforward manner, selects related and usable information from sources.	Plans and selects appropriate lines of enquiry. Selects and utilises information from sources in a straight forward manner.	Effectively plans and generates appropriate & clear lines of enquiry. Manages information collected from an appropriate range of sources.	Confidently plans and generates well-considered areas of enquiry. Systematically manages information collected from a range of sources.	Expertly plans and manages complex areas of enquiry. Rigorously manages information and collects appropriate data from a wide range of sources, evaluating currency, suitability and validity.

<b>C: Practical &amp; Professional Skills</b>	(v-a) Reflection & Evaluation	Does not accurately review the success of approaches applied within consideration for planned outcomes. Does not propose or seek new approaches.	Reviews the success of approaches and techniques in relation to planned outcomes. Seeks some new approaches, techniques and processes and responds to this activity to improve basic performance.	Evaluates the success of approaches and techniques in relation to planned outcomes. Seeks new approaches, techniques and processes and reviews this activity to improve performance.	Successfully evaluates the impact of approaches and techniques. Seeks new approaches, techniques and processes and evaluates this activity to effectively improve performance.	Accomplished evaluation of the impact of practice, demonstrating a strong awareness of the complexity of the environment. Actively seeks new approaches, techniques and processes and critically evaluates to fluently improve performance.	Distinguished evaluation of the impact of practice, demonstrating a strong awareness of the complexity of the environment. Insightful exploration of new approaches, techniques and process. Critically compares and evaluates from a range of sources to confidently develop practice.
	(v-b) Performance	Does not produce evidence which adequately demonstrates acceptable professional requirements.	Adequately meets professional expectations and produces evidence of acceptable standards.	Applies appropriate approaches and techniques to produce evidence of a professional standard, suitable to meet the needs of learners.	Applies effective approaches and techniques to produce evidence of a strong professional standard, suitable to meet the diverse & complex needs of learners.	Applies informed approaches and techniques to consistently and effectively produce evidence demonstrating best practice in meeting the diverse and complex needs of learners.	Applies innovative approaches and techniques informed from a wide range of sources in producing evidence of exceptional professional standard.
<b>D: Key Transferable Skills</b>	(vi) Awareness of Context	Does not identify or recognise the requirements of external expectations upon own practice.	Identifies and recognises external requirements, reviews and/or adapts own practice accordingly.	Proficiently recognises external requirements, clearly reviews and adapts own practice competently.	Accurate and timely in identifying external expectations. Adapts and evaluates own practice proficiently and professionally.	Precise and immediate recognition and integration of external expectations. Fluently evaluates and adapts own practice in a commendable manner.	Expert evaluation and consideration of external expectations. Rigorously and commendably adapts and evaluates own practice, producing distinguished outcomes.
	(vii) Ethical Awareness	Does not demonstrate adequate awareness of personal responsibility and professional codes of conduct. Does not ethically explore	Demonstrates an awareness of personal responsibilities and professional codes of conduct. Considers ethical implications in a broadly	Demonstrates a clear awareness of personal responsibilities and professional codes of conduct. Analyses ethical implications and applies well-	Demonstrates a strong awareness of personal responsibilities and professional codes of conduct. Evaluates ethical implications and safeguards.	Demonstrates a heightened awareness of personal responsibilities and professional codes of conduct. Evaluates ethical implications and safeguards within complex scenarios.	Demonstrates a commendable and distinguished awareness of personal responsibilities and professional codes of conduct. Applies and evaluates well-considers

		implications within a major piece of work.	satisfactory manner and applies appropriate safeguards.	considered safeguards.			ethical safeguards. Incorporates critical ethical dimensions with complex scenarios.
Overarching Performing Indicators	(vii) Communication, Presentation & Organisation ( <i>written works</i> )	Inadequate level of communication, presentation and organisation of written work. Inadequate command of conventions for presentation of academic work.	Satisfactory level of communication, presentation and organisation of written work. Satisfactory use of conventions for presentation of academic work.	Sound level of communication, presentation and organisation of written work. Sound use of conventions for presentation of academic work.	Secure and accurate level of communication, presentation and organisation of written work. Correct and accurate use of conventions for presentation of academic work.	Highly competent and effective level of communication, presentation and organisation of written work. Excellent command of conventions for presentation of academic work.	Highly skilled and distinguished communication, presentation and organisation of written work. Elegant transitions and impeccable application of academic conventions.
	(ix) Communication, Presentation & Organisation ( <i>spoken works</i> )	Unsatisfactory level of clarity and interest in individual presentation.	Satisfactory level of clarity, interest and engagement with audience. Limited use of resources and materials.	Good level of clarity, interest and engagement with audience. Use of materials and resources appropriate to context.	Effective and engaging individual presentation. Effective development and application of materials and resources.	Highly effective, dynamic, engaging and confident individual presentation. Highly effective development of materials and resources.	Highly skilled and distinguished communication and organisation of presented and spoken works. Elegant transitions and impeccable application of academic conventions.
	(x) Subject Specialism	Unsatisfactory command of subject knowledge, management and presentation.	Adequate command of subject and ability to organise and present it Adequate knowledge of relevant pedagogical approaches.	Sound command of subject and ability to organise, present and discuss it. Evidence of engagement with subject development. Satisfactory knowledge of relevant pedagogical approaches.	Very good command of subject and strong ability to organise, present, manage, adapt and discuss it. Evidence of proactive engagement with subject development. Good knowledge of effective pedagogical approaches.	Convincing and authoritative command of subject and excellent, imaginative organisation, management, adaptation and presentation of it. Evidence of proactive engagement with subject development. Knowledge of innovative and creative pedagogical approaches.	Distinguished command of the subject matter, presenting creative and innovative arguments in response to proactive engagement with the subject development at the forefront of the discipline. Expert correlation to complex, innovative and creative pedagogical approaches.

