UCLan Logo

# Course Handbook

Preparatory Certificate

Education and Training

2022-23

Myerscough College

Course Leader: Gail Bailey/James Wiggan

Humanities, Language and Global Studies

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| Please read this Handbook in conjunction with the University’s Student Handbook.  All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.     |  | | --- | | Published: July 2022 | |

### **UCLan Mission**

We’re proud of our mission and we take it seriously. Since being founded as the Institution for the Diffusion of Knowledge in 1828, our educational ethos has brought life-changing learning to local people, this remains at the heart of our mission.

Our institution motto ‘Ex solo ad solem’ translates to ‘From the Earth to the Sun’. It means helping talented people from all walks of life to make the most of their potential. We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

We are a proud civic anchor too, committed to adding social value and playing our role in the economic prosperity of the places in which we are based; sourcing products and services locally, boosting jobs and economic growth.

We pride ourselves on universally supporting our people, being actively liberating, inherently innovative and proudly spirited to face whatever life throws at us. These values are woven into the fabric of who we are and will always be.

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

### **UCLan Values**



### **Student Charter**

The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students[. Read the full Student](http://www.uclan.ac.uk/study_here/student_charter.php) [Charter](http://www.uclan.ac.uk/study_here/student_charter.php)

### **Supporting Diversity at UCLan**

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

* experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
* contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](http://www.uclan.ac.uk/information/uclan/equality_diversity/index.php) and our [UCLan Respec](https://www.youtube.com/watch?v=cKVHXXVNye0&amp;feature=youtu.be)t pledge for further information.

## Contents

This handbook is designed to be used as an electronic source and does not have page numbers.

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# **1. Welcome to the Course**

The University of Central Lancashire’s mission is to help talented people from all walks of life to make the most of their potential. We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

On behalf of the University, may I join with your college in warmly welcoming you to the Preparatory Certificate in Education and Training.

We are pleased to have been working in partnership with colleges in the North-West region for many years and the innovative features of this scheme owe a good deal to the influence of colleagues in colleges.  This partnership has been significant in ensuring the relevance of the course content, through a network of experienced practitioners who support the course and share good practice in teaching and learning.

Although you are undertaking the course at a franchised centre, you are enrolled as a student at the University of Central Lancashire and have the same entitlements as a student attending the University's Preston Campus to access to the Library and Learning Resources Service, Student Services, Student Loans and membership of the Student Union.  Please contact your college-based Course Leader or me if you require any further information on these facilities.

The Preparatory Certificate in Education and Training has been designed in order that trainee teachers on all courses can share the curriculum.  You may therefore be taught in a group with other trainees who are working towards the Cert Ed and PGCE, or in a separate group.

I would like to formally welcome you to the University, to Teacher Education and to the teaching profession. I wish you every success in your studies and would love to see you progress onto further study with us here at UCLan. We have a suite of qualifications in education that form a progression pathway from the Preparatory Certificate all the way to a Doctorate in Education.

Good luck with your studies and enjoy this journey of personal and professional growth with your tutors and class peers!

Dr Clare Winder, SFHEA

Programme Director, Initial Teacher Education

## **1.1 Rationale, aims and learning outcomes of the course**

The Preparatory Certificate in Education and Training is a Level 4 course that provides an introduction to teaching and learning in the Further Education and Skills sector.  I

For some education roles, the Preparatory Certificate may be considered by employers to be a sufficient qualification. Others may choose to take the Intermediate Certificate as a steppingstone to the full qualification.

Focusing on reflective practice and developing subject specialism, the course will support you in developing links between educational theory and practical application in your teaching practice.

In more specific terms, the aims of the course are as follows:

1. To introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills that enable teaching and learning.
2. To develop the trainee’s skills as a teacher and as an observer of teaching and learning.
3. To support the trainee’s professional development towards becoming a responsive and reflective teacher.
4. To develop the trainee’s awareness of the wider education and training sector (14+).

The **Preparatory Certificate in Education (Education and Training) is** particularly suitable if you are interested in teaching and want a short qualification that does not have a minimum teaching requirement, or if you have just started a teaching role. It can also give you a 'taster' of teaching if you are unsure about whether teaching is for you. The Certificate is equivalent to the first module of the Certificate in Education (Education & Training) and so allows you to progress onto further modules or a full teaching qualification at a later date if you secure some teaching practice hours.

You will find information specific to your chosen course of study in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in documents provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see the Student contract document issued at the point of offer.

### **1.1.1 Entry requirements**

The Preparatory Certificate in Education (Education and Training) is open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education and the wider Further Education and Skills Sector, who, at the time of starting the scheme meet the following minimum entry requirements:

1. A Level 3 (QCF) qualification in their teaching subject specialism.
2. Five GCSEs at Grade C/4 and above, or equivalent, to include English.
3. The ability to communicate fluently, accurately and effectively in professional

spoken English (IELTS 7.5 or equivalent).

Applicants also need to demonstrate at interview that they have a strong interest in teaching and the potential to become a good teacher.  If you have non-standard qualifications, please contact the college course leader to enquire about equivalences.

Please note that **applicants wanting to teach English** and **applicants wanting to teach maths (without a degree/’A’ Level in maths)** will have to complete an additional entry assessment to demonstrate their content knowledge and skills.  This may impact on the acquisition of a suitable teaching practice placement and therefore additional time must be factored for this.

Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher.  If you have non-standard qualifications, please contact the college course leader to enquire about equivalences.

Applicants for placements in vocational subjects will need to demonstrate suitable industrial/employment experience.

### **1.1.2 Qualified Teacher Learning and Skills (QTLS)**

**Please Note: The UCLan courses do not confer Qualified Teacher Status (QTS).**

Whilst this is not a school teaching qualification there are now employment opportunities in some schools, particularly for teachers of vocational subjects.

If you chose to continue your studies to the PGCE or Certificate in Education, once you have graduated from this further study, you would be eligible to apply for QTLS (Qualified Teacher Learning and Skills) status.

QTLS is a Professional Status recognised in the Education sector, which is gained after successfully completing a six-month period of Professional Formation and maintained through membership to the Society for Education and Training.

Professional Formation enables you to show your progression and commitment to excellence within the Further Education and Skills sector. Once you achieve QTLS, you’ll be added to the professional register where future employers can check your status. Achieving QTLS will also allow you to teach in schools on the same terms as QTS.

**More than 24,000 professionals have achieved QTLS since its introduction in 2008.**

This is available through the [Society for Education and Training](https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/) and currently costs £500.

### **1.1.3 Declaration of suitability for Initial Teacher Education: Guidance for Applicants**

Why do I have to complete this declaration?

The purpose of this declaration is to ensure that Admission Tutors have access to all relevant information when making a judgement about an applicant's capability and suitability to join the teaching profession.

UCLan Initial Teacher Education wishes to preserve entry to a wide range of people from diverse backgrounds and does not seek to automatically exclude students who have a criminal or disciplinary record, have a disability or have previously experienced poor health. We recognise that in many instances, there is no simple criterion of suitability. Therefore, each case will be considered individually and where possible the College will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies successfully.

The information we are requesting is essential for the application process. Our courses are approved by the Education Training Foundation. To maintain that approval, we are required to comply with the standards set by the professional body, including ensuring the suitability of applicants in terms of their character, conduct and health. We ask for information on this form to help us comply with these standards.

For further information about how we use the information you provide to us during the application process, please see the [applicant privacy notice](https://www.uclan.ac.uk/legal/privacy-notices) on the University website.

If you are unsure how to proceed or have any queries, discuss the matter with the Admission Tutor following your interview.

### **1.1.4 Disclosures and Barring Service**

If you progress to further awards where will be working with groups of learners, you will need to apply for a Disclosure and Barring Service (DBS) check through your college, who will give you an application form. Notes for applicants can be found here: [Applicant Guidance](https://www.gov.uk/government/publications/dbs-application-forms-guide-for-applicants/dbs-application-form-guide-for-applicants). Your certificate will be posted to you and not to the college. The DBS record for your college needs to be signed by your tutor or college representative to confirm that your DBS certificate has been seen. As of 2013, you can subscribe to the new Update Service when you next apply for a DBS check, and you may never need to apply for another one again. See the [DBS Update Guide](https://www.gov.uk/government/publications/dbs-update-service-applicant-guide/dbs-update-service-applicant-guide).

If you are on a **voluntary placement in a school (or sixth form attached to a school),** a Prohibition List check will also have to be done. Please ask your tutor about arrangements for this.

### **1.1.5 Course Costs and Finance**

**Fees**

Each college charges its own set fees for the course.  These can be accessed on the link below:

[HE Fees and Finance | University Centre Myerscough (ucmyerscough.ac.uk)](https://www.ucmyerscough.ac.uk/students/fees-and-finance/he-fees-and-finance/)

**Other costs**

***Through the Looking Glass*:** The Partnership produces a professional academic publication of trainees’ Action Research reports annually. This is a valuable opportunity for trainees to have their work published and copies cost approx. £8. It is also a useful learning resource for you, when you carry out your own research.

**Travel** to and from observations of peers and other teachers is at your own cost.

## **1.2 Course Team**

Victoria Birchwood-Teacher Training Manager-Year 2 Course [Tutor-vbirchwood@myerscough.ac.uk](mailto:Tutor-vbirchwood@myerscough.ac.uk)

Sue Keenan-Director Teaching and Learning-Year 1/PET/Year 2 Course Tutor

[skeenan@myerscough.ac.uk](mailto:skeenan@myerscough.ac.uk)

Gail Bailey-Head of Teaching and Learning-Year 1/PET

[gbailey@myerscough.ac.uk](mailto:gbailey@myerscough.ac.uk)

Initial Teacher Education (ITE) is led at the university by Dr Clare Winder who may be contacted by email at [clwinder@uclan.ac.uk](mailto:clwinder@uclan.ac.uk).

The other members of the UCLan Teacher Education team are:

Helen Curtis, who can be contacted at [hcurtis2@uclan.ac.uk](mailto:hcurtis2@uclan.ac.uk)

Joanna Rassello, who can be contacted at [jzrassello2@uclan.ac.uk](mailto:jzrassello2@uclan.ac.uk)

Tanya Evans, who can be contacted at [tevans6@uclan.ac.uk](mailto:tevans6@uclan.ac.uk)

## **1.3 Expertise of Staff**

Victoria Birchwood-Having experience at Director level in her previous roles within secondary education, Victoria has recently completed a Masters in Professional Practice in Education. Victoria has been Lead Tutor and Manager on the Myerscough Team for the past five years and her specialist subject is Sport.

Sue Keenan-Having worked on the UCLan Teacher Training Partnership as both Lecturer for Myerscough and Senior Lecturer for the UCLan CELT team, Sue assists in delivery alongside her Director of Teaching and Learning role. Sue is a qualified OFSTED Inspector and brings experience of being a published author within the Education field.

Gail Bailey-Having worked as a Manager for a Teacher Training Provision for many years, Gail joined the team three years ago and made the move to Head of Teaching and Learning. Gail has a wealth of experience designing and delivering courses and enjoys teaching on the year 1 provision.

## **1.4 Administration Details**

Wendy Grayston is the academic contact at Myerscough and is responsible for the administration of enrolment. She can be contacted on [wgrayston@myerscough.ac.uk](mailto:wgrayston@myerscough.ac.uk)

Academic Registry provides a range of services to support the student journey from enrolment to graduation. The Academic Registry is responsible for course administration and supports the University’s academic Schools and Faculties. Teams in the Academic Registry provide information and guidance on student records, change of circumstances and academic appeals. Services within Academic Registry operate from **8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays.** Contact information can be found at: <https://www.uclan.ac.uk/students/support/course_admin_service.php>..

## **1.5 Communication**

Communication for the course will largely take place via email and/or MS Teams and tutors will endeavour to reply to any queries within 48 hours (dependent on working days). Some aspects of your course will be delivered through the Virtual Learning Environment, Canvas, which has collaborative spaces for students to share ideas and information.

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

## **1.6 External Examiner**

The University has appointed a group of External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.  The School of Humanities. Languages and Global Studies will send a sample of student coursework to the external examiners for external moderation purposes, once it has been marked and internally moderated by the course tutors.  The names of the examiners, their position and home institution can be found below.

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly.  The external examiner’s report for the past year is available on your college Virtual Learning Environment (VLE).

The External Examiners for the UCLan ITE courses are:

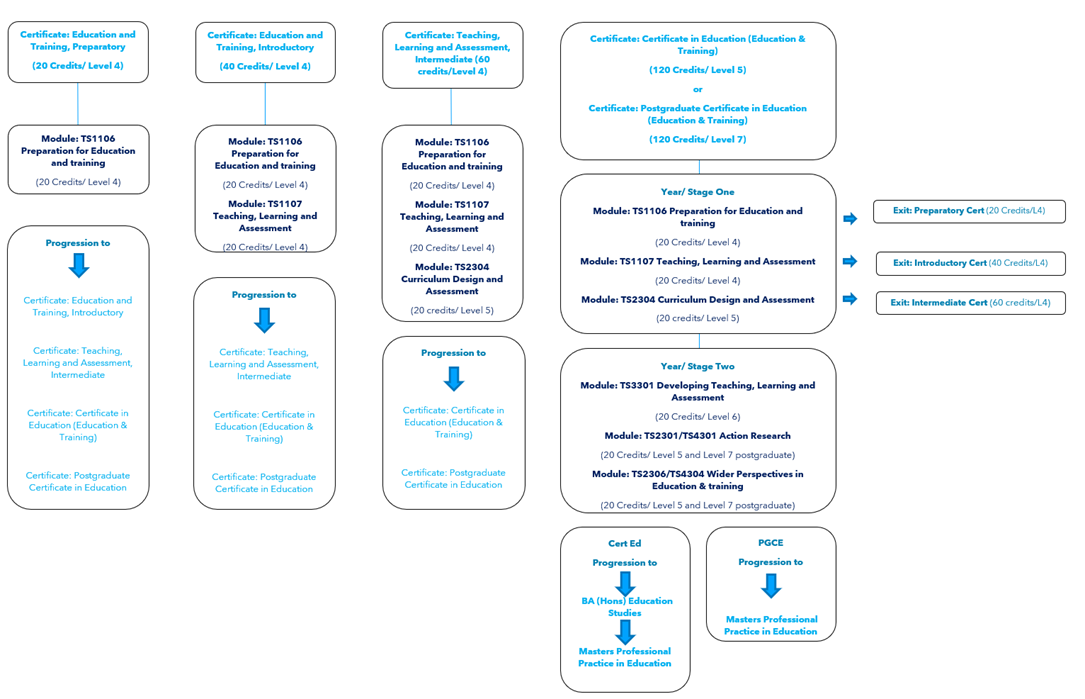
|  |  |  |
| --- | --- | --- |
| External examiner | Position | Home Institution |
| Dr Susan Horder | Associate Dean, Faculty of Social and Life Sciences; Senior Lecturer: Education | Wrexham Glyndŵr University |
| Andrew Armitage | Head of the Department of Post-Compulsory Education, | Canterbury Christ Church University |
| Stefan Fusenich | Programme Leader – Initial Teacher Education (Further Education and Skills) | Bishop Grosseteste University |

## **1.7 Data Protection**

All the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and [Privacy Notice](http://www.uclan.ac.uk/data_protection_act/privacy_notices.php) or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email [DPFOIA@uclan.ac.uk.](mailto:DPFOIA@uclan.ac.uk.)

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# **2. Structure of UCLan ITE Provision**



The UCLan ITE provision is designed so that all courses share all of the curriculum. It is the intention of the University and college Course Leaders, that course cohorts should be integrated as much as possible, as this creates rich learning environments where trainees from a wide variety of subjects and curriculum areas are able to share valuable practice experience with each other.

## 

**UCLan ITE Curriculum**

The UCLan ITE curriculum is framed around **six** curriculum strands:

Strand 1: Planning for teaching, learning, progress, and assessment

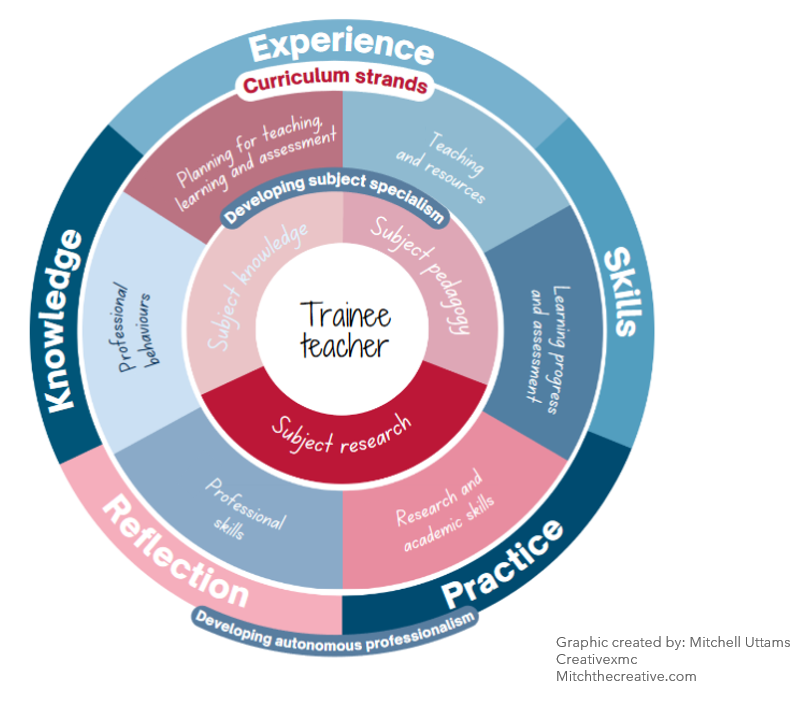
Strand 2: Teaching and resources

Strand 3: Learning, Progress and Assessment

Strand 4: Professional behaviours

Strand 5: Professional skills

Strand 6: Research and academic skills



These strands are the ‘bedrock’ of your studies which provide the basis for you to develop your subject specialist knowledge and teaching skills and prepare you for a long-term career in the teaching profession.

The course is designed to support you in developing your subject knowledge and pedagogy (the knowledge and approaches to teach your specialist subject). This support comes in a range of means:

First and foremost, you will work with your course tutors who will support you to develop *your* specialist knowledge and teaching skills.

The course team will teach you to apply the literature and theory base to the teaching of your subject through centred-based training (in classes with your peers), through formal observations of your teaching and through your written and practical assessments.

There’s section in your Individual Learning plan (ILP) where you can record actions you are taking to develop your subject knowledge and pedagogy – and also reflect on your progress against these actions and the impact your development is having on your own students’ learning and progress.

The course is structured to support you to develop your subject specialist knowledge and pedagogy and it is vital that you use all of the opportunities and resources and engage with all of the activities and mentor opportunities that are made available to you throughout your training.

The UCLan ITE provision is designed so that all courses share all of the curriculum. It is the intention of the University and college Course Leaders, that course cohorts should be integrated as much as possible, as trainee teachers from all course groups have so much in common and so much to offer each other.

**2.1 Preparatory Certificate Structure**

On the Preparatory Certificate, you will take one module over a semester.

This course consists of one session (day or evening) per week of centre-based training/study at your chosen college.

**2.2 Modules Available**

The Preparatory Certificate is a single module.  (All modules are 20 credits.)

|  |  |
| --- | --- |
| TS1106 | Preparation for Education and Training |
| The aim of the module is to meet the ETF 2022 guidance on the teaching qualifications for the further education and skills sector.  A second aim is to introduce the trainee teacher to the teaching, learning and assessment cycle and build the beginnings of reflective practice. | |

### **2.2.1 Module Registration Options**

The Preparatory Certificate is a 20-credit qualification. There is no module option.

## **2.3 Course Requirements**

Requirements to pass the Preparatory Certificate in Education (Education and Training)

|  |
| --- |
| **Assessment tasks** |
| **Professional development documents**   * Functional Skills English and maths self-evaluations and ETF professional   development record   * Digital capabilities self-assessment * Completed Professional Development ILP |
| **Teaching practice portfolio**  **1 hr** of teaching practice that is a combination of micro and mini teaching activities within the learner group.    Supporting documentation for the above to include:   * Rationales * Lesson plans with self-evaluation * Resources used to deliver learning * Feedback from peers * Feedback from tutor     **Observation of experienced subject specialists**  2 x 1 hr observations of experienced subject specialist teachers    **‘Know your Learner’ assignment**  Written or presentation format (750 words or equivalent) on the potential needs, barriers and challenges of learners and potential points of referral. |
| **Written reflection and evaluation**  Reflection on the roles and responsibilities of a teacher and key developmental learning from the module and evaluation of themselves as a teacher (minimum 1500 words). |
| Meet the college’s **attendance** requirement for the programme. |
| Participate in such **class activities** as the course may reasonably require. |
| Uphold the Department for Education [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf) (part 2) and work towards the [ETF (2022) Professional Standards](http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/). |

**You are required to attend all timetabled learning activities for your course.**

As a student undertaking this course, you are bound by the Code of Conduct as specified by **Society for Education and Training** and subject to the UCLan procedure for the consideration of Fitness to Practice.

### **2.3.1 Ofsted inspection**

ITE courses are inspected by Ofsted, to ensure that teachers for the Further Education and Skills sector are being appropriately prepared to be good or outstanding teachers.  Currently, Ofsted gives three working days’ notice of inspections, so your portfolio must be kept up to date at all times. During an inspection you may be asked to meet inspectors to discuss your course and your progress.

### **2.3.2 Professional Standards and Professionalism**

As a trainee teacher, you are preparing for a professional role and need to behave as a professional throughout your course.  

As a student undertaking this course, you are bound by the:

* Code of Conduct as specified by Society for Education and Training
* Professional Standards for Teachers and Trainers- England
* Department for Education Teachers’ Standards – Part two

All course applicants are required to sign a *‘Trainee Conduct and Professionalism Agreement’* in advance of joining the course (see appendix 1) and may be subject to the UCLan procedure for the consideration of Fitness to Practiceprocess if there are concerns regarding your professionalism or behaviour.

### **2.3.3 Safeguarding**

All trainees should have read and understood Part 1 of [Keeping Children Safe in Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf). In addition, they should be aware of their role in identifying and reporting knife crime, county lines, preventing [Sexual Violence and Sexual Harassment](https://email.etfoundation.co.uk/4XJY-J6RI-3H4ZS2-FTUQD-1/c.aspx), online sexual abuse, and forced marriage.

Since July 2015, teachers have a legal responsibility to “have due regard to the need to prevent people from being drawn into terrorism”. The Prevent duty: departmental advice for schools and childcare providers [offers guidance on this](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf).

As part of your course, you will undertake Prevent training that will help you to:

* Protect students from radicalising influences
* Build your students’ resilience to extremist narratives
* Identify any vulnerabilities or worrying changes in behaviour
* Know what to do if you have concerns about a student

Prevent is not about spying on students or intruding unnecessarily into their families. It’s about making sure you can identify worrying behaviour and know how to refer those students who may be at risk of radicalisation for appropriate support.

If you have a concern about any of your students’, you must report this immediately to your Mentor and course tutor (if you are pre-service) or to your safeguarding lead (if you are in-service).

### **2.3.4 Internet and social networking guidelines**

The purpose of these guidelines is to protect the reputation and safety of the university, the college and all staff and trainee teachers on UCLan courses, with regard to the use of the internet and social networking and individuals’ personal internet presence.

We recognise that the internet and social networking sites can be a useful teaching and learning tool and that staff and trainee teachers have freedom of expression. However, you need to be aware that any materials you post on the internet must be appropriate to a professional teacher, as disciplinary action may be taken by the university or college against those whose actions are deemed to be inappropriate.  We also need to ensure that both staff and students use technology, and in particular social networking, in a safe and responsible manner.

The university has a Code of Practice on the use of the internet, in which 'Personal Internet Presence' is defined as all internet presence including e-mail usage, participation in online communities and hosted services (such as social networking sites and forums) and maintaining personal profiles or pages (such as blogs).

**As a trainee teacher you may use social networking sites in connection with your course, and should follow these guidelines:**

* Ensure that you use appropriate privacy settings for any site you use.
* Do not disclose any personal information about your colleagues or students, or photos of them, without prior permission.
* Consider carefully what personal information you are prepared to post about yourself, and whether you want this to be revealed to strangers.
* Respect the feelings and views of others.
* Do not post anything derogatory, confidential or inappropriate about your peers, your students, or your institution.
* Do not use any threatening, abusive, insulting, obscene or offensive language or images, or publish anything that constitutes harassment or is illegal or makes others fear violence.
* Report any inappropriate use to your course leader.

**You may also use the internet with your own learners, and this requires additional care to maintain your safety and theirs:**

* You should not allow students access to your personal information, which may include your telephone number, address or social network area.
* You should communicate with students through professional channels e.g., college email, VLE, tutorials, course-based social network groups.
* If you set up or use a social networking site with your students, ensure that you have set it up as a private group and that all your students follow the guidelines above in their use of it.

**You and your career**

* Remember that your personal internet use can now be linked to you in your professional role.
* Remember that anything you write, or post can be printed and kept by other people, even if you have since deleted it from the internet.
* Consider what you might need to edit your social media presence in order to present a suitably professional online presence for students and future employers.

## **2.4 Study Time**

This course consists of one session (day or evening) per week of study at your chosen college.

You will be expected to **observe other teachers** in different settings or locations, at times which may be **outside your own working hours,** and any travel will be **at your own cost**.

### **2.4.1 Weekly timetable**

The course days/times for 2022-23 at Myerscough College are given below:

**2.4.2 Expected hours of study**

Undertaking a teaching qualification is a big commitment and requires a lot of time in planning lessons, completing assignments, and observing other teachers, as well as attending your college sessions and your teaching hours. The normal amount of work involved in achieving a successful outcome on a university course is to study for 10 hours for each credit you need to achieve, which includes attendance at college and time spent in private study.  This means that for a 20-credit module you need to set aside about 200 hours of both college based and private study.

This course has 20 credits and is also a professional course, so the time commitment is even greater.  If you have recently studied for a degree, you will find the workload much higher on your ITE.  You should plan to spend significant time in the evenings and weekends on your studies during this important year.

### **2.4.3 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Victoria [Birchwood-vbirchwood@myerscough.ac.uk](mailto:Birchwood-vbirchwood@myerscough.ac.uk)

If you have not gained the required authorisation for leave of absence, do not respond to communications from the college or University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

# **3.** **Approaches to Teaching and Learning**

The UCLan ITE Partnership recognises that training to teach is complex, demanding and transformative.

To support our trainees in this venture, we have designed our approach to teaching and learning is:

* Sequenced to allow for a spiral curriculum, where trainees revisit key aspects in increasing complexity so they may make continuous improvement to their practice.
* Structured so that theory and practice are constantly interleaved allowing trainees to put theory into practice and for them to discuss practice developments and concerns in class.
* Provides support and challenge in equal measure to, inspire and empower our trainee teachers to excel in the profession.

**3.1 Learning and Teaching methods**

Your course team are experienced teachers and teacher educators in the Further Education and Skills Sector and have the experience and expertise to guide you in becoming a successful teacher.  They will model a wide range of teaching, learning and assessment methods so that you have experience of them and are able to use these with your own students. They are also very experienced observers and will discuss your teaching with you in order to help you improve and become the best teacher you can be.

## **3.2 Study Skills**

Your Course Tutors will work with you to develop your academic skills.

All assignment briefs have detailed information and some offer writing frameworks to help you develop your work. All offer guidance to support the development of your academic work. Please read the briefs carefully.

For UCLan study skills and library training, go to [Library and IT training](https://www.uclan.ac.uk/students/library-it/index.php).

There are also useful resources available to you via UCLan, which you can access with your UCLan username and password including WISER: <https://msuclanac.sharepoint.com/sites/StudentStudySkills/SitePages/Academic-Writing-Skills.aspx>

You will be sent your login details to your personal email address before enrolling online.

Go to [www.uclan.ac.uk](http://www.uclan.ac.uk/) and click on the **Student** tab on the top red bar.

You are on the [Student Hub](https://www.uclan.ac.uk/students/library-it/index.php) page where you can find most of the UCLan information that you might need.

If you have any login problems or any other technical issues, please access the Student Hub home page here <https://msuclanac.sharepoint.com/sites/StudentHub/>

Or email [LIScustomersupport@uclan.ac.uk](mailto:LIScustomersupport@uclan.ac.uk) or ring them on 01772 895355.

## **3.4 Learning Resources**

**REMEMBER** **Teacher Education has an intellectual basis.**

It is really important that you use your library resources to inform your work.

Please do not rely on internet searches for information. Use resources from your college library and remember that you have access to the multi-million-pound resources in the UCLan Library.

Your college library has a good range of books for your course, and your tutors will post

materials regularly on the college VLE for you to use. In addition, you can visit the UCLan

library in Preston (for this you need to collect a corporate UCLan card).

In addition to all the course materials we have a dedicated online site for our UCLan trainees <https://teachereducation.uclan.ac.uk>

As part of your enrolment, you will be invited to complete ‘*On Your Marks’* our pre-course online study pack that helps you to prepare for the course and for a career in the Further Education and Skills Sector.

Every month we’ll send you an online newsletter, Ted Times, that gives you a roundup of the latest education news, innovations in teaching and wellbeing advice for teachers.

You can follow Ted Times here<https://wakelet.com/@TEDTIMES766>

Following us, allows you to search all editions for articles that will be good sources of support and reference for your assignments.

You can also follow us on Twitter <https://twitter.com/uclanpgce>

and on LinkedIn <https://uk.linkedin.com/in/uclanteachereducation>

**3.3.1 Library and Learning Resources**

Your college library has a good range of books for your course, and your tutors will post

materials regularly on the college VLE for you to use. In addition, you can visit the UCLan

library in Preston (for this you need to collect a corporate UCLan card).

For information on UCLan library service for partner colleges please go to: <https://msuclanac.sharepoint.com/sites/UCLanLibrary/>

All modules have online reading lists that link to the UCLan library. You can access reading lists using the hyperlink on your assignment briefs.

To borrow electronic books and journals you will need to log in with your UCLan username and password

### **3.4.2 Electronic Resources**

You will be invited to enrol onto Canvas, the Virtual Learning Environment (VLE) Myerscough uses in time for your course. This invitation will be sent to your student email and will allow you to see all of your course materials prior to delivery.

### **3.4.4 IT Support**

At UCLan we ensure the best IT facilities are provided in conjunction with expert help and advice if needed. You will find answers to common questions our students ask about IT, email issues and printing facilities for UCLan students on our webpage at <https://www.uclan.ac.uk/students/library-it/faq/index.php>. The answers cover topics such as resetting your passwords, accessing your files from home, renewing books and adding printer credit. If you have any further questions, then please contact us directly:

LIS Self-Service Portal - <https://servicedesk.uclan.ac.uk/assystnet>

## **3.5 Personal Development Planning**

A key tool for planning and managing your professional development is your individual

learning plan (ILP).  As well as clearly identifying your development needs and action points, the

ILP also allows you to track your development against the Professional Standards for Teachers

and Trainers in Education and Skills – England.  To see the Professional Standards go to:

<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

UCLan ITE also have dedicated online resources to support you as an early career teacher. They can be accessed here: <https://teachereducation.uclan.ac.uk/>

## **3.6 Preparing for your Career**

As well as Ted Times, every month we’ll send you Ted Jobs – a roundup of all the teaching posts in FE in the region.

We know that for the majority of students one of the main reasons for coming to University is to improve your future prospects. That is really important to us too, so to help you fulfil your potential we have employability learning integrated throughout your course. This means that whilst studying for your degree you will not only gain the technical knowledge and information related to your subject area, you will also have opportunities to develop the kinds of skills, attributes and attitudes needed for work. This is not extra to your degree, but an important part of it.

* You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
* You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
* We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

Teaching is a challenging but rewarding profession, one where you will use your enthusiasm and talents to really make a difference to your students’ lives. Our courses will equip you to educate and influence your learners and help them fulfil their potential.

You will be studying on a course that leads to a professional career as a teacher. Everything that you do on your course is aimed to help you to develop your knowledge and skills in teaching and support you to reach your full potential as a successful teacher. You will also be expected to behave professionally at all times, with your tutors, your peers, your teaching colleagues and your students.

It’s your future: take charge of it!

The UCLan Careers Team offers a range of support for you including:

* Careers advice and guidance appointments, plus applications checks and practice interviews.
* Support to find opportunities including work placements, internships, voluntary positions, part- time employment and live projects.
* Workshops, seminars, and events to develop your knowledge and skills, plus the Annual Careers Fairs in November with over a hundred employers on campus promoting opportunities.
* Online mentoring by an employer or professional from a wide range of different industries.
* Quick and easy access to lots of online resources and careers development tools with CareerEDGE (UCLan’s online careers system).

A daily drop-in service available from 09:00-17:00 (Mon-Thurs) 09:00-16:00 (Fri) for CV and cover letter checks and initial careers information. For more information come along and visit the team in the Student Centre or access CareerEDGE at  [www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers). You can also contact them by phone: 01772 895858 or email: [careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)

**Don’t forget** to connect with us on LinkedIn so that we can endorse your skills once you have graduated – connect with us here <https://uk.linkedin.com/in/uclanteachereducation>

# **4. Student Support, Guidance and Conduct**

You will be assigned a Personal Observing Tutor who will be responsible for your portfolio and observations; this is assigned based on subject specialism and location.

If you have any pastoral queries whilst on programme, the Head of Student Services is Lisa Hartley who can be contacted on [lhartley@myerscough.ac.uk](mailto:lhartley@myerscough.ac.uk)

If you have any queries about academic support, please contact Val Senior, Head of Inclusive Learning on [vsenior@myerscough.ac.uk](mailto:vsenior@myerscough.ac.uk)

## **4.1 Personal Tutors**

All trainees are to be assigned a personal tutor.  Trainees must have at least one formal tutorial per semester and tutors are also to be available for additional tutorials at other times, either as part of scheduled contact hours or by appointment.

Tutorials are used to check-in about personal development, wellbeing, progression, employment and provide guidance and direction to support as required to enable you to realise your potential.

In addition to your tutorials, you will also have a progress review.

ITE requires trainees to have regular progress reviews which are concerned with:

* Are you making the required progress?
* Review progress re ILP actions re teaching practice/subject knowledge and pedagogy/functional skills/academic skills.
* Action planning with you to promote progress.
* Action course change/withdraw as required.

## **4.2 Students with Disabilities**

We make every possible effort to support students with disabilities and have a very strong, dedicated team of professionals who are here to help you.

If you have a disability that may affect your studies, please contact the Disability Advisor at your chosen college or let one of the course team know as soon as possible: With your agreement information will be passed on to the Disability Advisor. You may also contact the Inclusive Support Team at UCLan – inclusivesupport@uclan.ac.uk

The college will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

You have the right not to disclose your disability or to request that the existence or nature of your disability be treated as strictly confidential and therefore not shared with relevant staff across the college. However, if your disability impacts upon professional fitness to train or fitness to practise standards, you are personally responsible for disclosing relevant information about your disability in line with professional accreditation requirements. Regardless of disability, you are required to sign and comply with the Trainee Conduct & Professionalism Agreement throughout the course.

Students who declare their disability as early as possible will be able to access a range of support and adjustments as soon as they start their classes. You aren’t alone – over 4,000 students at UCLan have a disability and get the support they deserve. Once you have told your college about your disability, their Student Services will be in contact to advise on the adjustments which may be appropriate for you.

## **4.3 Student Services**

Student Services provides all the non-academic student support services at UCLan. You can get support by visiting our <i> staff in the Student Information and Support Centre. Our friendly and approachable team will ensure you receive the help you need. Come and have a chat with us if you have a query on any aspect of student life and study. <https://www.uclan.ac.uk/students/index.php>

### **4.3.1 Student Support and Wellbeing**

Everyone has ups and downs in life. We are here to help when that happens. You might just need some general advice, or you may need one of our one-to-one services, for example:

Counselling • Disability/Inclusive Advisers • Mental Health Advisers • Student Mentoring • Student Wellbeing Service • Learning Technology etc.

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you can get advice from:

Head of Student Services, Lisa Hartley, who can be contacted on [lhartley@myerscough.ac.uk](mailto:lhartley@myerscough.ac.uk)

## **4.4 Students’ Union**

The Students’ Union is here to ‘make life better for students’ and we aim to do this every day through our wide range of services, activities and opportunities. You can find out more information on our website: <http://www.uclansu.co.uk/>

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please see our website for full details on what we may be running in your partner institution.

## **4.5 Health and Safety**

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

## **4.6 Conduct**

You are embarking on a professional course and need to behave in a manner appropriate to the teaching profession throughout your course.

For part of the time, you are a teacher (in your placement setting and while teaching) and for part of the time you are a student (whilst attending your course). However, the professional standards expected of you apply consistently and are higher than if you were on many other courses.

In addition to meeting the module learning outcomes, trainee teachers are required to meet the **attendance requirements** of the course, the required standards of **professional conduct** in every aspect of your courseand all of the [Professional Standards (ETF)](http://www.et-foundation.co.uk/supporting/programmes/professional-standards/) and part 2 of the Department for Education [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf) .  Professionalism is assessed throughout the course and you are required to sign and abide by the Professional Conduct Agreement (See Appendix 2).

You are also required to comply with the regulations and expectations for conduct of the university, the college and your placement institution.

You will be expected to abide by the [Regulations for the Conduct of Students i](http://www.uclan.ac.uk/study_here/student-contract-taught-programmes.php)n the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.

# **5.** **Assessment**

## **5.1 Assessment Strategy**

The teaching, learning and assessment strategies used on the course are varied and dependent upon active participation and interaction within groups. There are no examinations, so assessment is continuous and is based upon the completion of appropriate assignments, the observation of your teaching and the general gathering together of evidence to demonstrate that the Professional Standards for Teachers and Trainers in Education and Training – England (ETF 2022) have been achieved.

This evidence must be collated in your Portfolio of Professional Achievement (PoPA) which contains the various activities and proformas required for logging your evidence of experience and learning and for reflecting on the achievement.

The whole of your course will be assessed. You will be assessed through a range of coursework assignments and teaching practice.

There are three integrated aspects of assessment on the course:

* Teaching practice – assessed through teaching observations and the development of a teaching practice portfolio.
* Coursework assignments – assessed by the course tutors. No assignments are graded: all are assessed on a pass or refer basis.  Details are shown in the table below.
* Professionalism – assessed through your participation in classroom activities, performance in teaching and general attitude and approach to your role as a trainee teacher.

The assessments support your learning and development through reading and then acting on the feedback provided to you by your tutors.

UCLan provide detailed assignment briefs for you to follow to complete your assessments and teaching practice portfolio. These assignments are standardised, so no matter which Partner College you choose to study with, all trainee teachers undertake the same assignments, with the same guidance.

For assistance with understanding learning outcomes and assessment criteria, please refer to the **assessment glossary** in appendix 3 of this handbook.

UCLan also provide standardised assignment feedback sheets. You tutors will use these to provide you with detailed feedback on your work, what you have done well, and what you need to improve, and will set you academic development targets to help you improve your work.

You are expected to attempt all the assessments for each module, and to do so at the times scheduled unless authorised extensions, special arrangements for disability or mitigating circumstances allow you to defer your assessment.

You must pass all assessments for all modules and complete all activities in the teaching practice portfolio.

The mark given for coursework and teaching practice is either pass or refer, and **all** assessed work must achieve a satisfactory level (pass).

Where necessary, coursework that is referred is repeated and no penalty is imposed for an initial referral.

* You will be given **two attempts** at each assignment.
* You will be allowed a maximum of one further attempt for two of the teaching observations in each stage.

If you submit work late without approved mitigating circumstances, a universal penalty will be applied in relation to your work:

* Work submitted later than 7 calendar days after the published submission date will be awarded a mark of 0% for that element of assessment.
* Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s [Academic Regulations.](http://www.uclan.ac.uk/study_here/student-contract.php)

Teacher Education uses ‘in-module’ reassessment. Your Tutor will advise you of the resubmission date.

* If your resubmitted work is not satisfactory, your work will be recorded as fail.
* If you do not submit work by the deadline, give your work will be recorded as fail.

**If there are no mitigating circumstances, only one re-submission is accepted and then if the work is still unsatisfactory it is deemed to have** **failed.**

At the discretion of the university, failed modules may be repeated at a later date.

In addition to meeting the module learning outcomes, trainee teachers are required to meet the **attendance requirements** of the course, the required standards of **professional conduct** in every aspect of your courseand all of the [Professional Standards (ETF)](http://www.et-foundation.co.uk/supporting/programmes/professional-standards/) and part 2 of the Department for Education [Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf) .  Professionalism is assessed throughout the course.

### **5.1.1 Dealing with difficulties in meeting assessment deadlines**

Assignments must be submitted no later than the time and date on your assignment instructions / brief.

As a student you are expected to be aware of all your assessment deadlines and requirements and to plan your time accordingly to attend scheduled assessments and/or submit work in a timely manner.

All work submitted later than 7 calendar days after the published submission date, without an authorised extension granted through the Mitigating Circumstances process, will be awarded a mark of ‘fail’.

There is a great deal of support available at your college to provide advice if you feel you need additional support. You are encouraged to access support available to you and to manage ongoing normal life circumstances in conjunction with your studies.

If you wish to apply for a short-term extension, you must do so in advance of the submission date.

### **5.1.2 Mitigating circumstances**

Some students face ‘unforeseeable or unpreventable circumstances’ that could have, or did have, a significant adverse effect on academic performance. The University has a Mitigating Circumstances Policy and Procedure for such instances and students are responsible for submitting their own requests for consideration. You should refer to the policy for instances which might be covered but remember that not all instances will be considered as mitigating circumstances and you should always try and meet published assessment deadlines.

**Mitigating circumstances cannot be granted retrospectively**. Requests for mitigation submitted after the published date for the assessment event/submission date will not normally be considered. Applications are made via your Personal/Course Tutor.

### **5.1.3 How do I know my assessed work has been marked fairly?**

Assessment is an integral part of the course. Tutors work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the course.

All tutors engage in development and training in assessment, marking and feedback. Once the assessments have been completed all colleges in the UCLan ITE Partnership discuss the assessment methods and marking criteria with a member of the UCLan ITE team, so that there is a common understanding of what is expected of students.

All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers in the UCLan ITE Partnership and any concerns about consistency or accuracy addressed with the university. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. The UCLan ITE Partnership then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Assessments are also moderated externally. Working with the UCLan ITE Team, your course leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

### **5.1.4 Appeals against assessment board decisions**

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic](http://www.uclan.ac.uk/study_here/student-contract-taught-programmes.php) [Regulations:](http://www.uclan.ac.uk/study_here/student-contract-taught-programmes.php) Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. That an Assessment Board has given insufficient weight to mitigating circumstances.
2. That the student’s academic performance has been adversely affected by mitigating circumstances which the student has, for good reason, been unable to make known to the Assessment Board.
3. That there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred.
4. That the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students'](http://www.uclansu.co.uk/advice) [Union Advice and Representation Centre](http://www.uclansu.co.uk/advice) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

## **5.2 Notification of Assignments and Examination Arrangements**

There are no examinations on the course. All assessment is by assignment and/or observation of practice.

Assignments are spaced throughout your course. At the beginning of your course, your Tutors will provide you with a teaching, learning and assessment scheme that will show all assignment and observation submission dates/deadlines.

Coursework submission dates are standardised across the ITE Partnership.

It is essential that all deadlines are adhered to. Non-submission is treated as a referral/fail.

Submission of assignments is through an external plagiarism tool, Turnitin, which is built into Canvas. Assignments must be submitted by 5pm on the specified deadline date unless an extension request has been granted.

## **5.3 Referencing**

You are required to use the Harvard refencing style.

The guidelines below (See Appendix 2) provide basic examples of **Harvard referencing** - the referencing system that you must follow in **all your assignments**.

**Academic reading and writing**

On your Teacher Education course, we encourage you to take an enquiring approach and to learn from research and other sources of knowledge; your academic reading and writing are hence important in contributing towards developing an **intellectual base** for your future teaching (UCET, 2020).

For your assignments you are expected to research information from **a variety of sources**, in order to comment on other people’s work and ideas and to apply them to your own work.

Always consider the **academic quality of sources** you read:

* You may initially use a newspaper or Times Educational Supplement article but should also look for and read the sources of the information they mention.
* Please **do not rely solely on internet searches for information.** The internet is open and unregulated so material may be unreliable, biased or factually incorrect; for example, Wikipedia is an unreliable source as anyone can edit it and you should not use it for your assignments. Instead aim for a good balance of reliable online and offline academic sources in your assignments.

Remember too that **quantity of references does not necessarily improve the quality of your assignment.** Once you have decided it is relevant, it is better to read an article properly than to dip into and refer to three or four sources that you have not really read. Look critically at all your sources and, from those you have read, decide which ones best inform your thinking and your assignment.

## **5.4 Confidential Material**

Whilst on an ITE course, particularly if you progress to larger teaching qualifications, it is likely that you will access confidential information e.g., student details, work and feedback which inform your own practice and assignments.  Do be aware of the ethical and legal responsibilities to respect confidentiality and maintain safeguarding and maintain the anonymity of individuals and organisations within your assignments.

## **5.5 Academic Integrity**

Academic integrity is defined as a **commitment**, even in the face of adversity, to these fundamental values: **honesty**, **trust**, **fairness**, **respect**, and **responsibility.**

A downloadable copy of the *Fundamental Values of Academic Integrity* can be found here <https://academicintegrity.org/resources/fundamental-values>

Academic integrity is a vital element of the professional conduct of teachers. The professional standards for teachers, are not ‘part time’ standards.

Teachers are required to uphold the reputation of the profession and must not behave in such a way that is likely to diminish the trust and confidence which the public places in you and in the profession (Society for Education and Training, 2018).

### **5.5.1 Academic Misconduct**

The University regards any academic misconduct in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion, and re-presentation.

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](http://www.uclan.ac.uk/study_here/student-contract.php) and the Academic Misconduct Policy.

### **5.5.2 Cheating, plagiarism, collusion, or re-presentation**

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.  If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](http://www.uclan.ac.uk/aqasu/academic_regulations.php): G7 and the [Assessment Handbook](http://www.uclan.ac.uk/aqasu/academic_regulations.php) section 6.5.1.2.

* **Cheating** is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
* **Plagiarism** describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music, and images should be acknowledged and referenced within your assignments.
* **Collusion** is an attempt to deceive the assessors by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
* **Re-presentation** is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](http://www.uclan.ac.uk/aqasu/academic_regulations.php), section 6. If an allegation is found to be proven, then the appropriate penalty will be implemented.

The college uses an online Assessment Tool called Turnitin.  Students are required to self-submit their own assignment on Turnitin and sign to say the work submitted is their own. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## **5.6 Moderation and Review**

All student work and feedback undergo a quality assurance process called moderation. 

Moderation takes place at different times and in different ways across the course to ensure that student work meets the required standards for the course, and to ensure that Tutor feedback is of consistently high standard and promotes your academic and professional development. 

Moderation involves other tutors at your college, tutors at other partner Colleges, The UCLan ITE Team and the External Examiners. 

Towards the end of your course, you may be selected to speak with External Examiner about your work. 

# **6.** **Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in their [Academic Regulations](http://www.uclan.ac.uk/study_here/student-contract.php). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Initial Teacher Education qualifications do not have a classification. All courses are awarded on a Pass or Fail basis.

**Preparation and despatch of award certificates**

Following completion of your course, all award documents will be posted to the permanent (home) address detailed on our records, so please ensure that your address details are always current and correct.

Certificates and transcripts are printed and despatched at a number of points throughout the year. The timetable is as follows:

Awards made in June and July – your award documents will normally be printed and despatched to arrive mid to late August.

The full information on the Student Hub can be found here:

<https://msuclanac.sharepoint.com/sites/StudentHub/SitePages/Certificates-and-transcripts.aspx>

# **7.** **Student Voice**

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

**End of Term questionnaires** are one of the ways for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module or term of the course and inform staff about where improvements could be made. Your tutors will ensure that you receive the forms for completion, so please complete and return these to ensure your voice is heard.

You are likely to see the module team responses to previous student feedback in your college information packs.

**End of course evaluation**, this evaluation is anonymous, and a summary of the comments is sent to the University. Within the documentation provided for the course you also have an opportunity to evaluate the assessment feedback sheets from assignments and observed sessions where you can make comments about the feedback given.

## **7.1 Course Representatives**

The Course Reps work to gather the opinions of the students they are elected to represent their peers to present this information to the course leader. Course Reps are elected every year from amongst the students enrolled on a course. Any student has the right to nominate themselves for these roles during the elections period.

Presidents and Reps will gather students’ opinions on a range of issues through a number of mechanisms, these can be in person or via email.

These processes enable the elected students to determine the priorities and opinions of the students and to then present these to the Course Teams.

## **7.2** **Student Feedback Forum**

The college invites each cohort to elect a Course Representative who will be invited to regular meetings to both escalate and cascade key information. The Course Reps meetings are held with HE staff to ensure that stakeholder thoughts and opinions are considered on a ‘You say, We do’ basis

# **8.** **Complaints**

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Student Complaints Procedure is intended to provide an accessible, fair, and straightforward system which ensures an effective, prompt, and appropriate response. Click on this link for more information University’s Student [Complaints Procedure](http://www.uclan.ac.uk/study_here/student-contract.php) .

As a student registered for a university award at a partner college, if you are dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance.

In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.

In the event that you wish to make a complaint about your course, please contact the Teacher Training Manager, Victoria Birchwood, in the first instance on vbirchwood@myerscough.ac.uk

# **9. Appendices**

1. Professional Conduct Agreement

2. Programme Specification

3. Assessment Glossary

4. Harvard Referencing Guide

## **Appendix 1: Professional Conduct Agreement**

You are embarking on a course of professional training and need to behave as a professional throughout your course.  For part of the time, you are a teacher (in your placement setting and while teaching) and for part of the time you are a student (whilst attending your course). However, the professional standards expected of you apply consistently and are higher than if you were on many other courses.  You are also required to comply with the regulations and expectations for conduct of the university, the college, and your placement institution.

You therefore need to read and agree to the following:

1. I agree to act with integrity and trustworthiness as a teaching professional and comply with the code of professional practice and all relevant professional standards – see links below.
2. I understand that I am expected to attend the whole course. Absence from the course could jeopardise my chances of successfully meeting the assessment criteria.
3. I will give my tutor and mentor advance notice of and reasons for any reasonable absence from my teaching practice or input sessions.
4. I understand that if I am absent because of illness or some unavoidable reason, it is my responsibility to make up the work I have missed.
5. I am aware that on my placement I am representing the college and the teaching profession, and that my conduct and behaviour reflects on them as well as on me.
6. I will arrive on time to all my teaching practice and course input sessions.
7. I will arrive at all my teaching practice lessons fully prepared, with a completed session plan and all my materials and equipment.
8. I will be responsible for all college/placement materials and equipment used in the teaching practice classroom/workshop and for their safe storage.
9. I will be responsible for maintaining registers for the sessions I teach.
10. I will not arrive at my teaching practice or course sessions under the influence of drugs or alcohol.
11. I will dress appropriately for all my teaching practice sessions, following the dress code of my placement setting.
12. I will behave respectfully and quietly when observing other teachers’ classes and respect confidentiality.
13. I will work co-operatively with my mentor and other tutors to plan, maintain records, collect, and mark students’ work and prepare for examinations.
14. I understand that I may only record input sessions with the prior permission of the tutor, and that this recording may only be used for personal academic purposes.
15. I will obtain informed consent from my learners before audio or video recording my own teaching (see course handbook).
16. I will show respect to students, staff, and fellow course members regardless of race, disability, religion, politics, sexual orientation or gender, respecting equality, and diversity.
17. I will maintain appropriate standards of honesty and integrity in management and administrative duties, including in the use of institutional property and finance.
18. I understand that I need to maintain a professional personal internet presence and will adhere to the UCLan partnership social networking guidelines and those of my placement.
19. I will not misuse or misrepresent my professional position, qualifications, or experience, or otherwise bring the reputation and standing of the teaching profession into disrepute.
20. I accept that this list is non-exhaustive, and I agree to comply with further requirements providing they are reasonable and within the conduct and/or standards expected of a teacher.

I have read and agreed the points above.

|  |  |  |
| --- | --- | --- |
| **Trainee signature:** | **Tutor signature:** | **Date:** |

**You are also referred to the following key documents and regulations:**

* Education and Training Foundation *Professional Standards* 2022<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>
* Department for Education *Teachers’ Standards* 2011 (for school teachers)   <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf>
* Society for Education and Training *Code of Professional Practice* <https://set.et-foundation.co.uk/membership/code-of-professional-practice/>
* UCLan Regulations for the *Conduct of Students and Fitness to Practise Procedure*https://www.uclan.ac.uk/study\_here/student-contract-taught-programmes.php

## **Appendix 2: Programme Specification**

|  |
| --- |
| **UNIVERSITY OF CENTRAL LANCASHIRE** |

**Programme Specification**

|  |
| --- |
| This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.  Sources of information on the programme can be found in Section 17 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Awarding Institution / Body** | | | University of Central Lancashire | | |
| 1. **Teaching Institution and Location of Delivery** | | | Blackburn, Burnley, ~~Carlisle\*~~, Furness, Hugh Baird, ~~Kendal~~\*, Lakes College West Cumbria, ~~Lancaster & Morecambe~~\*, Myerscough, ~~Runshaw \*~~, St Helens, Southport, Wigan & Leigh, Wirral Metropolitan  \*Withdrawn | | |
| 1. **University School/Centre** | | | School of Humanities, Language and Global Studies | | |
| 1. **External Accreditation** | | | Meets ETF 2016 guidance on the teaching qualifications for the further education and skills sector (incorporates content of Award in Education and Training)  Ofsted inspection | | |
| 1. **Title of Final Award** | | | **Certificate: Education and Training, Preparatory** | | |
| 1. **Modes of Attendance offered** | | | Part time | | |
| **7a) UCAS Code** | | | n/a | | |
| **7b) JACS and HECOS Code** | | | X141  100508 | | |
| **8. Relevant Subject Benchmarking Group(s)** | | | n/a | | |
| 1. **Other external influences** | | | ETF 2016 guidance on the teaching qualifications for the further education and skills sector  Professional Standards for Teachers and Trainers in Education and Training (ETF 2022) | | |
| 1. **Date of production/revision of this form** | | | September 2018 | | |
| 1. **Aims of the Programme** | | | | | |
| 1. To introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills that enable teaching and learning. | | | | | |
| 1. To develop the trainee’s skills as a teacher and as an observer of teaching and learning. | | | | | |
| 1. To support the trainee’s professional development towards becoming a responsive and reflective teacher. | | | | | |
| 1. To develop the trainee’s awareness of the wider education and training sector (14+). | | | | | |
| 1. **Learning Outcomes, Teaching, Learning and Assessment Methods**   At the end of the **Preparatory Certificate in Education and Training** participants will be able to: | | | | | |
| **A. Knowledge and Understanding** | | | | | |
| A1 Identify the roles and responsibilities of a teacher within an appropriate context  A2 Identify the potential needs of learners and the implications for planning teaching learning and assessment  A3 Explain the importance of a positive learning environment | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Learning will be facilitated through a series of small and large group discussions, activities, and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry-based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme. | | | | | |
| **Assessment methods** | | | | | |
| Assessment is varied and aligns to the expected outcomes as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative, and summative.  Overall assessment activity includes:  **Written assessments:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio  **Teaching activity**: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Observations of others:** subject specialist teachers, peers, and other advanced practitioners | | | | | |
| **B. Subject-specific skills** | | | | | |
| B1 Plan, prepare, deliver, and evaluate relevant evidence-based teaching, learning and assessment activities within the peer group setting  B2 Evaluate a range of learning, teaching and assessment strategies that can be used to manage diverse learners within appropriate contexts | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Learning will be facilitated through a series of small and large group discussions, activities, and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry-based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme. | | | | | |
| **Assessment methods** | | | | | |
| Assessment is varied and aligns to the expected outcomes, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative, and summative.  Overall assessment activity includes:  **Written assessments:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio  **Teaching activity**: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment.  **Observations of others:** subject specialist teachers, peers, and other advanced practitioners | | | | | |
| **C. Thinking Skills** | | | | | |
| C1 Develop reflective practice | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Learning will be facilitated through a series of small and large group discussions, activities, and tutor-led sessions, using focused reading material, technology enhanced learning (TEL), Virtual Learning Environments (VLE) and materials from the trainees’ own practice. Trainee teachers will experience predominantly inductive evidence-based teaching approaches, experiential and enquiry-based learning, reflective practice strategies and action research. They will be taught by teacher educators, guest specialists and their peers over the course of the programme. | | | | | |
| **Assessment methods** | | | | | |
| Assessment is varied and aligns to the expected outcomes, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme. Assessment is diagnostic, formative, and summative.  Overall assessment activity includes:  **Written assessments:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio  **Teaching activity**: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment. | | | | | |
| **D. Other skills relevant to employability and personal development** | | | | | |
| D1. Write session plans and rationales for teaching sessions, and evaluate them  D2. Undertake practical mini- and micro-teaching sessions  D3. Complete observations of other teachers teaching both within and outside their subject area | | | | | |
| **Teaching and Learning Methods** | | | | | |
| Teaching for the above outcomes takes place through the observation of practice by the teacher education team and taking part in feedback. Trainee teachers also take part in peer assessment and practise giving feedback to each other as part of this process. | | | | | |
| **Assessment methods** | | | | | |
| Overall assessment activity includes:  **Written assessments:**  assignments, rationales for professional practice, professional reflective journal, production of a teaching portfolio  **Teaching activity**: micro and mini teach activity, developmental observation of teaching practice which focuses on the trainee’s individual development with planning, teaching and resources, learning and assessment. | | | | | |
| **13. Programme Structures\*** | | | | | **14. Awards and Credits\*** |
| **Level** | **Module Code** | **Module Title** | | **Credit rating** |
| Level 4 | TS1106 | Preparation for education and training | | 20 | **Certificate: Education and Training, Preparatory (20 credits)** |
| **15. Personal Development Planning** | | | | | |
| The professional development planning and the use of a reflective journal underpin the whole process from the Preparatory Certificate to the larger teaching awards and the Certificate in Education or PGCE, and planning for future CPD activity.  Skills in reflection, self-evaluation, action planning for continuous development, and planning for future CPD activity are all evident in this qualification, being embedded within the theory and evidence base and also applied into assessment activities. The support given to trainees during this process comes initially from programme tutors in both taught sessions and tutorials and then expands into support from the students’ peers. | | | | | |
| **16. Admissions criteria**  Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.  Students will be informed of their personal minimum entry criteria in their offer letter. | | | | | |
| Admission to the Preparatory Certificate will be open to both new applicants to teaching and in-service teachers, trainers and tutors in adult, community, work-based and further education, and the wider Further Education Sector, who, at the time of starting the scheme meet the following entry requirements:   1. A minimum of a Level 3 qualification in their teaching subject specialism. 2. Five GCSEs at Grade C/4 and above, or equivalent, to include English. 3. The ability to communicate fluently, accurately, and effectively in professional spoken English (IELTS 7.5 or equivalent). | | | | | |
| **17. Key sources of information about the programme** | | | | | |
| 1. UCLan sources: [www.uclan.ac.uk/teachertraining](http://www.uclan.ac.uk/teachertraining) Fact sheet | | | | | |
| 1. Partnership sources: Partner college websites, Fact sheets, College prospectuses | | | | | |
| External sources:   1. Ofsted [Initial Teacher Education inspection handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700635/ITE_handbook_April_2018.pdf) 2. ETF Guidance on [Qualifications in Education and Training](https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training) | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **18. Curriculum Skills Map** | | | | | | | |
| **Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed** | | | | | | | |
| **Level** | **Module Code** | **Module Title** | **Core (C), Compulsory (COMP) or Option (O)** | **Programme Learning Outcomes** | | | |
| **Knowledge and understanding** | **Subject-specific Skills** | **Thinking Skills** | **Other skills relevant to employability and personal development** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| **Level 4**  **l** | TS1106 | Preparation for Education and Training | Comp | X | X | X |  | X | X |  |  | X |  |  |  | X | X | X |  |

***Note:*** *Mapping to other external frameworks, e.g., professional/statutory bodies, will be included within Student Course Handbooks*

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, a student may be able to critically analyse something by the time that they complete the target award but at diploma level they might only be able to outline it and at certificate level list.

For a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

**Learning outcomes for the award of: N/A**

## Appendix 3: Assessment Glossary

**Instruction words and their meaning**

|  |  |
| --- | --- |
| Analyse | Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another. |
| Critically analyse | Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another. Identify what is good and bad about the information and why; probe, question, identify inaccuracies or shortcomings in the information; estimate the value of the material. |
| Consider | Say what you think and have observed about something. Back up your comments using appropriate evidence from external sources, or your own experience. Include any views which are contrary to your own and how they relate to what you originally thought. |
| Demonstrate | Show how, with examples to illustrate. |
| Describe | Provide details of something, for example class, students, activity, process. |
| Discuss | Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion. |
| Evaluate | Consider both sides of an argument to make an informed judgement. Conclude based on evidence provided. |
| Critically evaluate | Consider both sides of an argument to make a judgement. Provide evidence taken from a wide range of sources which both agree with and contradict the argument. Identify what is good and bad about the information and why; probe, question, identify inaccuracies or shortcomings in the information; estimate the value of the material. Conclude, basing your decision on what you judge to be the most important factors and justify how you have made your choice. |
| Examine | Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you should try and offer reasons as to why the facts and issues you have identified are the most important, as well as explain the different ways they could be construed. |
| Explore | Adopt a questioning approach and consider a variety of different viewpoints. Where possible reconcile opposing views by presenting a final line of argument. |
| Identify | Pick out/find something, for example learning points, problems, behavioural issues, learner needs. |
| Interpret | Demonstrate your understanding of an issue or topic. This can be the use of terminology by an author or what the findings from a piece of research suggest to you. In the latter instance, comment on any significant patterns and relationships. |
| Justify | Make a case by providing a body of evidence to support your ideas and points of view. To present a balanced argument, consider opinions which may run contrary to your own before stating your conclusion. |
| Outline | Convey the main points placing emphasis on main structures and interrelationships rather than minute detail. |
| Recommend | Suggest that something would be good or suitable for a particular purpose, or suggest that a particular action should be done |
| Recognise | Pinpoint something from having encountered it before. |
| Reflect | Think thoughtfully and deeply to recollect past events and to consider alternative courses of action. |
| Relate | Make or show a connection between. |
| Summarise | Give a condensed version drawing out the main facts and omit unnecessary information. |
| Synthesize | Bring elements together to make a complex whole, draw together or integrate issues. Choose where the pieces of the jigsaw fit together to reach a conclusion and make a clearer picture. |
| Theorise | Come up with an explanation for how something happens based on evidence. |
| To what extent | Evokes a similar response to criteria containing 'How far...'. It calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations where they exist. |

## **Appendix 4: Harvard Referencing Guide**

### **Academic reading and writing**

On your Teacher Education course, we encourage you to take an enquiring approach and to learn from research and other sources of knowledge; your academic reading and writing are hence important in contributing towards developing an **intellectual base** for your future teaching (UCET, 2020).

For your assignments you are expected to research information from **a variety of sources**, in order to comment on other people’s work and ideas and to apply them to your own work.

Always consider the **academic quality of sources** you read:

* You may initially use a newspaper or Times Educational Supplement article but should also look for and read the sources of the information they mention.
* Please **do not rely solely on internet searches for information.** The internet is open and unregulated so material may be unreliable, biased, or factually incorrect; for example, Wikipedia is an unreliable source as anyone can edit it and you should not use it for your assignments. Instead aim for a good balance of reliable online and offline academic sources in your assignments.

Remember too that **quantity of references does not necessarily improve the quality of your assignment.** Once you have decided it is relevant, it is better to read an article properly than to dip into and refer to three or four sources that you have not really read. Look critically at all your sources and, from those you have read, decide which ones best inform your thinking and your assignment.

### **Acknowledging and referencing others’ work**

Wherever you refer to someone else’s work or ideas in your assignment, you must:

* ‘Cite’ your source in the text of your assignment; a **citation** gives the abbreviated details of the work to which you are referring.
* For each in-text citation, include its full reference within a **reference list** at the end of your assignment.

The only exception is in the case of **common knowledge** (generally known facts or ideas) e.g., ‘interviewing colleagues is a useful way to find out their views’; this is common sense and does not need a reference.

Referencing your work as above:

* Avoids plagiarism i.e., taking and using work which is not your own original work and passing it off as your own thinking and writing.
* Demonstrates your wider reading.
* Gives credibility and authority to your ideas and arguments.
* Distinguishes between your own ideas/opinions and those of others.
* Allows both you and your reader to look up the original source later.

The guidelines below provide basic examples of **Harvard referencing** - the referencing system that you must follow in **all your assignments**.

Setting out in-text citations in your assignment

You should use your UCLan username and password to access the online [Cite Them Right site](https://www.uclan.ac.uk/students/library-it/library/cite_them_right.php) for more detailed Harvard referencing guidance. This will help you to reference more complex sources and provide further explanation for referencing a wider range of sources e.g., digital, media and art, research, legal materials, government documents and communications.

Cite Them Right provides answers to common questions about referencing and features a referencing tutorial, a bookmarking facility and other explanatory video content. Depending on your prior experience of Harvard referencing, you may wish to access all, or some, sections of the tutorial to support your academic writing and referencing skills.

For an in-text citation, you need to identify the following elements of the source:

* **surname of author;**
* **year of publication;** and
* **page number (for direct quotations only)**.

The highlighted examples below show different ways of setting out citations depending on the flow of your writing.

Citing a single author of e.g., a book, journal article, chapter of edited book

In the examples below, the **author’s name is** **part of the sentence**, so only the date is in brackets.

Brookfield (2017) argues that ……...

In his evidence-based research into effect sizes, Hattie (2012) found that …

In the example below,the **author’s name is not part of the sentence**, so is added in brackets with the date.

A critical friend is central to reflective practice (Brookfield, 2017).

An influential study of .... recommended that... (Hattie, 2012).

Citing two authors

Griffith and Burns (2012) outline some practical strategies for reducing teacher talk time so that learners become absorbed in learning activities.

Citing more than two authors

Armitage *et al.* (2018) suggest that ………..

The term ‘*et al*’ is Latin, meaning ‘and others’. In the reference list at the end of your assignment, you must expand this term and record all the authors’ names to acknowledge all their contributions.

Citing a source within a source (secondary referencing)

If you are reading a source by one author and they cite the work of another author, it is always best practice to find the original reference - otherwise you are seeing the original author’s work from another person’s perspective.

If it is not possible to access the original work, you should acknowledge both sources in the text as in the example below. Using the words ‘cited in’ indicates that you have not read the original research.

Sutton (2012, cited in Carless and Boud, 2018) describes feedback literacy as the aptitude to read, make sense of and use written feedback.

Note that, in your Reference List, the golden rule is to record only the item that you actually read! In the above example, this would be Carless and Boud’s article.

Citing multiple sources

When you want to cite several authors who have made similar points in different texts, use a semi colon to separate the authors in chronological order.

There has been much debate about the value and impact of effective peer feedback (Race, 2014; O’Leary and Price, 2016; Brookfield, 2017; Carless and Boud, 2018).

Citing sources with no obvious author or date

In the case of **Acts of Parliament,** use the title for both in-text citation and in the reference list.

This is good practice and ensures that the college works within the remit of the Equality Act (2010).

For an **unknown date**, use (no date) in your in-text citation, but consider whether or not the information may be out of date and therefore unsuitable.

Olicav (no date) provides a range of teaching technique visual overviews that may be used to illustrate the benefits of dual coding information.

**Note: all citations must be included within word count.**

### **Setting out quotations correctly**

You should avoid using too many quotations as they may disrupt the flow of your writing; instead, it is often better to summarise in your own words to demonstrate your understanding.

**Brief quotations** can be used e.g., to illustrate different viewpoints on a controversial topic. Quotations must be identical to the original and should be clearly indicated with **quotation marks** and **cited, including page numbers**.

Below are **examples of ways to incorporate your quotation into your text**.

Incorporating a word or phrase into your own sentence

Consider internet sources carefully, as you should only use those which are ‘dependable and authoritative’ (Pears and Shields, 2010, p.2).

A quotation of one or more full sentences can follow a colon

Duckworth (2014) discusses the importance of diversity: ‘Knowing your learners and meeting their needs is bound in respecting their uniqueness and personal histories’ (p.41).

In general, it is best to avoid long quotations; ask yourself what they really add to your assignment.

**Quotations of more than 3 lines need to be set out in a separately indented paragraph** **without quotation marks**.

The Government’s response to the Leitch report recognised the roles of employers in upskilling the workforce:

Creating the right culture for skills will require a collective effort. It will require every individual to think about updating their skills and qualifications, to ensure that they are giving employers what they really need. It will require employers to play an active role in helping to reform vocational qualifications, to ensure that they are relevant and responsive to changes in the global economy. (Department for Innovation, Universities and Skills, 2007, p.4)

**Note: all quotations must be included within word count.**

### **Creating full references for inclusion in your Reference List**

See examples highlighted below for referencing books, journals, chapters in an edited book and internet sources.

Take care to consistently and accurately follow each element of the reference, giving **particular attention to use of italics and to punctuation.**

* **Book - one author**

Surname, Initial of author(s). (Year of publication) *Title*. Place of publication: Publisher.

Brookfield, S. D. (2017) *Becoming a critically reflective teacher.* San Francisco: Jossey Bass.

* **Book - more than two authors**

Armitage, A., Cogger, C., Evershed, J., Hayes, D., Lawes, S. and Renwick, M. (2018) *Teaching in post-14 education and training.*  Maidenhead: Open University Press.

Armitage *et al.* (2018)from the in-text citation is expanded in the Reference List to acknowledge all authors’ contributions.

* **Book – more than one edition**

Include the edition number after the title.

Pears, R. and Shields, G. (2010) *Cite them right - the essential referencing guide*.8th edn*.* Basingstoke: Palgrave Macmillan.

* **Chapter of an edited book**

Surname, Initial of author(s) of chapter. (Year of publication) ‘Title of chapter’, in Surname, Initial (ed.) *Title of book*. Place of publication: Publisher, page reference.

O’Leary, M. and Price, D. (2016) ‘Peer observation as a springboard for teacher learning’, in O’Leary, M. (ed.) *Reclaiming lesson observation: supporting excellence in teacher learning*. Abingdon: Routledge, pp.114-123.

* **E-book**

When an **e-book** looks like a printed book, with publication details and pagination, reference as a printed book as per the examples at (1) – (4) above.

* **Journal article**

Surname(s), Initial of author(s). (Year of publication) ‘Title of article’, *Title of Journal,* Issue information, page reference.

**Notes**: Issue information includes: Volume (unbracketed) and, where applicable, part number (in round brackets) as per the example below.

* Capitalise first letter of each word in title, except for linking words such as and, of, the, for.

Riener, C. and Willingham, D. (2010) ‘The myth of learning styles’, *Change: The Magazine of Higher Learning,* 42(5), pp. 32-35.

For **journal articles accessed through an institutional database**, as long as the reference provides sufficient referencing information to be located by the reader, it is not necessary to include e.g., database titles and URLs.

For **other online journal articles**, please refer to [Cite Them Right](https://www.uclan.ac.uk/students/library-it/library/cite_them_right.php).

* **Electronic/online Journal: EJournals**

You should only use this electronic journal article format when the journal:

* Has no volume, issue, and page numbers, or
* *Is not available as a print version at all (or you’re not sure)*

*or when the article is "forthcoming”, “in press” or “online ahead of print”*,so that it is available electronically but has not yet been given a place in a print issue and assigned page numbers. In that case you put “Epub ahead of print” where the volume, issue and page numbers normally go.

A reference to an electronic journal article will look like this:

Author(s) (Year) Article title. *Journal title*. Volume(Issue), Page numbers. Web address/DOI and date accessed.

Some ejournals assign a single “page number” to each article within the journal, even though each individual article is many pages long. If you find an article that is more than one page long but the journal’s information about it only gives it one page number:

Use the page number that the journal gives you but add the number of pages that the article really has in square brackets so that you can cite individual pages inside the article if you need to. It will look like this “19(6), 5 [10 pages].”

* **Internet sources**

**Reports/articles/government publications**

Surname(s), Initial. (Date of article or date site last updated) *Article or Document Title*. Available at: URL (Accessed: date).

In the example below, the report is only available online, so there is no publisher.

Coe, R., Aliosi, C., Higgins, S. and Major, L. E. (2014) *What makes great teaching? Review of the underpinning research*. Available at: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf (Accessed: 16 June 2020).

Below, there is a publisher, but you accessed the publication online. The name of the government department is used as the author of the publication.

Department for Innovation, Universities and Skills (2007) *World class skills: implementing the Leitch review of skills in England.* London: The Stationery Office. Available at: https://www.gov.uk/government/publications/world-class-skills-implementing-the-leitch-review-of-skills-in-england (Accessed:16 June 2020).

**Online newspapers**

Surname(s), Initial. (Year of publication) ‘Title of Article’, *Title of Newspaper* Day and month. Available at: URL (Accessed: date).

Buckland, F. (2017) ‘Feeling like an impostor? You can escape this confidence-sapping syndrome’, *The Guardian*, 19 September. Available at: https://www.theguardian.com/commentisfree/2017/sep/19/fraud-impostor-syndrome-confidence-self-esteem (Accessed: 14 April 2020).

### **Presenting your Reference List**

Your **reference list** should include **only those sources that you have cited in your assignment**.

* List your references in **alphabetical order by author surname**.
* Present all your sources as one list, including online sources.

A sample reference list is provided below to illustrate alphabetical ordering and to provide examples of how to display each type of source referred to in this referencing guide.

The content of your reference list does **not** contribute to word count.

(A reference list is not the same thing as a **bibliography**, which would include all material - for example background readings - used in the preparation of your work. A bibliography is **not required for your UCLan assignments**.)

### **Sample Reference List**

Armitage, A., Cogger, C., Evershed, J., Hayes, D., Lawes, S. and Renwick, M. (2018) *Teaching in post-14 education and training.*  Maidenhead: Open University Press.

Brookfield, S. D. (2017) *Becoming a critically reflective teacher.* San Francisco: Jossey Bass.

Buckland, F. (2017) ‘Feeling like an impostor? You can escape this confidence-sapping syndrome’, *The Guardian,*19 September. Available at: https://www.theguardian.com/commentisfree/2017/sep/19/fraud-impostor-syndrome-confidence-self-esteem (Accessed: 14 April 2020).

Carless, D. and Boud, D. (2018) ‘The development of student feedback literacy: enabling uptake of feedback’, *Assessment and Evaluation in Higher Education*, 43(8), pp.1315-1325.

Caviglioli., O. (no date) *Visual Clarity.* Available at: https://www.olicav.com/ (Accessed: 16 June 2020).

Coe, R., Aliosi, C., Higgins, S. and Major, L. E. (2014) *What makes great teaching? Review of the underpinning research.* Available at: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf (Accessed: 22 May 2020).

Department for Innovation, Universities and Skills (2007) *World class skills: implementing the Leitch review of skills in England*.London:The Stationery Office. Available at: https://www.gov.uk/government/publications/world-class-skills-implementing-the-leitch-review-of-skills-in-england (Accessed:13 June 2020).

*Equality Act* (2010). London: The Stationery Office. Available at: http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\_20100015\_en.pdf (Accessed: 15 June 2020).

Duckworth, V. (2014) *How to be a brilliant FE teacher: a practical guide to being effective and innovative.* Abingdon: Routledge.

Griffith, A. and Burns, M. (2012) *Outstanding teaching: engaging learners.* Carmarthen: Crown House Publishing.

Hattie, J. (2012) *Visible learning for teachers - maximising impact on learning*. Abingdon: Routledge.

O’Leary, M. and Price, D. (2016) ‘Peer observation as a springboard for teacher learning’, in O’Leary, M. (ed.) *Reclaiming lesson observation: supporting excellence in teacher learning.* Abingdon: Routledge, pp.114–123.

Pears, R. and Shields, G. (2010) *Cite them right - the essential referencing guide*.8th edn*.* Basingstoke: Palgrave Macmillan.

Race, P. (2014) *Making learning happen: a guide for post-compulsory education*. 3rd edn. London: Sage.

Riener, C. and Willingham, D. (2010) ‘The myth of learning styles’, *Change: The Magazine of Higher Learning,* 42(5), pp. 32-35.