



# University Centre Southend

Technical and vocational excellence



# Handbook

Professional Graduate Certificate in Education



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

**Awarding Body:** Open University

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

**Enrolment Date:** September 2022

**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>

## 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:

W/B	HE-Wk	Curriculum Events	Assessment Events
26-09-22	1	Induction	
03-10-22	2	Module Starts (Wk-1)	
10-10-22	3	Module Wk-2	
17-10-22	4	Module Wk-3	
24-10-22	<i>Reading Week &amp; Half Term</i>		
31-10-22	5	Module Wk-4	
07-11-22	6	Module Wk-5	
14-11-22	7	Module Wk-6	
21-11-22	8	Module Pre-Submission Tutorial	Submission: 25-11-22
28-11-22	9	Module Starts (Wk-1)	Observation Submission: 02-12-22
05-12-22	10	Module Wk-2	
12-12-22	11	Module Wk-3	
19-12-22 – 01-01-23	<i>Winter Break</i>		
02-01-23	13	Module Wk-4 [Online Lessons]	Feedback Release 06-01-23
09-01-23	14	Module Wk-5	
16-01-23	15	Module Wk-6	
23-01-23	16	Module Pre-Submission Tutorial	Submission: 27-01-23
30-01-23	17	Module Starts (Wk-1)	Observation Submission: 03-03-23
06-02-23	18	Module Wk-2	
13-02-23	<i>Reading Week &amp; Half Term</i>		
20-02-23	19	Module Wk-3	
27-02-23	20	Module Wk-4	Feedback Release 03-02-23
06-03-23	21	Module Wk-5	
13-03-23	22	Module Wk-6	
20-03-23	23	Module Pre-Submission Tutorial	Submission: 23-03-23
27-03-23	24	Module Starts (Wk-1)	Observation Submission: 31-03-23
03-04-23 - 06-04-23	<i>Easter Break</i>		
17-04-23	25	Module Wk-2	
24-04-23	26	Module Wk-3	
01-05-23	27	Module Wk-4	Feedback Release 05-05-23
08-05-23	28	Module Wk-5	
15-05-23	29	Module Wk-6	
22-05-23	30	Module Pre-Submission Tutorial	Submission: 26-05-23
29-05-23	H/T	Academic Year Ends	Observation Submission: 02-06-23
-----			
26-06-23			Feedback Release 30-06-23

## 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.

## 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

*Head of Teaching & Learning*

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Additional Tutor from Teaching & Learning

**Head of Department:** The Head of Department has overall responsibility for the programmes run within the Department supported by the Curriculum Head. 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 [ithelpline@southessex.ac.uk](mailto:ithelpline@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, <http://www.qaa.ac.uk/assuring-standards-and-quality/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:

Darren Simons  
*Teacher Development Coordinator, New Suffolk College*

## 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 (<http://student-print.southessex.ac.uk/safecom>), there is a minimum charge of £10 using this method, or using the printer charging cash machine located in the learning centres.

## 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 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 Union website ([www.secsu.org](http://www.secsu.org)) under the student engagement section.

## 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 briefs include a glossary of key 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.

If you are a final year student, you will also be asked to complete the National Student Survey (NSS) by the external agency, Ipsos MORI, which enables information to be provided publicly on the UK student Higher Education experience.

## 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 is validated by the Open University and mapped against LSIS module standards and the ETF's Professional Standards. The full specifications for the programme are available to download from 'ITE Central' on Moodle.

### 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 first four of which are 'ungraded' pass/fail designed to focus on the feedback provided to enable the development of teaching practice. 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 '2: Good' 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

**QCF:** The Professional Graduate Certificate in Education (PgCE) applies the design features of the QCF qualifications to provide consistency with the new framework for the Level 5 Diploma in Education and Teaching (DET). This includes consistency with the rules of combination and embedding of the assessment criteria and learning outcomes of the QCF qualifications in all modules.

**Level of qualifications:** The LSIS Qualifications for teaching in the FE sector in England A Companion Guide for Higher Education Institutions (October 2011, p.7) provides for ‘developing the teaching qualifications at levels above the minimum required differentiation’. 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.

The LSIS Qualifications guidance for awarding organization Level 5 Diploma in Education and Training (QCF); Level 5 Diploma in Education and Training (QCF) including a specialist pathway (May 2013, p.15) states under Rules of combination ‘Awarding organisations should use the rules of combination to develop their own qualifications. There is no requirement for them to offer all of the optional units in the rules of combination, but they should offer sufficient to enable a learner to complete the qualification.’

The PgCE award maps the QCF framework and exceeds the requirements for the Level 5 Diploma in Education and Training. The qualification provides an opportunity for graduate teachers to obtain the Qualified Teacher Learning and Skills licence (QTLS) through the process of professional formation. The programme exceeds the new qualifications framework, as specified by LSIS, namely the 120 credit ‘Diploma in Education and Training’ level 5 qualification:

## Work Placement Information

Employment within the lifelong learning sector with provision for at least 100hrs of teaching practice is a requirement for the PgCE and CertEd Part-Time programmes. The full-time pathways for the PgCE and CertEd require delivery of 100hrs within a voluntary placement. If there are any changes to your employment or voluntary placement you must inform the ITE team as soon as possible as this may impact your place on the programme.

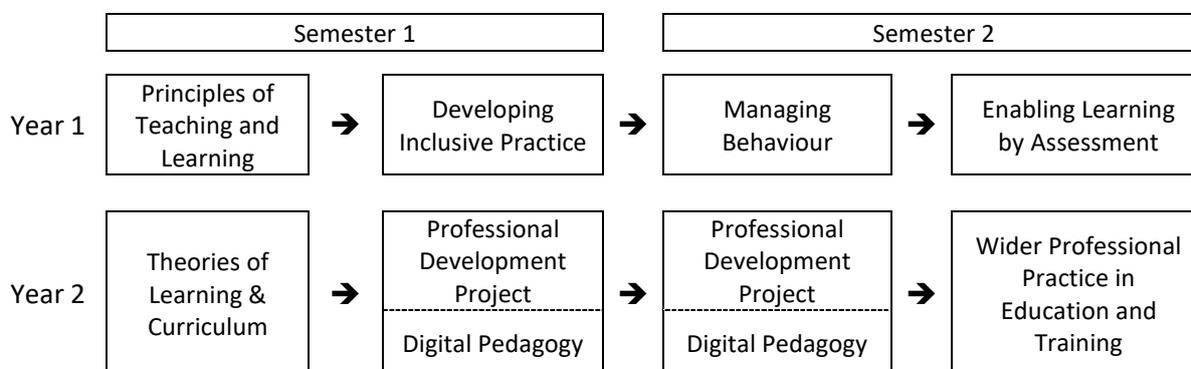
Applicants for the programme must provide evidence of a commitment from their employer or voluntary placement for the minimum 100hrs teaching practice required by PgCE programme. The course team will support potential candidates in sourcing a placement by providing direct contacts to departments internally to the institution. However, there is no requirement for the placement to be internal to South Essex College.

## Scheme Structure: PgCE

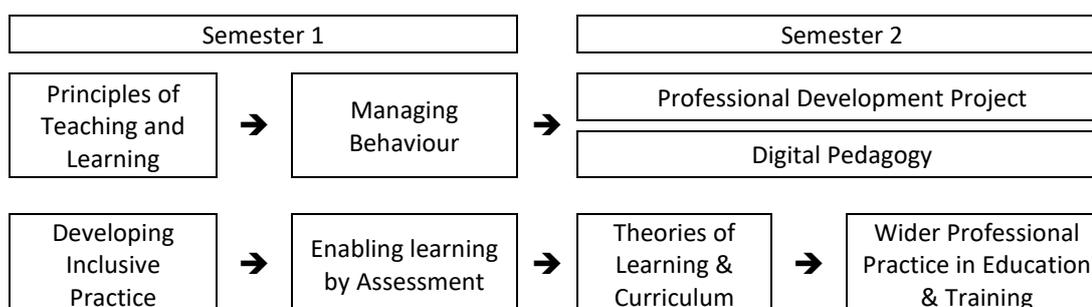
Module	Level	Credits	Relationship To:	
			L5 Diploma : LSIS Framework	ETF Professional Standards
PgCE1 Principles of Teaching & Learning	6	15	426: R/505/0923 (12 of 20 credits) 502: A/505/0818 (3 of 20 credits)	1, 2, 7, 8, 12, 15, 20
PgCE2 Developing Inclusive Practice	6	15	501: H/505/0912 (12 of 20 credits) 417: L/503/5384 (3 of 15 Credits)	1, 2, 3, 4, 5, 9, 10, 11, 15, 17, 20
PgCE3 Behaviour Management	6	15	424: Y/505/1099 (6 of 6 credit) 507: L/505/1102 (6 of 6 credits) 417: L/503/5384 (3 of 15 Credits)	1, 3, 4, 5, 6, 9, 11, 12, 13, 14, 15, 17, 20
PgCE4 Enabling Learning by Assessment	6	15	411: T/601/5320 (6 of 6 credits) 426: R/505/0923 (6 of 20 credits) 501: H/505/0912 (3 of 20 credits)	1, 3, 5, 6, 7, 10, 15, 17, 19, 20
PgCE5 Theories of Learning & Curriculum	6	15	502: A/505/0818 (15 of 20 credits)	1, 3, 5, 9, 15, 17, 18, 20
PgCE6 Digital Pedagogy	6	15	405: A/502/9547 (6 of 6 Credits) 422: R/504/0229 (9 of 9 Credits)	1, 3, 4, 5, 9, 11, 12, 15, 16, 17, 20
PgCE7 Professional Development Project	6	15	504: M/503/5376 (15 of 15 credits)	1, 3, 5, 7, 8, 9, 15, 17, 20
PgCE8 Wider Professional Practice	6	15	503: J/505/0837 (15 of 15 credits)	All: 1-20

## Programme Structure:

### Part-Time:



### Full-Time:



## Programme Outcomes

A: Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Demonstrate a critical understanding of theories and models of reflection (PS1)</p> <p>A2. Explore, contrast and critique paradigms of learning and curriculum (PS9)</p> <p>A3. Explore and critique models of curriculum progression and design (PS18)</p> <p>A4. Explore, contrast and critique research-informed approaches to teaching &amp; learning (PS9)</p> <p>A5. Explore and critique theories of motivation and behaviour management (PS14)</p> <p>A6. Explore and critique digital pedagogies (PS16)</p> <p>A7. Explore and critique research findings relating to the use of assessment, feedback and grading (PS19)</p> <p>A8. Explore and evaluate the impact of educational policy on the sector (PS12)</p> <p>A9. Explore and critically analyse the impact of legislation (PS12)</p> <p>A10. Scrutinise secondary and primary data sources to inform approach and practice (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 (PS2)</p> <p>B2. Evaluate and critique means of promoting inclusion in own practice (PS5)</p> <p>B3. Evaluate and critique the impact of development of own subject pedagogy and dual professionalism (PS8)</p> <p>B4. Evaluate education research to inform conclusions (PS9)</p> <p>B5. Evaluate and contrast own practice with others (PS10)</p> <p>B6. Evaluate the roles, responsibilities and boundaries of a Teacher (PS12)</p> <p>B7. Evaluate and critique the suitability of approaches to learning for the individual needs of own cohorts (PS4)</p> <p>B8. Analyse and critique the impact of SEND for individuals (PS11)</p> <p>B9. Contrast approaches to promoting inclusion (PS11)</p> <p>B10. Evaluate quality assurance procedures (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> </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 (PS3)</p> <p>C2. Apply creative and innovative approaches to teaching, learning &amp; assessment (PS15)</p> <p>C3. Devise approaches to promote and explore wider curriculum in own practice (PS5)</p> <p>C4. Collaborate with colleagues, stakeholders and learners to support and enrich learner progress (PS6, PS20)</p> <p>C5. Evaluate learners' progress and adapt approaches to enhance progression opportunities of own cohorts (PS20)</p> <p>C6. Produce planning materials and session design suitable to the needs of own cohorts (PS15)</p> <p>C7. Use technological solutions to enhance learning experiences (PS16)</p> <p>C8. Design and apply means of developing minimum core skills (PS17)</p> <p>C9. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement. (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 (PS1)</p> <p>D2. Self-evaluate and challenge own practice, values and beliefs (PS1)</p> <p>D3. Reflect on strategies to promote good behaviour (PS13)</p> <p>D4. Maintain and update your teaching and training expertise and vocational skills (PS8)</p> <p>D5. Undertake continual professional development (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 from the overall marked score 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: <http://www.southessex.ac.uk/higher-education/higher-education-policies>

## Extenuating Circumstances

Extenuating circumstances are formally defined as “circumstances beyond the student’s control which cause the student to perform less well in his or her coursework or examinations than he or she 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.

## 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 a 2:Good or 1: Outstanding in one of their last two observations linked to modules ‘Wider Professional Practice’ and ‘Action Research’. 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.

## 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.

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

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

The ITE provision requires that all trainees have an allocated mentor to provide systematic support and guidance in the workplace in order for the trainee teacher to develop his/her teaching practice. The need for mentoring arises in part out of the need to respond to reforms in initial teacher training in PCET, which have emphasised the importance of improving the effectiveness and expertise of teachers in PCET and also research demonstrates the value of mentoring in teachers' professional development as trainees and beyond. The element of subject specific support and development is clearly identified as an essential in programmes of training (DfES, 2004; ALI, 2003) as the research consistently points out the positive impact of mentoring.

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.

## 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	Penalty	Assignment Mark
0 (Uncapped Mark)	n/a	78%
1	10%	68%
2	20%	58%
3	30%	48%
4	40%	40%
5	50%	40%
6	60%	40%
7	100%	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. He or she 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 his or her coursework or examinations than he or she 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

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

### 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.

## 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 Vice Principal Quality and Compliance 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 Moodle results site at <https://apps.southessex.ac.uk/he/results/> 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 will need to repeat the year/modules; there will be a charge to repeat modules. (see rules of assessment below).

### 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.

### 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.

## 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.

## 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

## Guidance for assessors:

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.	Contextualises subject matter, demonstrates some	Clear demonstration of contextualisation of subject matter,	Illustrative and specific contextualisation of subject matter in	Comparative and specific contextualisation of subject matter.	Insightful contextualisation of a range of perspectives,

		Demonstrates misunderstanding through contextualisation of lack of awareness of key principles.	links between key principles and practice.	presentation of relationship between key principles and practice	practice, clear awareness of effect and causality	Demonstration of complex awareness of effect and causality	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.

## Appendix: Module Specifications

## Module specification

1. Factual Information			
<b>Module Title</b>	Principles of Teaching & Learning		
<b>Module Tutor</b>	Chris Brookes (programme leader), Anne Tothill (tutor) + tutor	<b>Level</b>	6
<b>Module Type</b>	Taught	<b>Credit Value</b>	15
<b>Mode of Delivery</b>	Blend of Face to Face and Synchronous Online Delivery		
<b>Notional Learning Hours</b>	150hrs: Taught Sessions [28], Independent Study [35], Tutorials & Mentorship [4], Coursework [30], Observation: Preparation, discussion & reflection [20], Online / Independent CPD [6], Placement [13+] and Professional Activities (e.g. Peer observations, professional discussions, strategy reviews) [14]		

2. Rationale for the module and its links with other modules
<p>This first module provides an overview of the purpose and diverse roles of educators within the Further Education and Skills Sector. The module prepares trainees for classroom practice, ensuring that fundamental principles and legislative frameworks are adhered to, whilst ensuring the trainee is capable of creating a safe environment for their learners. Latter modules such as Developing Teaching and Learning, Behaviour Management &amp; Enabling Learning by Assessment will develop these skills further and provide opportunities for trainees to develop advanced strategies targeted to the diverse needs of their cohorts.</p>

3. Aims of the module
<p>This module aims to provide trainees with knowledge of roles and responsibilities of a teacher within the Further Education and Skills Sector. It covers an introduction to record keeping and assessment as well as creating and maintaining a safe, inclusive learning environment. During the module, trainees will also be introduced to how to plan and deliver a session and supports with trainees' understanding and development of the Professional standards, the minimum core and wider curriculum. It covers important legislation around safeguarding and SEND and provides an introduction to record keeping and assessment as well as creating and maintaining a safe, inclusive learning environment for all learners including those with SEND and those who speak EAL. Furthermore the responsibility of the organisation in supporting the trainee with workload and own mental health is addressed and support mechanisms considered.</p>

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

## **6. Are there any PSRB requirements regarding the module?**

Relationship to professional standards:

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
7. Engage with and promote a culture of continuous learning and quality improvement.
8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

<b>7. Intended learning outcomes</b>		
<b>A. Knowledge and understanding</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Critical examine theories and models of reflection in relation to suitability for application in own practice</p> <p><b>A2</b> : Examine the influence of legislation in relation to own setting</p>	<p>A1</p> <p>A9</p>	<p>Lecturer &amp; Seminar</p> <p>Collaborative Learning Activities</p> <p>Collaborative Research</p> <p>Individual Study</p>
<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> : Analyse the importance of creating an inclusive learning environment through the embedding of minimum core and wider curriculum</p> <p><b>B2</b> : Critically analyse the roles, responsibility, boundaries and dual professionalism of a teacher in relation to own setting</p>	<p>B1</p> <p>B3</p> <p>B6</p>	<p>Lecturer &amp; Seminar</p> <p>Discussion &amp; Debate</p> <p>Collaborative Research</p> <p>Individual Study</p> <p>Collaborative Learning Activities</p>
<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : Produce a planning portfolio as part of a formal observation of own teaching practice.</p>	<p>C5</p> <p>C6</p>	<p>Group Tutorial</p> <p>Individual Tutorial</p> <p>Observation of Practice</p> <p>Observer's Report &amp; Feedback</p>
<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Reflect on the effectiveness of teaching &amp; learning practice in response to a micro-teach observation.</p> <p><b>D2</b> : Produce evidence of training and CPD relevant to own setting</p>	<p>D1</p> <p>D2</p> <p>D5</p>	<p>Observation of Teaching Practice</p> <p>Observer's Report &amp; Feedback</p> <p>Individual Tutorial</p> <p>Independent Online Training</p> <p>Institutional Training</p>

## 8. Indicative content.

- Assessment and feedback
- Boundaries of a teacher
- Essential contents of a taught session linked to current Ofsted requirements
- Identifying and supporting learners with SEND and EAL
- Importance of minimum core
- Importance of promoting an inclusive environment
- Legislative requirements and codes of practice
- Principles of promoting good behaviour
- Prioritising and management of workload
- Professional standards within the education and training sector
- Record keeping
- Roles and responsibilities of a teacher in the education and training sector
- Safeguarding and identification procedures
- Session planning documentation
- Strategies for learning and adaptive teaching
- The concept of dual-professionalism
- The importance of embedding wider curriculum including British Values, Prevent, PDBW and Equality & Diversity
- Theories & models of reflection

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

To pass this module a student must ....

#### Task 1: Presentation

Produce a presentation which explores and demonstrates critical awareness of:

- The roles, responsibilities and boundaries of a teacher, lecturer or educator, including the concept of dual professionalism and management of own workload (B2)
- The influence of legislation in own setting (A2)
- The importance of cultivating an inclusive learning environment, with consideration for learners with SEND and EAL (B1)
- The importance of developing learners' minimum core and awareness of wider curriculum (B1)

(20 Minutes)

#### Task 2: Preparation for Practice Portfolio

In preparation for teaching practice, produce a portfolio which includes:

- Evidence of training and CPD [D2]
- Lesson Plan for Micro-Teach [C1]
- Observation report from Micro-Teach [C1]
- Post Session Reflection from Micro-Teach including a critical comparison of two theories / models of reflective practices justifying suitability for application in own practice (A1, D1) (circa 1,400 words)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Task 1: Presentation	60%	8	0-100%	A2, B1, B2,
Task 2: Preparation for Practice Portfolio	40%	9	0-100%	D1, D2, C1

10. Teaching staff associated with the module
Name and contact details
Anne Tohill, <a href="mailto:Anne.Tohill@southessex.ac.uk">Anne.Tohill@southessex.ac.uk</a>
Chris Brookes, <a href="mailto:Chris.Brookes@southessex.ac.uk">Chris.Brookes@southessex.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
Ann Gravells	2017	Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector	Learning Matters, Sage Publishing	London
Stephen Brookfield	2017	Becoming a Critically Reflective Teacher, 2 <sup>nd</sup> Edition	Wiley	United Kingdom
Jonathan Tummons	2019	PCET Learning and Teaching in the Post Compulsory Sector	Sage Publishing	London

12. Other indicative text (e.g. websites)
<p>Bassot, B., 2015, The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection. United Kingdom: Taylor &amp; Francis.</p> <p>Education &amp; Training Foundation, 2014, Initial Guidance for users of the Professional Standards for Teachers and Trainers in Education and Training, <a href="http://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF-Prof-Standards-Guidance-v2-2.pdf">http://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF-Prof-Standards-Guidance-v2-2.pdf</a></p> <p>Gould, J., Roffey-Barentsen, J., 2018, Achieving Your Diploma in Education and Training. United Kingdom: SAGE Publications.</p> <p>Frost, N., 2001, Professionalism, Change and the Politics of Lifelong Learning, Studies in Continuing Education, 23:1, 5-17, DOI: 10.1080/01580370120043</p> <p>Ofsted 2021, Further education and skills inspection handbook, available from: <a href="https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook">https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook</a></p> <p>Powell, S., Tummons, J., 2011, Inclusive Practice in the Lifelong Learning Sector. United Kingdom: SAGE Publications.</p> <p>Senior, L. 2017, A Teacher's Guide to 14–19 Policy and Practice, Routledge</p> <p>Wilson, L. 2014, Practical teaching: a guide to teaching in the education and training Sector. 2nd edition, Andover: Cengage Learning EMEA publishing</p> <p>Witty, G., 2000, Teacher professionalism in new times, Journal of In-Service Education, 26:2, 281-295, DOI: 10.1080/13674580000200121</p>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

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## Module specification

1. Factual Information			
<b>Module Title</b>	Developing Inclusive Practice		
<b>Module Tutor</b>	Chris Brookes (programme leader), Anne Tothill (tutor) + tutor	<b>Level</b>	6
<b>Module Type</b>	Taught	<b>Credit Value</b>	15
<b>Mode of Delivery</b>	Blend of Face to Face and Synchronous Online Delivery		
<b>Notional Learning Hours</b>	150hrs: Taught Sessions [28], Independent Study [35], Tutorials & Mentorship [4], Coursework [30], Observation: Preparation, discussion & reflection [20], Online / Independent CPD [6], Placement [13+] and Professional Activities (e.g. Peer observations, professional discussions, strategy reviews) [14]		

2. Rationale for the module and its links with other modules
Whilst the first module requires trainees to develop an awareness of the requirements and expectations of the sector, this second module supports trainees' development of practice in order to meet those expectations. Related themes, such as behaviour management and the use of assessment are expanded upon in future modules.

3. Aims of the module
The focus of 'Developing Inclusive Practice' is for trainees to extend upon their teaching practice in order to be able to make use of active and engaging learning experiences, which differentiate to the individual needs within their cohorts and make best use of opportunities to develop learners' core skills and raise awareness of the wider curriculum. Trainees will also develop an awareness of the diverse needs of learners and the impact of SEND alongside an exploration of practical skills to support learners successfully in the classroom. Consideration will be given to new approaches and the validity and reliability of research used. Furthermore, the importance of identifying signs and recognising how to support learners with SEND to overcome barriers to learning whilst maintaining high outcomes will be explored through the use of adaptive teaching. The module will also address the physical and mental health concerns around learners including those with SEND.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

## 6. Are there any PSRB requirements regarding the module?

Relationship to professional standards:

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
17. Develop learners' mathematics, English, digital and wider employability skills.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

<b>7. Intended learning outcomes</b>		
<b>A. Knowledge and understanding</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Critically examine the suitability of strategies and approaches to learning in own subject curriculum</p>	<p>A4</p> <p>A10</p>	<p>Lecturer &amp; Seminar</p> <p>Collaborative Learning Activities</p> <p>Collaborative Research</p> <p>Individual Study</p>
<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> : Evaluate opportunities to embed minimum core and wider curriculum in own subject curriculum</p> <p><b>B2</b>: Analyse the individual needs of own cohort and subsequent impact on learning and learning needs</p> <p><b>B3</b> : Critically analyse approaches to support learners with SEND</p>	<p>B1, B2</p> <p>B4, B5</p> <p>B7, B8</p> <p>B9</p>	<p>Lecturer &amp; Seminar</p> <p>Discussion &amp; Debate</p> <p>Collaborative Research</p> <p>Individual Study</p> <p>Collaborative Learning Activities</p>
<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : Produce a planning portfolio as part of a formal observation of own teaching practice.</p> <p><b>C2</b> : Produce planning materials of a near-professional standard suitable to the needs of own cohort</p> <p><b>C3</b>: Critically compare own approaches to promoting inclusion to a peer observed session</p>	<p>C1, C2, C3, C5, C6, C8</p>	<p>Group Tutorial</p> <p>Individual Tutorial</p> <p>Observation of Practice</p> <p>Observer's Report &amp; Feedback</p> <p>Peer Observation of Practice</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Critically reflect on the effectiveness of teaching &amp; learning practice in response to a formal observation</p>	<p>D1, D2</p>	<p>Observation of Teaching Practice Observer's Report &amp; Feedback Individual Tutorial Independent Online Training Institutional Training</p>

## 8. Indicative content.

- Strategies for learning and evidence-informed teaching
- The purpose of a scheme of work/learning plan for quality assurance
- Strategies and shared good practice to motivate and inspire learners
- Session planning documentation
- Embedding of minimum core
- Practices for promoting the wider curriculum including 'British Values' and 'Equality & Diversity'
- Cognitive Load Theory
- Differentiation and stretch & challenge
- Resource levels and individual needs of the learners
- Recognise signs that may indicate SEND and know how to support learners to overcome barriers to learning.
- Adaptive teaching strategies that support learners with SEND while maintaining high expectations.
- Responding appropriately to physical and mental health issues and promotion of this in the FE setting.
- Introduction to SEND and the importance of treating learners as individuals
- Working with Learning Support Practitioners and expert colleagues and special educational professionals
- Scaffolding content

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

*To pass this module a student must ....*

#### Task 1 : Inclusive Practice Portfolio

Part A: Produce a plan for learning, including a group profile and scheme of work covering at least three sessions in your subject specialism demonstrating the application of inclusive principles (C2) (not included in the word count)

Part B: Critically analyse the individual needs of own cohort and strategies, models, approaches and evaluate own plan for learning with consideration for:

- The individual needs of learners within and beyond own cohort (B2)
- Approaches and strategies to develop an inclusive environment which sets high expectations and supports learners with SEND (B3)
- Approaches and strategies to promote positive mental and physical wellbeing of learners (B3)
- Strategies, principles and models of learning in scaffolding and sequencing content to create an inclusive learning environment (A1, B3)
- Opportunities for the development of minimum core and wider curriculum (B1)  
(circa 2,400 words)

Part C: A comparison of inclusive practices to a peer observed session (C3) (circa 600 words)

(Total 3,000 words)

#### Task 2. Observation Portfolio

Observation report with accompanying planning documentation provided to the observer (not in word count). In addition to the evidence from the observation, the portfolio will include a Post-Session Reflection which will evaluate the effectiveness of the session and propose developments to practice.

(circa 1000 words)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Task 1: Inclusive Practice Portfolio	75%	F/T: 8, P/T: 15	0-100%	A1, B1, B2, B3, C2, C3
Task 2: Observation Portfolio	25%	F/T: 9, P/T: 16	0-100%	C1, D1

10. Teaching staff associated with the module	
Name and contact details	
Anne Tohill, <a href="mailto:Anne.Tohill@southessex.ac.uk">Anne.Tohill@southessex.ac.uk</a>	
Chris Brookes, <a href="mailto:Chris.Brookes@southessex.ac.uk">Chris.Brookes@southessex.ac.uk</a>	

11. Key reading list				
Author	Year	Title	Publisher	Location
Hattie, J.	2012	Maximising Visible Learning	Routledge	London
Tomlinson, C. A.	2017	Differentiate Instruction in an Academically Diverse Classroom 3 <sup>rd</sup> Edition	ASCD	US
Karl Aubrey & Alison Riley	2020	Understanding and Using Challenging Educational Theories, 2 <sup>nd</sup> Edition	Sage	London

12. Other indicative text (e.g. websites)
<p>Bates, B., 2016, A Quick Guide to Special Needs and Disabilities. United Kingdom: SAGE Publications.</p> <p>Bates, B., 2019, Learning Theories Simplified, 2<sup>nd</sup> Ed., Sage: London</p> <p>Clarke, S., 2014, Outstanding Formative Assessment: Culture &amp; Practice , UK ed., Hodder Education</p> <p>Curzon, L.B. &amp; Tummons, J., 2013, Teaching in Further Education: An Outline of Principles and Practice, Bloomsbury Academic</p> <p>Donoghue, G.M. and Hattie, J.A.C., 2021. A Meta-Analysis of Ten Learning Techniques. Front. Educ. 6: 581216. doi: 10.3389/feduc.</p> <p>Griffiths, A. &amp; Burns, M. 2014, Outstanding Teaching: Teaching Backwards, Crown House Publishing</p> <p>Geake, J., 2008, Neuromythologies in education, Educational Research Vol. 50, No. 2, June 2008, 123–133, Taylor &amp; Francis</p> <p>Gershon, M., 2015, 50 Quick &amp; Brilliant Teaching Techniques, CreateSpace Independent Publishing</p> <p>Gershon, M., 2013, How to use Differentiation in the Classroom, CreateSpace Independent Publishing</p> <p>Hattie, J. 2008, Visible Learning, Routledge</p> <p>Kirschner, Paul &amp; Sweller, John &amp; Kirschner, Femke &amp; Zambrano R., 2018, From Cognitive Load Theory to Collaborative Cognitive Load Theory. International Journal of Computer-Supported Collaborative Learning. 13. 10.1007/s11412-018-9277-y.</p> <p>Marzano, J.M., 2017, The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Academic Success, Solution Tree</p>

Petty, G., 2009, Evidence Based Teaching, 2<sup>nd</sup> Ed., Nelson Thornes, Cheltenham

Tomlinson, C. A. 2021, So Each May Soar: The Principles and Practices of Learner-Centered Classrooms. United States: ASCD.

Wiliam, D., 2017, Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning), 2<sup>nd</sup> Ed., Solution

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

## Module specification

1. Factual Information			
<b>Module Title</b>	Behaviour Management		
<b>Module Tutor</b>	Chris Brookes (programme leader), Anne Tothill (tutor) + tutor	<b>Level</b>	6
<b>Module Type</b>	Taught	<b>Credit Value</b>	15
<b>Mode of Delivery</b>	Face to face with option for synchronous delivery if required		
<b>Notional Learning Hours</b>	150hrs: Taught Sessions [28], Independent Study [35], Tutorials & Mentorship [4], Coursework [30], Observation: Preparation, discussion & reflection [20], Online / Independent CPD [6], Placement [13+] and Professional Activities (e.g. Peer observations, professional discussions, strategy reviews) [14]		

2. Rationale for the module and its links with other modules
Behaviour Management expands upon the guidance given in Inclusive Practice on addressing the potential causes of poor behaviour through effective support, differentiation and inclusion.. The trainees will explore the theories, policies and frameworks which inform classroom management practices in order to develop their own approaches within the classroom. Trainees will develop their own practice by comparing and critiquing practices to peers and exploring the drivers behind positive and negative behaviours in the classroom.

3. Aims of the module
The module aims for trainees to be taught the key principles of behaviour management, to be able to understand the causes of disruptive behaviour and how best to manage this, including further strategies to promote learning to secure high standards and ensure routine is established with learners. Trainees will learn about the importance of a safe and effective learning environment, how to promote this to enable their students to make good or better progress by behaviour management techniques and the setting of high expectations for the class which are conducive to learning. In addition the module will give consideration to the promoting of learner safety, welfare, mental health and wellbeing in order to support learning.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

## 6. Are there any PSRB requirements regarding the module?

Relationship to professional standards:

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
13. Promote and support positive learner behaviour, attitudes and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
17. Develop learners' mathematics, English, digital and wider employability skills.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

<b>7. Intended learning outcomes</b>		
<b>A. Knowledge and understanding</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Critically examine theories of motivation and behaviour management  <b>A2</b> : Examine the suitability and regulatory alignment of behaviour management policy in own setting</p>	A5, A8, A10	Lecturer & Seminar Collaborative Learning Activities Collaborative Research Individual Study
<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> : Critically analyse the influence of internal and external factors upon individuals' motivation and behaviours  <b>B2</b> : Critically compare approaches to meeting individual needs and supporting learners with SEND</p>	B2, B7, B8	Lecturer & Seminar Discussion & Debate Collaborative Research Individual Study Collaborative Learning Activities Case Studies
<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : Produce a planning portfolio as part of a formal observation of own teaching practice.  <b>C2</b> : Compare strategies and approaches for promoting good behaviour</p>	C1, C2, C3, C4, C5, C6, C8	Group Tutorial Individual Tutorial Observation of Practice Observer's Report & Feedback Peer Observation of Practice

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Critical reflect on the effectiveness of teaching &amp; learning practice and behaviour management in response to a formal observation</p>	<p>D1, D2, D3</p>	<p>Observation of Teaching Practice Observer's Report &amp; Feedback Individual Tutorial Independent Online Training Institutional Training</p>

8. Indicative content.
<ul style="list-style-type: none"> <li>• Factors leading to behaviours that disrupt a learning environment</li> <li>• Evaluate impact of legislation on organisational policies related to managing behaviours and own role</li> <li>• Promotion of behaviours that contribute to a purposeful learning environment</li> <li>• Behaviour management strategies for groups and individuals</li> <li>• Evaluate own practice in managing behaviours in a learning environment</li> <li>• Methods of evaluating learning programmes</li> <li>• Mental health &amp; wellbeing</li> <li>• Creating an environment that promotes learning and establishes expectations and routine (Classroom management)</li> <li>• Promoting British Values and Diversity</li> <li>• Theories of motivation: e.g. Intrinsic (Maslow, Kohn), Extrinsic (Skinner), Two-Factor Theory (Hertzberg), Expectancy Theory (vroom)</li> <li>• Theories and theorists underpinning approaches towards classroom management, e.g. Reality &amp; Choice (Glasser), Responsible Thinking Process (Ford), Assertive Discipline (Canter &amp; Canter), Mistaken Goal Theory (Dreikurs))</li> </ul>

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

To pass this module a student must ....

#### Task 1: Case Study, Evaluation & Action Plan

A presentation which explores the impact of individual circumstances or needs on learners' motivation and behaviours alongside an exploration of theoretical principles in relation to institution's own policies and own practices. This will include:

- **Part A Case Study:** Based on an individual learner or a small group of learners, the case study will critically analyse the influence of internal and external factors upon motivation and behaviours which critically compares approaches to supporting the learner(s) identified in the case study (B1, B2) (*circa 10 minutes*)
- **Part B Evaluation:** A critical examination of theories of motivation and behaviour management in relation to application in own practice, leading to an examination of the suitability and regulatory alignment of behaviour management policy in own setting [A1, C2, A2] (*circa 15mins*)
- **Part C Action Plan:** A comparison of approaches to develop own behaviour management practices informed by theoretical principles, culminating in a written action plan for development. [C2] (*circa 5mins*)

(30 minutes)

#### Task 2. Observation Portfolio

This will compare and highlight development opportunities in relation to the level of inclusion within assessment practice, such as: the embedding of minimum core, adaptability for individual needs and SEND and/or adaptability in response to unusual events such as the pandemic or circumstances where learning is interrupted.

(circa 1000 words)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Task 1: Case Study, Evaluation & Action Plan	75%	F/T: 15, P/T: 22	0-100%	A1, A2, B1, B2, C2
Task 2: Observation Portfolio	25%	F/T: 16, P/T: 23	0-100%	C1, D1

10. Teaching staff associated with the module	
Name and contact details	
Anne Tohill, <a href="mailto:Anne.Tohill@southessex.ac.uk">Anne.Tohill@southessex.ac.uk</a>	
Chris Brookes, <a href="mailto:Chris.Brookes@southessex.ac.uk">Chris.Brookes@southessex.ac.uk</a>	

11. Key reading list				
Author	Year	Title	Publisher	Location
Castle, P. & Buckler, S.	2021	Psychology for Teachers, 3 <sup>rd</sup> Edition	Sage Publications	London
Rogers B	2015	Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support. 2 <sup>nd</sup> Ed.	Sage Publications	London
Paul Dix	2020	After the Adults Change: Achievable Behaviour Nirvana	Crown House Publishing	UK

12. Other indicative text (e.g. websites)	
<p>Cowley, S. 2014, Getting the buggers to behave 5th Ed., Bloomsbury Education</p> <p>Dix, P. 2010, The essential guide to taking care of behaviour 2nd ed., Pearson</p> <p>Gargiulo, R.M. &amp; Metcalf, D. 2016, Teaching in Today's Inclusive Classroom: A Universal Design for Learning Approach 3rd Ed., Wadsworth Publishing</p> <p>Gershon, M. 2015, How to manage behaviour in the classroom, CreateSpace Independent Publishing Platform</p> <p>Gould, J. &amp; Roffery-Barentsen, J. 2018, Achieving your Diploma in Education and Training 2nd Ed., Sage Publications</p> <p>Lever, D., Bailey, A., Bates, B., 2019, A Quick Guide to Behaviour Management. United Kingdom: SAGE Publications.</p> <p>Macnab et al. (2008) Provision in further education colleges for 14- to 16-year-olds with social, emotional and behavioural difficulties., British Journal of Special Education, Volume 35, Number 4, pp. 241-246</p> <p>Macleod, G (2006). Bad, mad or sad: constructions of young people in trouble and implications for interventions. Emotional and Behavioural Difficulties, Volume 11, Number 3, pp. 155-167</p> <p>Powell S and Tod J (2004) A systematic review of how theories explain learning behaviour in school contexts In: Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education</p> <p>Spenceley, L (2012) "The odd couple": an FE educator's perspective of the management of behaviour of "special needs" learners in the lifelong learning sector. Research in Post-Compulsory Education, Volume 17, Number 3, pp. 311-320</p>	

Tomlinson, C. A., 2014. The Differentiated Classroom: Responding to the Needs of All Learners. (n.p.): ASCD.

Vizard, D., 2012, How to Manage Behaviour in Further Education. United Kingdom: SAGE Publications.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

## Module specification

1. Factual Information			
<b>Module Title</b>	Theories of Learning & Curriculum		
<b>Module Tutor</b>	Chris Brookes (programme leader), Anne Tothill (tutor) + tutor	<b>Level</b>	6
<b>Module Type</b>	Taught	<b>Credit Value</b>	15
<b>Mode of Delivery</b>	Face to face with option for synchronous delivery if required		
<b>Notional Learning Hours</b>	150hrs: Taught Sessions [28], Independent Study [35], Tutorials & Mentorship [4], Coursework [30], Observation: Preparation, discussion & reflection [20], Online / Independent CPD [6], Placement [13+] and Professional Activities (e.g. Peer observations, professional discussions, strategy reviews) [14]		

2. Rationale for the module and its links with other modules
This module consolidates and develops upon the theoretical understandings introduced in the first four modules of the programme. In this instance, theories of learning and models of curriculum design & development will be explored in detail in order to inform own practice and develop the curriculum experienced by the trainee's learners.

3. Aims of the module
The module aims to enable trainees to understand further key theories, principles and applications of learning, as well as expectations of inclusive and individualised learning. It focuses on the contexts for education and training in the Further Education and Skills Sector as well as providing the trainee teacher with an understanding of learning methods within previous sectors that their learners may have encountered in order to improve the current learning experience. Consideration is given to the sequencing of the curriculum and the expectations of the Ofsted EIF framework, in particular around the impact, intent and implementation of the curriculum.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

## **6. Are there any PSRB requirements regarding the module?**

Relationship to professional standards:

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
17. Develop learners' mathematics, English, digital and wider employability skills.
18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

<b>7. Intended learning outcomes</b>		
<b>A. Knowledge and understanding</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Define and critically compare paradigms of learning  <b>A2</b> : Define and critically examine theories of curriculum</p>	A2, A3, A4, A10	Lecturer & Seminar Collaborative Learning Activities Collaborative Research Individual Study
<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> : Critically evaluate the impact of the use of learning paradigms in own practice  <b>B2</b> : Critically evaluate the impact of the application of curriculum theory in own practice  <b>B3</b> : Evaluate the suitability of own curriculum to support inclusion</p>	B2, B4	Lecturer & Seminar Discussion & Debate Collaborative Research Individual Study Collaborative Learning Activities Case Studies
<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : Produce a planning portfolio as part of a formal observation of own teaching practice.</p>	C1, C2, C3, C5, C6, C8	Group Tutorial Individual Tutorial Observation of Practice Observer's Report & Feedback Comparison of Curriculum

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Critically reflect on the effectiveness of teaching &amp; learning practice in response to a formal observation</p>	<p>D1, D2</p>	<p>Observation of Teaching Practice Observer's Report &amp; Feedback Individual Tutorial Independent Online Training Institutional Training</p>

8. Indicative content.
<ul style="list-style-type: none"> <li>• Principles and theories of learning (e.g. Behaviourism, Cognitivism, Constructivism, Humanism, Neurolism)</li> <li>• The influence of neuro-science on learning theory</li> <li>• Models of curriculum design and development (e.g. Product, Process, Praxis)</li> <li>• Application of theory to practice</li> <li>• Teaching and learning strategies</li> <li>• Factors affecting learning</li> <li>• Developing subject specialist pedagogy</li> <li>• Strategies for promoting equality and valuing diversity</li> <li>• Promoting inclusive practice and SEND inclusion</li> <li>• Consideration of the Ofsted EIF framework for FE and current terminology.</li> </ul>

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

To pass this module a student must ....

#### Task 1: Critical Analysis & Development Proposal

Part A: Critical Analysis of Learning Theories (A1, B1): A critical analysis of your subject specialism linked to the theories, principles and models of learning including an in-depth exploration of at least two learning paradigms encompassing at least 4 learning theorists. (*circa 1,200*)

Part B: Critical Evaluation of Curriculum: A critical evaluation of the relationship between models of curriculum theory and own subject curriculum, focussing on one specific model of curriculum design (A2, B2) (*circa 1,200*)

Part C: Evaluation & Development Proposal: An evaluation of the effectiveness of own curriculum for supporting inclusion, culminating in a development proposal. (B3) (*circa 800*)

(Total 3,000 words)

#### Task 2. Observation Portfolio

Observation report with accompanying planning documentation provided to the observer (not in word count). In addition to the evidence from the observation, the portfolio will include a Post-Session Reflection which will evaluate the effectiveness of the session and propose developments to practice.

(circa 1000 words)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Task 1: Critical Analysis & Development Proposal	75%	F/T: 22, P/T: 8	0-100%	A1, A2, B1, B2, B3
Task 2: Observation Portfolio	25%	F/T: 23, P/T: 9	0-100%	C1, D1

10. Teaching staff associated with the module	
Name and contact details	
Anne Tohill, <a href="mailto:Anne.Tohill@southessex.ac.uk">Anne.Tohill@southessex.ac.uk</a>	
Chris Brookes, <a href="mailto:Chris.Brookes@southessex.ac.uk">Chris.Brookes@southessex.ac.uk</a>	

11. Key reading list				
Author	Year	Title	Publisher	Location
Illeris, K	2018	Contemporary Theories of Learning ... In Their Own Words 2 <sup>nd</sup> Edition	Routledge	London
Aubrey, K. & Riley, A.	2020	Understanding and Using Challenging Educational Theories 2 <sup>nd</sup> Edition	Sage	London
Kelly, A.V.	2016	The Curriculum: Theory & Practice 6th Edition	Sage	London

12. Other indicative text (e.g. websites)
<p>Aubrey, K. &amp; Riley, A. 2017 Understanding &amp; Using Challenging Learning Theories, Sage</p> <p>Bates, B., 2015, Learning Theories Simplified, Sage: London</p> <p>Castle, P., Buckler, S. (2021). Psychology for Teachers 3<sup>rd</sup> Ed. United Kingdom: SAGE Publications.</p> <p>Gould, J. 2013, Learning Theory and Classroom Practice in the Lifelong Learning Sector (2nd Ed), Learning Matters</p> <p>Pashler, H., McDaniel, M., Rohrer, D., Bjork R. 2008, Learning Styles: Concepts and Evidence, Psychological Science in the PUBLIC INTEREST - Volume 9 Number 3</p> <p>PASCUAL-LEONE et.al, 1995, Modulation of Muscle Responses Evoked by Transcranial Magnetic Stimulation During the Acquisition of New Fine Motor Skills, JOURNALOFNEUROPHYSIOLOGY Vol. 74, No. 3, September 1995. Printed in U.S.A</p> <p>Pritchard, A. 2017, Ways of Learning: Learning Theories for the Classroom (4th Edition), Routledge</p> <p>Schunk, D.H. Learning Theories: An Educational Perspective (6th Edition), Pearson</p> <p>Robinson, K. &amp; Aronica, L. 2016, Creative Schools: Revolutionising Education from the Ground Up, Penguin</p> <p>Sweller, J., &amp; Chandler, P. (1991). Evidence for cognitive load theory. Cognition and instruction, 8(4), 351-362.</p> <p>Tummons, J. 2012, Curriculum Studies in the Lifelong Learning Sector. SAGE Publications: London</p>

Wilson, L. 2014, Practical Teaching: A Guide to Teaching in the Education and Training Sector, Cengage Learning EMEA

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

## Module specification

1. Factual Information			
<b>Module Title</b>	Digital Pedagogy		
<b>Module Tutor</b>	Chris Brookes (programme leader), Anne Tothill (tutor) + tutor	<b>Level</b>	6
<b>Module Type</b>	Taught	<b>Credit Value</b>	15
<b>Mode of Delivery</b>	Face to Face with option for synchronous online delivery if required		
<b>Notional Learning Hours</b>	150hrs: Taught Sessions [28], Independent Study [35], Tutorials & Mentorship [4], Coursework [30], Observation: Preparation, discussion & reflection [20], Online / Independent CPD [6], Placement [13+] and Professional Activities (e.g. Peer observations, professional discussions, strategy reviews) [14]		

2. Rationale for the module and its links with other modules
<p>This module requires trainees to evaluate and develop their use of technology in the classroom and prepares trainees for integration of technology within their curriculum and the potential for designing online learning experiences for remote delivery. The module challenges trainees to develop and apply new and innovative technologies in order to enhance their learners' experiences and builds upon the strategies and materials developed in 'Delivering Teaching &amp; Learning'.</p>

3. Aims of the module
<p>The module aims to enable trainees to diversify their practice through the use of technology within their classroom practice, their curriculum and/or in preparation for remote delivery. Trainees will develop an awareness of the differing models of digital pedagogy and evaluate their application within their own subject context. Trainees will also develop an awareness of the use of bespoke technologies to support learners with SEND in order to overcome potential barriers to learning.</p>

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

## 6. Are there any PSRB requirements regarding the module?

Relationship to professional standards:

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' mathematics, English, digital and wider employability skills.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

<b>7. Intended learning outcomes</b>		
<b>A. Knowledge and understanding</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Critically examine models of digital pedagogy</p> <p><b>A2</b> : Examine the influence of technology related legislation and policy in own subject area</p>	A6, A9, A10	Lecturer & Seminar Collaborative Learning Activities Collaborative Research Individual Study
<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> : Critically evaluate the use of technology to promote inclusion and diversify learning experiences</p> <p><b>B2</b> : Evaluate the use of technology and digital pedagogies in own subject specialism</p>	B7, B9	Lecturer & Seminar Discussion & Debate Collaborative Research Individual Study Collaborative Learning Activities
<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : Produce a planning portfolio as part of a formal observation of own teaching practice.</p> <p><b>C2</b> : Produce digital resources suitable for application in own practice</p>	C1, C2, C3, C5, C6, C7, C8	Group Tutorial Individual Tutorial Observation of Practice Observer's Report & Feedback Resource Development

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Critically reflect on the effectiveness of teaching &amp; learning practice in response to a formal observation</p> <p><b>D2</b> : Evaluate and develop own practice in relation to the use of technology in own subject area</p>	<p>D1, D2</p>	<p>Observation of Teaching Practice Observer’s Report &amp; Feedback Individual Tutorial Independent Online Training Institutional Training</p>

### 8. Indicative content.

- Principles and theories relating to digital pedagogy, including: blended, synchronous, asynchronous and classroom integrated learning experiences
- Methods and strategies for the design of online learning experiences
- Examining the use of technology in creating resources to enhance the learning and assessing process.
- Virtual Learning Environments (VLE)
- Emergent technologies applicable to education (e.g. augmented reality, online adaptive assessments, all-response systems etc.)
- The importance of considering the needs and abilities of learners to access resources.
- Reflecting and evaluating on own skills in designing and using new resources.
- Planning opportunities for improving own skills.
- Copyright legislation and considerations within the education sector
- E-Safety
- Use of resources to differentiate learning experiences

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

To pass this module a student must ....

#### Task 1: Presentation

A presentation demonstrating the use of 3 digital resources or digital learning experiences created via online platforms suitable for own subject area. The presentation will evaluate the use of these technologies to promote inclusion and diversify learning experiences and evaluate the development of own practice in relation to the use of technology. (B1, C2, D2)

15 mins

#### Task 2: Written Task

A written task which critically explores the use of technology and opportunities for digital pedagogy in own curriculum. Including:

- A critical examination of models of digital pedagogy related to own subject area (A1)
- The influence of legislation and policy in relation to the use of technology in own curriculum, such as E-Safety and GDPR (A2)
- Evaluate the effectiveness of the use of technology and digital practices in own curriculum (B2)

(1,500 words)

#### Task 3 : Formal Observation

Observation report with accompanying planning documentation provided to the observer (*not in word count*). In addition to the evidence from the observation, the portfolio will include a Post-Session Reflection which will evaluate the effectiveness of the session and propose developments to practice.

(circa 1000 words)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Task 1: Presentation	40%	F/T: 30, P/T: 15	0-100%	B1, C2, D2
Task 2: Written Task	35%	F/T: 30, P/T:15	0-100%	A1, A2, B2
Task 3: Observation Portfolio	25%	F/T: 30, P/T: 16	0-100%	C1, D1

10. Teaching staff associated with the module
Name and contact details
Anne Tohill, <a href="mailto:Anne.Tohill@southessex.ac.uk">Anne.Tohill@southessex.ac.uk</a>
Chris Brookes, <a href="mailto:Chris.Brookes@southessex.ac.uk">Chris.Brookes@southessex.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
Dreamson, N	2019	Critical Understandings of Digital Technology in Education: Meta-Connective Pedagogy	Taylor & Francis.	UK
Atherton, P.	2018	50 Ways to Use Technology Enhanced Learning in the Classroom: Practical strategies for teaching	Learning Matters	London
Al Kingsley	2021	My Secret #EdTech Diary: Looking at Educational Technology Through a Wider Lens	John Catt Educational, Limited	UK

12. Other indicative text (e.g. websites)
<p>Brown, Z. 2016, Inclusive Education (The Routledge Education Studies Series), Routledge</p> <p>Joint Information Systems Committee: <a href="https://www.jisc.ac.uk/">https://www.jisc.ac.uk/</a></p> <p>Hobbs, R., 2018, The Routledge Companion to Media Education, Copyright, and Fair Use (Routledge Media and Cultural Studies Companions), Routledge</p> <p>Metcalf, D., Gargiulo, R. M. (2016). Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach. United States: Cengage Learning.</p> <p>Romrell, D., Kidder, L., &amp; Wood, E. (2014). The SAMR model as a framework for evaluating mLearning. Online Learning Journal, 18(2).</p> <p>Tamim R.M., et al 2011, What Forty Years of Research Says About the Impact of Technology on Learning, Review of Educational Research: Volume: 81 issue: 1, page(s): 4-28, Sage</p> <p>Taylor-Beswick, A., Kellsey, D. (2016). The Learning Wheel: A Model of Digital Pedagogy. United Kingdom: Critical Publishing.</p> <p>Sheehy, K., &amp; Holliman, A. (2017), Education and New Technologies: Perils and Promises for Learners. Routledge: London</p>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

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## Module specification

1. Factual Information			
<b>Module Title</b>	Professional Development Project		
<b>Module Tutor</b>	Chris Brookes (programme leader) Anne Tothill (tutor) + tutor	<b>Level</b>	6
<b>Module Type</b>	Taught	<b>Credit Value</b>	15
<b>Mode of Delivery</b>	Face to face with option for synchronous delivery if required		
<b>Notional Learning Hours</b>	150hrs: Taught Sessions [28], Independent Study [35], Tutorials & Mentorship [4], Coursework [30], Observation: Preparation, discussion & reflection [20], Online / Independent CPD [6], Placement [13+] and Professional Activities (e.g. Peer observations, professional discussions, strategy reviews) [14]		
2. Rationale for the module and its links with other modules			
<p>The purpose of the module is to provide trainees with the opportunity to develop a specific element of the teaching practice or expand on their subject specialism in a manner which is likely to directly benefit their learners. The module may link to any of the previous modules depending on the trainees area of exploration and development.</p>			
3. Aims of the module			
<p>The aim of this module is for trainees to develop either their classroom practice skills in a specific area or develop within their subject area. In both scenarios the focus will be placed on impact, with trainees proposing the project based on benefits to own learners and evaluating the effectiveness of the project based on learner-focussed means of measure.</p>			
4. Pre-requisite modules or specified entry requirements			
None			
5. Is the module compensatable?			
No			

## 6. Are there any PSRB requirements regarding the module?

Relationship to professional standards:

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
7. Engage with and promote a culture of continuous learning and quality improvement.
8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
17. Develop learners' mathematics, English, digital and wider employability skills.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups

<b>7. Intended learning outcomes</b>		
<b>A. Knowledge and understanding</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Critically compare secondary sources or opportunities to inform own development project</p>	A10	Lecturer & Seminar Collaborative Learning Activities Collaborative Research Individual Study
<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> : Critically evaluate the effectiveness of own development project</p> <p><b>B2</b> : Present findings and draw complex conclusions form evidence gathered from professional development project</p>	B3, B4,	Lecturer & Seminar Discussion & Debate Collaborative Research Individual Study Collaborative Learning Activities Case Studies
<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : Produce a planning portfolio as part of a formal observation of own teaching practice.</p> <p><b>C2</b> : Justify a professional development project related to own subject pedagogy</p>	C1, C2, C3, C5, C6, C8	Group Tutorial Individual Tutorial Observation of Practice Observer's Report & Feedback Peer Presentations (formative)
<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p>	D1, D2, D4, D5	Observation of Teaching Practice

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><b>D1</b> : Critically reflect on the effectiveness of teaching &amp; learning practice in response to a formal observation</p> <p><b>D2</b> : Critically reflect on the impact of own development project</p>		<p>Observer’s Report &amp; Feedback</p> <p>Individual Tutorial</p> <p>Independent Online Training</p> <p>Institutional Training</p>

### 8. Indicative content.

- Principles of research-informed teaching practice
- Defining purpose and features of a development project
- Identifying and justifying an area for research.
- Models of continual professional development
- Planning a development project
- Applying ethical approaches to a development project
- Implementing a small scale development project
- Reviewing the literature.
- Reviewing and evaluating methods and methodology.
- Selecting methods and designing instruments.
- Qualitative and Quantitative data gathering
- Data analysis, including effect-size calculation (Cohen’s *d*)
- Deriving and presenting data.
- Drawing conclusions.

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

To pass this module a student must undertake one of the following types of professional development projects:

- a) Practice-Based Development Project, whereby trainees will identify a specific area of their pedagogical practice to develop, measure the impact of this development to practice and reflect on the effectiveness of the project
- b) Subject-Based Development Project, whereby trainees will undertake activities and/or experiences which are intended to expand their subject knowledge, skills and/or experience, resulting in a development in their subject pedagogy. Trainees will measure the impact of this development for their learners or colleagues and reflect on the effectiveness of the project.

### Task 1: Proposal

Produce a proposal for a professional development project which justifies a particular area of development in either educational practice (A) or subject-specific pedagogy (B). The proposal is to include:

- a) A rationale for the purpose and intentions of the project (C2)
- b) A critical comparison of secondary sources (A) or external opportunities (B) related to the subject development (A1)
- c) A justification for the proposed methodology (A) or proposed actions (B) and intended impact on learning as a result of the project (C2)

(1,500 words)

### Task 2 : Observation Portfolio

Observation report with accompanying planning documentation provided to the observer (not in word count). In addition to the evidence from the observation, the portfolio will include a Post-Session Reflection which will evaluate the effectiveness of the session and propose developments to practice.

(circa 1,000 words)

### Task 3: Presentation of Impact

A presentation of findings from the professional development project alongside a critical evaluation of the effectiveness of the project and the impact on own practice. For context, trainees may present an overview of the intentions of the project and a summary of the methodology / actions undertaken (not included in time-limit)

15mins

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Task 1: Proposal	35%	Week 22	0-100%	A1, C2
Task 2: Observation Portfolio	25%	F/T: 23, P/T: 30	0-100%	C1, D1
Task 3: Presentation of Impact	40%	Week 29	0-100%	B1, B2, D2

10. Teaching staff associated with the module
Name and contact details
Anne Tohill, <a href="mailto:Anne.Tohill@southessex.ac.uk">Anne.Tohill@southessex.ac.uk</a>
Chris Brookes, <a href="mailto:Chris.Brookes@southessex.ac.uk">Chris.Brookes@southessex.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
Bell, J.	2018	Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science, 7 <sup>th</sup> edition	Open University Press	Maidenhead
Coles, A. & McGrath, J.	2013	Your Education Research Project Companion, 2 <sup>nd</sup> edition	Routledge	London
Forster, C. & Eperjesi R	2017	Action Research for New Teachers	Sage Publications	UK

12. Other indicative text (e.g. websites)
Armitage A. et.al (2011) Developing Professional Practice 14-19, Routledge
Beech, H., Morrison McGill, R. (2020) 60-Second CPD: 239 Ideas for Busy Teachers, John Catt Educational: UK
Davies, M.B. (2007) Doing a Successful Research Project: Using Qualitative or Quantitative Methods, Basingstoke: Palgrave Macmillan
Gould, J. (2019) Achieving your Diploma in Education & Training, 2 <sup>nd</sup> ed., Sage Publications
Hattie, J. and Masters, D. (2015) Visible Learning into Action: International Case Studies of Impact, Abingdon: Routledge
Jameson, J. and Hillier, Y. (2003) Researching Post-Compulsory Education, London: Continuum
Petty, G. (2009) Evidence Based Teaching, Oxford University Press

Pickering, J., Scales, P., Senior, L. (2011). Continuing Professional Development in the Lifelong Learning Sector. United Kingdom: McGraw-Hill Education.  
Wallace, S. (2013) Doing Research in Further Education & Training, Learning Matters

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

## Module specification

1. Factual Information			
<b>Module Title</b>	Wider Professional Practice		
<b>Module Tutor</b>	Chris Brookes (programme leader), Anne Tothill (tutor) + tutor	<b>Level</b>	6
<b>Module Type</b>	Taught	<b>Credit Value</b>	15
<b>Mode of Delivery</b>	Face to Face with option of synchronous online delivery if required		
<b>Notional Learning Hours</b>	150hrs: Taught Sessions [28], Independent Study [35], Tutorials & Mentorship [4], Coursework [30], Observation: Preparation, discussion & reflection [20], Online / Independent CPD [6], Placement [13+] and Professional Activities (e.g. Peer observations, professional discussions, strategy reviews) [14]		

2. Rationale for the module and its links with other modules
The module is a culmination of development throughout the programme whereby trainees will provide evidence of and self-assess themselves against the professional standards. Trainees will use evidence from and reflect upon their development in response to any and all of the modules of study, alongside their institutional CPD, collaboration with mentor and colleagues and development as a result of the observation process.

3. Aims of the module
The purpose of the module is for learners to reflect upon their journey and self-evaluate their evidence against the professional standards. Trainees will consider and expand beyond their placement and employment to consider the diversity of the sector in preparation for their careers. The module raises awareness of, and prepares trainees for, completion of QTLS.

4. Pre-requisite modules or specified entry requirements
None

5. Is the module compensatable?
No

## 6. Are there any PSRB requirements regarding the module?

Relationship to professional standards:

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7. Engage with and promote a culture of continuous learning and quality improvement.
8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
13. Promote and support positive learner behaviour, attitudes and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' mathematics, English, digital and wider employability skills.
18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

<b>7. Intended learning outcomes</b>		
<b>A. Knowledge and understanding</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : Examine the influence of changing educational policy and legislation in own setting and the local offer</p> <p><b>A2</b> : Critically compare types of education providers most relevant to own subject area.</p>	A8, A9	Lecturer & Seminar Collaborative Learning Activities Collaborative Research Individual Study
<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> : Critically evaluate the impact of standards</p> <p><b>B2</b> : Analyse the influence of stakeholders in own setting</p> <p><b>B3</b> : Evaluate evidence of own practice against the professional standards</p>	B3, B6	Lecturer & Seminar Discussion & Debate Collaborative Research Individual Study Collaborative Learning Activities Case Studies
<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : Produce a planning portfolio as part of a formal observation of own teaching practice.</p> <p><b>C2</b> : Produce evidence mapped against the each of the professional standards</p>	C1, C2, C3, C4, C5, C6, C8	Group Tutorial Individual Tutorial Observation of Practice Observer's Report & Feedback Peer Presentations (formative)

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> : Critical reflect on own development against the professional standards and in response to formal observation</p> <p><b>D2</b> : Propose developments to practice in response to self-evaluation against the standards and a final observation</p>	<p>D1, D2, D4, D5</p>	<p>Observation of Teaching Practice Observer's Report &amp; Feedback Individual Tutorial Independent Online Training Institutional Training</p>

<b>8. Indicative content.</b>
<ul style="list-style-type: none"> <li>• Impact of the professional standards</li> <li>• Influence of legislation in the changing sector</li> <li>• Comparison of types of provision, e.g. T-Levels, Apprenticeships, Study Programmes</li> <li>• Comparison of types of providers, e.g. Adult Community Colleges, FE Colleges, Higher Education Providers, Prison Education, Academies, Free Schools</li> <li>• Preparation for QTLS</li> <li>• The impact and influence of stakeholders</li> <li>• The local offer</li> <li>• Education, Health &amp; Care Plans</li> <li>• Methodologies and outcomes of inspectorate</li> <li>• Career planning</li> </ul>

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

### Assessment Strategy:

*To pass this module a student must ...*

#### Task 1 : Critical Analysis

A written piece with critically explores the wider sector and the influence of changes in policy and education upon the wider sector. This will include:

- A critical evaluation of the impact of standards upon the education sector (B1)
- An analysis of the influence of stakeholders in relation to own setting (B2)
- An examination of the influence of changing educational policy and legislation in own setting and the local offer (A1)
- A comparison of two different types of education providers with consideration for the experience of learners and the expectations of educators (A2)

(2,000 words)

#### Task 2 : Professional Standards Portfolio

Complete a professional standards portfolio providing evidence of practice, including a final 8<sup>th</sup> formal observation and associated planning documentation, demonstrating all 20 of the Professional Standards from the Education and Training Foundation. Evaluate the evidence presented and develop a final action plan for development following completion of the programme.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Task 1: Critical Analysis	50%	Week 30	0-100%	A1, A2, B1, B2
Task 2: Professional Standards Portfolio	50%	Week 30	0-100%	C1, C2, D1, D2

## 10. Teaching staff associated with the module

### Name and contact details

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11. Key reading list				
Author	Year	Title	Publisher	Location
Simmons, R., Thompson, R., Russell, L.	2014	Education, work and social change.	Palgrave Macmillian	London
Tummons, J.	2019	PCET: Learning and Teaching in the Post Compulsory Sector	Sage Publications	London
Senior, L.	2016	A Teacher's Guide to 14–19 Policy and Practice	Routledge	London

12. Other indicative text (e.g. websites)
<p>Gravells, A. (2017). Principles and Practices of Teaching and Training: A Guide for Teachers and Trainers in the FE and Skills Sector. United Kingdom: SAGE Publications.</p> <p>Mansell, S., Gravells, A. (2018). Achieving QTLS Status: A Guide to Demonstrating the Professional Standards. United Kingdom: SAGE Publications.</p> <p>Ofsted, (2019), Education Inspection Framework: <a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a></p> <p>Pleasance, S. (2016). Wider Professional Practice in Education and Training. United Kingdom: SAGE Publications.</p> <p>Sainsbury, D., (2016), Report of the Independent Panel on Technical Education [Report], Gov.uk: Department for Business, Innovation &amp; Skills</p> <p>Society for Education &amp; Training: <a href="https://set.et-foundation.co.uk/">https://set.et-foundation.co.uk/</a></p> <p>Tummons, J. (2016). 'Very positive' or 'vague and detached'? Unpacking ambiguities in further education teachers' responses to professional standards in England. <i>Research in post-compulsory education</i>, 21(4), 346-359.</p> <p>Wolf, A., (2014), Review of Vocational Education [Report], Gov.uk: Department for Education</p>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed