Programme Specification

Postgraduate Certificate in Education Post 14 (Education and Training)

Valid from: September 2017

Programme Code: MX1BH

SECTION ONE: General Information

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| **Programme Title** | Postgraduate Certificate in Education (PGCE) Post 14 (Education and Training) | |
| **Approval of Specification** | June 2017 | |
| ***Award Title & Interim Awards*** | *Postgraduate Certificate in Education Post 14 (Education and Training) (120 credits – 60 credits @ level 6; 60 credits @ level 7)*  *Professional Graduate Certificate in Education (120 credits – all 120 credits @ level 6)* ***Exit Award only***  *Postgraduate Certificate in Education Post 14 (Education and Training) with Specialism (English: Literacy) 120 credits - 60 credits @ level 6; 60 credits @ level 7*  *Postgraduate Certificate in Education Post 14 (Education and Training) with Specialism (Maths: Numeracy) 120 credits - 60 credits @ level 6; 60 credits @ level 7*  *Postgraduate Certificate in Education Post 14 (Education and Training) with Specialism (Teaching Learners with Disabilities) 120 credits - 60 credits @ level 6; 60 credits @ level 7*  *Postgraduate Certificate in Education Post 14 (Education and Training) with Specialism (Engineering) 120 credits - 60 credits @ level 6; 60 credits @ level 7*  *Postgraduate Certificate in Education Post 14 (Education and Training) with Specialism (Sport) 120 credits - 60 credits @ level 6; 60 credits @ level 7*  *Interim Awards*  *Preparing for Teaching and Learning (20 credits @ Level 6)*  *(University Certificate of Credit)*  *Certificate in Post 14 Education and Training (40 credits @ Level 6)*  *(University Certificate of Continuing Professional Development)* | |
| ***Mode of Study*** | *Full-time:  Part-time:  E-learning:*  *Distance: Sandwich:* | |
| ***Programme Start***  ***Date & Period of***  ***Validation*** | *Start Date:*  *September 17* | *Date of Last Update:*  *28/03/2017* |
| *5 Years:  Indefinite: Other (Please state):* | |
| ***Awarding Institution*** | *University of Derby:*  *Other (Please State):* | |
| **College Managing**  **the Programme** | College of Arts, Humanities and Education | |
| **Institutions Delivering**  **the Programme** | University of Derby:  Other (*Please State)*:  Barnet and Southgate College  Chesterfield College  Derby College  Preston’s College  Vision West Nottinghamshire College  Boston College | |
| **Relevant External**  **Reference Points** | The Quality Assurance Agency (QAA) issues descriptors for the content of a postgraduate certificate (M Level). Application of these descriptors in the design of our programme will ensure that you will meet the appropriate standards and expectations. These expectations permeate the aims and learning outcomes of the programme. The FHEQ has also been considered in the structure and design of this programme.  The programme is currently designed in relation to the LSIS standards (2013), the ETF professional standards (2014) and ETF guidance (2016). The programme also considers the Ofsted guidance for Initial Teacher Education (2015).  The specialist pathways of English, Maths and Teaching Learners with Disabilities are designed in conjunction with the LSIS (2013) standards for specialist initial teacher training programmes. | |
| **External Accreditation/**  **Recognition** | Ofsted - Inspect ITE provision in HEI’s  SET (Society for Education and Training) – Awards QTLS status through process of professional formation post qualification. | |
| **JACS Code(s)** | X141 | |

SECTION TWO: Overview

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| **Background/Context:** |
| The overall purpose of the PGCE Post 14 (Education and Training) programme and associated pathways is to develop outstanding teachers for the UK Further Education and Skills sector, as well as for Post-14 education in other domestic and international settings. These teachers will make significant contributions to the education and lives of their learners, through the use of evidence-based teaching and learning methodologies.  The University of Derby is a well-established provider of teacher education for all phases of education and is recognised both locally and nationally as an outstanding provider. The Institute for Education (as part of the wider College of Art, Humanities and Education) has a very clear vision and ethos which form the foundations upon which all programmes are developed as follows:  **Our Vision statement**  We will develop first class professionals who will inspire and lead education in the twenty first century.    **Our Core commitments**  1. A commitment to inspire, challenge and empower learners.  2. A commitment to excellence in professional and academic practice through teaching, research and inquiry.  3. A commitment to foster responsive and engaged lifelong learners.  4. A commitment to inter professional partnerships and the wider community.  5. A commitment to social justice, inclusive practice and education for all.  The PGCE Post 14 (Education and Training) programme offers trainees a range of academic and professional opportunities to develop as outstanding teachers. A key aim of the programme is the development of effective, autonomous, reflective practitioners who achieve the best possible outcomes for the learners with whom they work.  The programme is a professional postgraduate teacher education course that allows trainees to apply for and achieve QTLS (Qualified Teacher, Learning and Skills) status via a period of Professional Formation overseen by the Society for Education and Training (SET). Once QTLS has been achieved trainees are ‘fully qualified’ as teachers. The course fully prepares trainees for the practical demands of teaching in the Post-14 sector, as well as for 14-19 education in other settings, in a 120-credit programme. |
| **Overview of the Programme:** |
| The Postgraduate Certificate in Education (PGCE) is a programme suitable for graduates seeking to teach students in the Post-14 sector, as well as learners aged 14 and above in a variety of educational settings. It is suitable for both pre-service trainees preparing to become professional teachers and in-service trainees already working in the sector. The course develops trainees’ teaching skills through reflective practice, based on the acquisition of a portfolio of teaching techniques and an engagement with theory that informs educational practice. Trainees develop as dual professionals, qualified and experienced in both their subject area and in the application of relevant pedagogies. Teaching experience coupled with academic rigour is aligned with National Standards, resulting in a qualification with recognised national and international standing. Trainees will be challenged to achieve at the highest level both academically and in professional practice, to become outstanding teachers and to see themselves as future key players in Post-14 education. Critical and systematic evaluation of contemporary educational theories is key to the academic content of the programme.  The Postgraduate Certificate in Education is composed of two distinct elements. Three core modules which introduce trainees to core elements associated with all teacher roles in the sector: initial assessment; preparation and planning; teaching and learning; assessment; reflection, evaluation and review; and adaptation based on this review. Additionally the programme develops higher levels of practice through the study of two further modules, exploring key educational theories and the curricula that are taught and experienced in Post-14 settings. Finally, an optional module allows trainees to engage in the study of an area which best meets their personal, professional, and employment ambitions, including a specialist module for trainees on each of the specialist pathways.  Inherent within the Postgraduate Certificate in Education is a flexibility which creates two intermediary ‘stop-off’ points should they be required due to trainees changing employment circumstances and needs. These comprise Preparing for Teaching and Learning, which is, in practice, the first core module in part 1 of the programme, and the Certificate in Post 14 Education and Training which is the first 60 credits of the award, in line with the nationally recognised Certificate in Education and Training.  The Post Graduate Certificate in Education is available to study part-time, in-service or full-time, pre-service. Entrants onto this programme will already hold a bachelor degree, normally at 2:2 or above.  In 2015 the Initial Teacher Education programmes underwent an Ofsted inspection and were judged to be Outstanding. The programme team are especially proud of the quality of training across the partnership. Ofsted feedback has informed this commentary. The full report can be found at :  <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70018>  Complementing the generic programme, several specialist pathways have been developed allowing trainees to focus on specific subject disciplines, reflecting national demand for skilled and qualified teachers in those areas. Currently available are Teaching English, Teaching Maths, Teaching Learners with Disabilities, Teaching Engineering and Teaching Sport. |
| **Key Characteristics:** |
| * Training that is evidence-based * Professional support from tutors and subject-specialist mentors * Focus on contemporary educational issues * Emphasis on development of professional skills * Dynamic and committed tutors and lecturers * Flexible delivery styles to meet a variety of needs * Lively and thought provoking teaching to stretch and challenge * Strong linkage to Professional Standards * Working in partnership with stakeholder organisations |
| **Programme Aims:** |
| The programme ensures trainees fully engage with a transformational learning process where knowledge and skills are transferred through modelled good practice by tutors and shared experiences through peer-led discourse. The programme aims are to:   1. equip trainees with the specialist pedagogical knowledge and expertise required for them to work as a teacher, trainer or tutor in teaching courses at all levels in the Post-14 sector. 2. promote in trainees an awareness of their own responsibilities for progression and development as a teacher during and post qualification. 3. develop the intellectual, emotional and social resilience of trainees in both University and placement settings in dealing with professional issues and dilemmas in relation to diversity, policy and change. 4. promote systematic critical analysis, reflection and independent thought as a basis for trainees' professional practice post qualification. 5. develop trainees' capacity to communicate effectively in a range of professional contexts and in a variety of media. 6. develop trainees' ability to systematically research and evaluate contemporary perspectives, policy and performance at individual, institutional, local, national and international levels. 7. develop in trainees a critical awareness of the complex interplay between moral, political, economic, social, technical and environmental issues and their impact on policy and practice to enable trainees to develop original approaches to teaching, learning and management in the Post-14 Sector. 8. work with local and national stakeholders to ensure the currency of the programme In meeting regional and national priorities. |

SECTION THREE: Programme Learning Outcomes

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| The Programme Learning Outcomes are designed to meet the QAA Education Studies Benchmarks (2015) and to achieve the appropriate level within the Framework for Higher Education Qualifications (FHEQ). Learning Outcomes have also been mapped against the Standards developed by the Education and Training Foundation (ETF) in 2014.  For the award of Postgraduate Certificate in Education, Post 14 (Education and Training) trainees will have demonstrated the ability to:  **Knowledge and Application**  Apply theories of learning and teaching relevant to practice in own specialist area in the Post-14 Sector.   1. Systematically identify and critically analyse the importance of contemporary theories of reflection and evaluation when applied to practice in own specialist area of the Post-14 sector. 2. Demonstrate self-direction and originality in the selection and application of strategies for professional development and continue to advance own knowledge and understanding, and to develop new skills. 3. Assume the roles, responsibilities and values of a dual-professional in modelling subject specific professional behaviours. 4. Demonstrate awareness of relevant research to inform own practice.   **Academic skills**   1. Critically analyse contemporary issues in teaching and learning from an informed viewpoint proposing actionable solutions to such issues at a local level. 2. Present, interpret and critically evaluate qualitative and quantitative data to support arguments and judgements conversant with basic theories and concepts relating to the Post-14 sector. 3. Systematically analyse theories of teaching, learning and assessment in the context of individual professional experience and practice.   **Professional and Subject Specific Skills**   1. Use a variety of generic and subject specific pedagogical techniques and resources to engage and challenge learners in meeting intended learning objectives, and evaluate same. 2. Identify the specific development needs of individual learners and examine how these could be met through liaison with fellow professionals, critically evaluating the outcomes. 3. Develop new and innovative approaches to teaching and learning based on contemporary philosophies and in cooperation with colleagues. 4. Adopt a flexible approach to the design of teaching and learning ensuring inclusivity.   **Transferable skills**   1. Demonstrate the personal qualities, professional characteristics and resilience required for employment within a turbulent occupational arena adapting to evolving trends, techniques and technologies. 2. Communicate information, ideas, arguments, problems and suggest solutions to both specialist and non-specialist audiences 3. Apply professional standards to own practice 4. Manage time effectively and creatively 5. Synthesise feedback from a range of relevant sources 6. Collaborate with others to improve the performance of oneself, the learners and the team   Learning outcomes for all modules will contribute directly to the aspirations and requirements of the programme learning outcomes. Each module is supported by a module handbook containing the details of the scheme of work, assessment requirements and guidance and other relevant information to your study.  For the award of **Postgraduate Certificate in Education, Post 14 (Education and Training): Teaching Learners with Disabilities,** trainees will have additionally demonstrated the ability to:   1. Analyse the key areas of impairment relating to learners with disabilities 2. Critically evaluate ways to adapt aspects of curriculum (to include teaching and learning) to suit a learner with disabilities 3. Propose and justifiy ways to work with other professionals in an SEN setting   For the award of **Postgraduate Certificate in Education, Post 14 (Education and Training): Teaching Maths** trainees will have additionally demonstrated the ability to:   1. Identify and critically analyse key factors which impact on teaching learning, and assessing mathematics and how these can be transferred to other subjects 2. Revisit own mathematical knowledge and develop this in order to:    1. Identify common errors in mathematics    2. Support learners to interpret and represent data    3. Support learners to use measure to solve problems    4. Suggest written, mental and diagrammatical strategies for calculations    5. Appraise language and concepts used in mathematics    6. Propose ways to overcome learners’ problems with the above 3. Justify and evaluate resources designed to enhance student’s maths development   For the award of **Postgraduate Certificate in Education, Post 14 (Education and Training) Teaching English** trainees will have additionally demonstrated the ability to:   1. Identify and analyse key principles and theories relating to literacy and language learning and development 2. Analyse ways in which language can change over time and the impact of this for learners 3. Examine and evaluate the personal, social and cultural factors which influence learners’ language acquisition and use 4. Investigate (several) and evaluate (one) different approaches to initial and diagnostic assessment to identify literacy and language needs of learners 5. Critically analyse the extent to which literacy and language skills impact on other subject areas 6. Revisit own literacy and language skills and develop these in order to:    * Explain and use key discoursal, grammatical, lexical and phonological terms    * Describe and analyse the differences and mutual dependence of written and spoken language   For the award of **Postgraduate Certificate in Education, Post 14 (Education and Training) Teaching Engineering** trainees will have additionally demonstrated the ability to:   1. Identify and critically analyse key factors which impact on teaching learning, and assessing Engineering disciplines in different Post-14 contexts with due regard to the requirements of internal and external stakeholders and the integration of functional skills. 2. Plan, teach and assess in their specialist area of engineering including functional skills; choosing and justifying appropriate pedagogies to meet the needs of learners.   For the award of **Postgraduate Certificate in Education, Post 14 (Education and Training) Teaching Sport** trainees will have additionally demonstrated the ability to:   1. Identify and critically analyse key factors which impact on teaching, learning and assessing Sport in different Post-14 contexts with due regard to the requirements of internal and external stakeholders and the integration of functional skills. 2. Plan, teach, coach and assess in a sport-related environment including functional skills, choosing and justifying appropriate pedagogies to meet the needs of all learners. |

SECTION FOUR: Programme Structure & Curriculum

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| The programme is largely linear and you will study 6 separate modules over the duration of the programme. Each module carries 20 credits, forming an overall 120 credit award. Whilst there is a clear relationship between the modules in terms of content, each have separate assignment criteria and a specific focus. The modules build in relation to the level of academic effort expected, moving from 3 level 6 to 3 level 7 modules. These final level 7 modules provide credits sufficient to access the Master’s in Education programme here at the University should you wish to go on to further study. The curriculum reflects the requirements of the sector, starting with an introductory module to ensure that you have a fundamental knowledge and some experience of how to plan and deliver a teaching session before you start your placement (if you are following the pre-service programme) or in preparation for the start of your teaching career if you are on the in-service course. The following 2 modules build on this and provide a wider context in which to develop your teaching skills as well as providing a theoretical framework to underpin your practice. The later modules have a more strategic, self-directed focus. The final module is either an optional module (for those on the generic PGCE) or your subject specific module on a pathway.  All trainees must complete 8 successful teaching observations. These are spread throughout the academic year (over 2 years for in-service trainees) but are situated specifically within 2 modules from an assessment perspective. These observations allow you to demonstrate progress in your professional practice and promote what Ofsted called “a relentless focus on self-evaluation” (Ofsted, 2015). Through the observations and the subsequent self reflections, you are able to build a portfolio of practice-based evidence to take with you to interviews and subsequently into employment.  If you are wishing to teach Maths, English, Learners with Disabilities, Sport or Engineering, there are specific pathways for you to follow. These pathways were validated recently to reflect the needs of the sector and respond to government priorities. They have proved popular with both trainees and employers and therefore remain a distinctive and attractive part of the programme. They differ from the generic programme in so far as you will receive additional, subject specific content delivery and are observed in placement by a subject specialist University tutor. Recommendations by LSIS (2013) for the structure of the specialist pathways are that there should be 45 credits of subject specialist delivery. You will meet this by completing the following modules:   * Specialist Module in Teaching Maths, Teaching English, Teaching Learners with Disabilities, Teaching Engineering, Teaching Sport, – 20 credits * The Reflective Professional – 20 credits * Curriculum in Context – 20 credits   The Reflective Professional and Curriculum in Context modules are delivered generically, but the way they are taught and the input of specialist mentors make them personal to those trainees on any of the specialist pathways and are key to the specialism element of the pathway. This is clear from the module assessment tasks that you are required to focus your research and analysis on your own subject and curriculum area. To this end, the you will be required to work in subject groups/communities of practice for these modules. Therefore, in total, 60 credits of the programme will be focused upon the specialist pathway.  If you are studying the programme in-service on a part time basis, it will be delivered over 2 academic years with the first 3 modules delivered in Year 1 with the final 2 delivered in Year 2. Delivery and assessment of The Reflective Professional module takes place across the 2 years. This module houses 5 out of the 8 required teaching practice observations.  Two interim awards are included within the Post Graduate Certificate in Education. These are best described as possible ‘stop off’ points for those who are not able to complete the full award, maybe due to a change in personal circumstances for instance. They can also be delivered as stand-alone programmes. These are:   * Preparing for Teaching and Learning (20 credits at level 6): this comprises the first module of the programme and is in line with ‘Award in Education and Training’ (LSIS, 2013). * Certificate in Post 14 Education and Training (40 credits at level 6): this comprises the first 2 modules of the programme: Effective Teaching, Learning and Assessment and Developing Evidence-based Practice to Improve Teaching, and is in line with national recommendations of the Certificate in Education and Training (ETF, 2016).   If you are unable to complete the Level 7 modules of the PGCE for whatever reason you can exit with a Professional Graduate Certificate in Education at level 6. **This is an exit award only** and will only be awarded if a trainee does not complete the Level 7 modules of the programme. The Professional Graduate Certificate in Education is also a nationally recognised teaching qualification in the sector.  **Placements**  The placement is an important thread which weaves through the programme, allowing the you to connect the academic content you are studying with the practical requirments of the programme. The minimum required number of teaching hours for all programmes and pathways is 100 hours.  The overall aims of the placement are to:   * Facilitate trainee development in terms of professional attributes, skills, knowledge and understanding * Provide specific experiences that enable trainees to build on professional strengths and address any development needs * Develop understanding of how learners progress and attain and develop at various levels and often in different disciplines/subject areas within a Post-14 context. * Provide opportunities to enable trainees to become critical and reflective of their practice.     **Pre-Service Trainees, Generic PGCE**  For the pre-service trainees, you will be placed in an organisation within the sector in alignment with your subject area. Trainees will initially be in placement for a minimum of 2 days a week starting after the October half term. Prior to this, it is expected, if possible, that trainees have attended placement and met their mentor and team and undertaken some shadowing of lessons. At the end of Semester 1 trainees will undertake a 6 week block placement where they will not attend university and are expected to fully integrate into the role of a teacher in the sector. After block placement, trainees return to the minimum 2 days in placement model from the first semester. Ideally, trainees stay in one placement throughout the programme, but there may be occasions where a split placement is required. This will be fully discussed with the trainees in this situation. Further information can be found in the placement policy.  All trainees will have a Subject Specialist Mentor (SSM) assigned by placement and an Initial Teacher Education (ITE) Mentor assigned from the teacher education team at the university. Subject Specialist Mentors are usually teachers within the placement organisation who are able to advise on subject specific pedagogy and approaches to teaching and learning. They are responsible for the day to day support of trainee teachers, formal and informal feedback and assessment of attainment through observations. They are supported in this role by the ITE mentors. All mentors are trained in the particular protocols and processes associated with the assessment of student attainment. Their skills in mentoring and coaching are also developed through training and the ongoing support of ITE mentors.  Expectations for the placements are described in detail within module handbooks and are described during induction to the programme. These are made available to trainees, mentors and university tutors. The assessment criteria for observations are housed within a teaching observation guidance handbook and website which provides trainees, mentors and university tutors with clear guidance about standards of attainment and how their levels can be judged. The content of the handbook also supports summative assessment and formative target setting.  The outcome of each phase of training on placement is discussed at milestone reviews/key assessment points and is determined on a pass/fail basis. Attainment on placement through the grading of observations is reported at the end of the programme and is recorded by the programme team. Although the programme is graded pass/fail, Subject Specialist Mentors and ITE mentors may make reference to the quality of a trainee teacher’s professional practice when asked to provide references for teaching posts/employment.  **Placements – Pre-Service and In-Service Specialist Pathways (Teaching English, Maths, Learners with Disabilities, Sport, Engineering, Secondary and Further Education)**  As above but placements need to be subject specific (Maths, English, Learners with Disabilities, Sport, Engineering) and the trainees need to teach from basic levels to level 2 or 3 (where appropriate).  **Placements – In-service trainees**  For the in-service part time programme, a placement is not required as you will need to be in employment or have secured the required teaching hours in a voluntary setting. The minimum 100 teaching hours will be required to be completed over the 2 year programme.  You must meet this requirement on commencement of the course. Trainees can be employed or be volunteers in any area of the sector and they must have access to teaching varying group sizes and levels. All in-service trainees also need access to a Subject Specialist Mentor to support the development of their subject specialist knowledge and pedagogy.  The diagrams below show the structure for all programmes and pathways:  **PGCE Pre-Service – Generic Programme**   |  |  | | --- | --- | | **Semester 1**  Effective Teaching, Learning and Assessment  L6 20 credits  OR  Educational Practice for the Apprenticeship Standards  L6  20 credits | **Semester 1 & 2**  The Reflective Professional L7  20 credits | | Developing Evidence-based Practice to Improve Teaching  L6 20 credits | | Principles of Educational Theory and Practice  L6 20 credits | | **Semester 2**  Curriculum in Context  L7 20 credits | | Optional module L7  20 credits   * Post-14 Teaching across the Sectors * Promoting Effective Classroom Behaviours * Teaching Higher Education in Colleges * Practitioner Research Project * Higher Education Teaching in Non-University Settings |   **PGCE Pre-Service – Subject Specific Pathways**   |  |  | | --- | --- | | **Semester 1**  Effective Teaching, Learning and Assessment  L6 20 credits | **Semester 1 & 2**  The Reflective Professional L7  20 credits | | Developing Evidence-Based Practice to Improve Teaching  L6 20 credits | | Principles of Educational Theory and Practice  L6 20 credits | | **Semester 2**  Curriculum in Context  L7 20 credits | | Subject Specific Module L7  20 credits   * Teaching Maths * Teaching English * Teaching Sport * Teaching Learners with Disabilities * Teaching Engineering   Click here to enter text. |   **PGCE In-Service – Generic Programme**   |  |  | | --- | --- | | **Year 1**  Effective Teaching Learning and Assessemt  L6 20 credits  OR  Educational Practice for the Apprenticeship Standards  L6  20 credits | **Year 1 & 2**  The Reflective Professional L7  20 credits | | Developing Evidence-Based Practice to Improve Teaching  L6 20 credits | | Principles of Educational Theory and Practice  L6 20 credits | | **Year 2**  Curriculum in Context  L7 20 credits | | Optional module L7  20 credits   * Post 14 Teaching across the Sectors * Promoting Effective Classroom Behaviours * Teaching Higher Education in Colleges * Practitioner Research Project * Higher Education Teaching in Non-University Settings |   **PGCE In-Service – Subject Specific Pathways**   |  |  | | --- | --- | | **Year 1**  An Introduction to Teaching, Learning and Assessment  L6 20 credits | **Year 1 & 2**  The Reflective Professional L7  20 credits | | Developing Evidence-Based Practice to Improve Teaching  L6 20 credits | | Principles of Educational Theory and Practice L6  20 credits | | **Year 1**  Curriculum in Context  L7 20 credits | | Subject Specific Module L7  20 credits   * Teaching Maths (Numeracy) * Teaching English (Literacy) * Teaching Sport * Teaching Learners with Disabilities * Teaching Engineering   Click here to enter text. |   **Personal Development Planning (PDP)**  This is a professional programme and as such has personal development planning threaded throughout. You will be required to reflect on your own personal professional development and practice through work-based learning and assessment, creating your own e-portfolio. This e-portfolio is not only used as a vehicle for reflection and self-evaluation but it encourages you to develop digital skills and a digital profile.  Within the programme PDP opportunities are incorporated in the following ways:   * The application of learning materials to current practice within the Post-14 sector * The use of critical, work-based reflection within all modules * All modules contained within this programme have been mapped against Education and Training Foundation Professional Standards. In all modules you will be required to make explicit links to how learning has helped develop professional practice * Observations from ITE mentors are graded in accordance with the ETF Teaching Standards (2015) to help support development and progression of practice * The formative assessment of a reflective online journal   Your progress through the programme and during teaching practice will be gauged through the completion of progressive ‘milestone’ reviews conducted through personalised tutorials. Sequentially these will correspond to demonstrating ‘requires improvement’, ‘good’ and ‘outstanding’ characteristics when applied to the knowledge, skills and performance of trainee teachers as determined by Ofsted. Throughout, you will be encouraged to think about yourself as, and recognise and develop the attributes of a ‘dual-professional’.  We encourage our trainees to return as guest lecturers, discussing their research, employment and general experiences with current trainees giving an invaluable personalised perspective on career management. We also encourage trainees to take part in extra activities such as interviewing new trainees and presenting and displaying skills at such events as the FE & Skills showcase event. <http://www.derby.ac.uk/newsevents/events/calendar/fe--skills-showcase-2016.php>    The PDP process in this programme is strongly linked to the process of Professional Formation via the Society for Education and Training, leading to the conferring of QTLS. This status is recognised as being equal and equivalent to QTS in the schools sector, and represents full recognition as a teacher in the sector. It also provides opportunities for you to review your career choices, construct your own skill/experience profile and enable development of a strategy for attaining your personal and professional goals. |
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SECTION FIVE: Learning & Teaching

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| Learning on the programme comes from both face to face, blended and tutor-led delivery, allowing you to combine theory and practice in a situated learning environment. Tutors have a wide variety of experience within the sector and can tailor sessions to reflect issues, agendas and priorities, enabling a flexible and responsive curriculum. You are supported during placement via face to face, one to one contact from personal tutors and subject specific mentors. As a trainee, you are expected to reflect on your performance in your teaching environment, critically applying and analysing your use of the theories and principles of teaching and learning studied in sessions at university. Ofsted found this to be a real strength of the programme, reporting in December 2015 that “ Trainees apply theory to practice very well and use their evaluations and detailed rationales for teaching, to reflect deeply on their teaching and learning, and the on the impact on the progress that their learners make”.  The move from level 6 to level 7 modules will encourage you to become an independent, self determined learner, developing the innovative approaches you will need in the professional role of a teacher.    All these aspects meet the requirements of the University's Learning and Teaching Strategy 2016-2020, specifically the employability strand. The programme is built and delivered with employability at the heart of it. Indeed, over the past few years the employability rates for trainees has remained above 80%, with all those trainees finding employment as teachers within the sector. The modules you will study, your placement and its related activities are relevant and of value to your future professional practice.  The taught sessions are complemented by directed and private study done in your own time. This is supported by materials placed on Blackboard, the University's Virtual Learning Environment (VLE). Work based practical experience underpins the framework at every stage. Experiential, individualised, and self-directed learning and teaching strategies will be used to enable you to develop personal, professional and transferable skills. Independent and peer-supported strategies, which draw heavily on professional experiences, will be evident in the projects and studies undertaken. There are elements of curriculum based research embedded within the programme, allowing you to research current practice in teaching and learning. This research is often shared across the partnership and our annual FE and Skills Showcase event promotes that notion of research informed practice.  Professionals in the Post-14 sector are expected to work collaboratively across professional and subject boundaries. Therefore, you will be encouraged to recognise the transferable nature of skills and knowledge and develop a proactive approach to inter-professional learning through thinking flexibly and innovatively.  Ofsted (2015) commented on this aspect of the programme by making the following statement:  *“Training and assessment are outstanding across the partnership. Trainers routinely model best practice in their teaching and are adept at drawing trainees’ attention to techniques and methods successfully employed during sessions. Trainers use a wide range of successful strategies to bring together theory and practice, and trainees have plentiful opportunities to experiment and develop confidence in exploring what they have learned. During classroom activities and in assignments, trainers make excellent use of trainees’ wide range of employment backgrounds and vocational experiences. Trainees respond extremely well to the quality of training and make rapid progress from a wide variety of starting points, on in- and pre-service programmes.”*  **Teaching and Learning methods employed on the programme include:**  **Lead lectures**  Here the student body can receive a corpus of underpinning theory in preparation for dissemination and discussion. This will provide the main pedagogical content for each of the modules.  **Seminars**  You will meet in small groups at key points in the module with a supervising tutor to review, present and discuss key ideas relating to your area of study or a current area of focus.  **Tutorials**  Tutorials with a named personal tutor will be available throughout the programme. Their function will be to offer you formative assessment to enable you to progress your assignment work, discuss your teaching practice or review your general progress on the programme. At certain points these will be obligatory and effective preparation will be essential.  **Technology Enhanced Learning**  In line with the University's Technology Enhanced Learning Strategy (2016-20), the PGCE programme is fully committed using technology to enhance the learning experience. The use of technology is embedded into taught sessions and one module on the programme is specifically dedicated to the digital upskilling of trainees. You are encouraged to evaluate the use of technology in teaching as well as engaging in the e-portfolio requirements previously mentioned.  **Reflection on critical incidents**  You are required to reflect on your study, professional practice and own philosophy to teaching and learning and will be expected to complete a reflective journal online, this could also include:   * undertaking any reading/ preparatory activities as indicated; * consider your professional and academic needs/ development both prior to and after any session; * identify how it has supported your progress towards the *professional standards* * justify and explain what further (independent) academic and professional reading has been required.   **Independent Learning**  You will be expected to engage with directed taks between sessions. These will involve reading of set texts, internet searches, work towards individual targets and preparatory work for future sessions. At Level 6 you are expected to manage independent work with a significant degree of autonomy. At Level 7 particularly, it is expected that you will be a quasi-autonomous, self-determining learner who will, with support, be well prepared as an inspirational and influential teacher.  **Ethics and Research Guidelines**  All trainees are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at: <http://www.derby.ac.uk/research/uod/researchethicsandintegrity/researchethics/> |
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SECTION SIX: Assessment

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| Assessment is via a collection of activities including both formative and summative methods. Trainees are expected to demonstrate a sound level of academic skill in their written essays, underpinning module assignments with both established and contemporary theories of education. Each module has both a written and practical element to it, consolidating that important link between theory and practice. The practical assessment activities consist of individual and group presentations, producing academic posters as well as completing the 8 teaching practice observations. Each practical activity requires you to reflect on your performance in some way, identifying areas of good practice as well as areas for development. You will be prepared for the level 7 modules part way through the year with sessions provided to ensure you are clear about the increased expectations of the programme academically.    For one of the modules, an e-portfolio will be used to facilitate reflective pieces of work as well as accommodate additional documents such as the Professional Development Plan. Through this medium, you will build up a body of evidence of your progress which you can use to apply for your professional status (QTLS) via the Society for Education and Training (SET).  Each observation is accompanied by a requirement to provide paperwork justifying and evaluating your own performance. This gives the observations a robustness and strong academic foundation.  Assessment throughout the programme is through 100% coursework.  The emphasis of assessment methods for this programme is for you to produce work that will be topical, innovative and current, to reflect working practices. Thus assessments are designed to be broad, wide ranging, flexible and innovative, facilitating context based learning and allowing you to produce work relevant to your own subject and institutional operations within the Post-14 sector. We have endeavoured to provide diversity in the assessment types to ensure that a variety of learning styles are catered for.  Our approach to assessment assures:   * Each assessment has value and relevance to professional practice * Academic rigour to test and achieve the module/programme learning outcomes * The programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment.   **Observations**  An important part of a trainee teacher’s assessment and professional development is the observation of practical teaching. The requirements of the Post Graduate Certificate in Education on all pathways ask that you completes eight satisfactory teaching observations during your programme of study. Four of the eight observations are completed by a member of the teaching team at the trainee’s centre of study and four are completed by a subject specialist mentor in the workplace or on placement. These observations form part of the overall assessment for two modules: Effective Teaching, Learning and Assessment and the Reflective Professional.  For clarity and development, the Ofsted grading criteria for teaching and learning in the sector are used to provide an overall grade for each observation. Only observations undertaken by the centre's teacher training team will be graded. Subject mentor observations will have a more developmental approach to the feedback. This still allows the teaching team and trainee to see progression through the observation process and gives trainees a grade to aspire to, however, it also matches the most current approach taken in colleges who are moving away from graded observation, replacing this with a more holistic, developmental methodology.  In relation to the ITE tutor observation, each observation is expected to be awarded at least a grade 3. A grade 3 is deemed equivalent to a pass for the purpose of grading the modules and overall, observers will be looking for an upward movement in grade profile towards a grade 1 by the end of the programme.  The observation grades are as follows:  Grade 1 Outstanding  Grade 2 Good  Grade 3 Requires improvement  Grade 4 Inadequate  Trainee teachers who do not reach at least grade 3 will be re-observed. Tracking of observations will be done via the milestone reviews. Should you need to be re-observed more than once, you are at risk of failing the modules the observations of teaching practice are linked to. A grade 4 is deemed unsatisfactory practice and a re-observation constitutes a referral opportunity, as would a piece of academic work which does not meet the required standards. To support any trainee teacher who has not met the standard for a grade 3 observation, a coaching and development plan is drawn up to support improvements in their professional practice. You will be issued with the observation grading criteria at the beginning of the programme.  **Assessment will conform to University regulations relating to e-submission**.  It will be the responsibility of the marking tutors, internal and cross moderators, the External Examiner and the Assessment Board, the function of which will be to consider the performance of PGCE trainees and to determine awards to be ratified by Academic Board.  **Progression in assessment**  Just as moving up to university from school or college meant developing your skills to work at a more advanced level, moving up to Master’s-level study will need a similar change. You will be working at a more complex and sophisticated level, with a need for broader and more independently sourced research to contextualise your analyses. You will also have to make sure your time management is effective to get everything done to the prescribed deadline.  **At Undergraduate level:** You may be used to an uneven workload, with a relatively easy start to each term and the pressure increasing as deadlines approach. Tutors may have spent a number of lectures explaining basic concepts and going over the fundamentals of a topic.  **At Master’s level:** You will start working at a fast pace from the very beginning and this will increase. Your tutors will spend less time covering each topic, and you will be expected to fill in any gaps in your understanding through wider reading and discussing with your peers. You will need to keep up with the work from the start, and be strategic in how you spend your limited time.  This is reflected in the requirements of the assessment activities and are designed to give consistency and coherence in the development of academic and vocational knowledge, skills and understanding. For example:  As you progress through the programme you will move from a position where you report others views, through to commenting on these views, and then finally to a position where you will analyse what others say. As such the assessments reflect this change in level by moving from smaller, patchwork assessments which are collated in to a portfolio, through to fewer but larger assignment based assessments in the latter stages of the programme.  Consistent throughout assessment activities in the programme, is the need to reflect on every aspect of your own performance, progression and development. While the volume of this method of assessment does not change, in reality you will be expected to move from a position where you make superficial comments to being more deep and incisive.  **This programme operates within the University’s Regulatory Framework and conforms with its regulations on assessment for undergraduate and postgraduate programmes.** |

SECTION SEVEN: Admissions

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| Information on applying for the full-time PGCE can be obtained by following this link:  <http://www.derby.ac.uk/courses/postgraduate/pgce-post-14/>  You will need to possess a minimum of Level 2 in English and maths which is recognised by the Society for Education and Training’s (SET) list of approved qualifications for QTLS. In addition to this, you will need a degree at a minimum of 2.2 in the subject area in which you intend to teach (or a related area). Furthermore, you will also need to evidence that you have the required number of teaching hours (a minimum of 100 over the course of the 2 year programme.) This evidence must be presented as a letter from an employer or, in the case of voluntary trainees, a letter of confirmation from the proposed placement.  If you are fulfilling your teaching hours on a voluntary placement, you will need to find your own suitable placement, which will be checked by your college. In exceptional cases, colleges may be able to assist with finding placements, but this cannot be guaranteed.  Applications for the full-time route are made through UCAS. Applications for the part-time route are made direct to the individual college. However, all part-time applications are submitted to the university for approval before the offer of a place is formalised.  As with any programme of initial teacher education, you are also required to demonstrate suitability to teach through an interview which assesses your personal and academic qualities, use of Standard English, and health and physical capacity to teach.  Ofsted (2015) commented positively on the ‘rigorous and challenging interviews’ for the programme.  For applicants for whom English is not a first language, the minimum English Language qualification acceptable is IELTS Level 7. However, you will need to demonstrate the ability to communicate clearly and accurately in Standard English and fulfil the aforementioned criteria.   * + Applications are welcome from international students for the generic PGCE in Post 14 Education and Training programme and the specialist pathways. Qualifications gained overseas will be checked via UK NARIC, the designated United Kingdom national agency for the recognition and comparison of international qualifications and skills. International applicants will need to have gained qualifications which are directly comparable an undergraduate degree (minimum 2:2) and GCSE grade C or above in English Language and Maths (or Level 2 in Literacy and Numeracy).   An Enhanced Disclosure and Barring Service Check (DBS) is required at the point of accepting a place at the University. The [Disclosure and Barring Service](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/) was established when the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) merged in 2012 and will now provide the criminal records checking service for this course.  If you are on the full-time, pre-service programme or on a voluntary placement via the part-time, in-service programme, we recommend that within 19 days of receiving your DBS certificate you register to the free DBS Update Service (https://www.gov.uk/dbs-update-service).  If you have lived outside of the UK in the past five years (excluding holidays), you will need to provide a current satisfactory Certificate of Good Conduct from the country you were resident in. You will need to submit this at your course induction. Further information can be found on the [gov.uk website](https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants). |

SECTION EIGHT: Student Support & Guidance

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| Our approach to student support is proactive and begins before you commence the programme.  Trainees are invited to a pre-induction event before the course starts, which allows you to meet the teaching team and your fellow trainees, as well as giving you the opportunity to ask any questions which may have arisen.  Each prospective trainee completes a ‘fitness to teach’ questionnaire prior to starting on the programme in order to enable support plans to be put in place in a timely manner. From the point of application, if a disability has been disclosed, Specialist Support Services are involved to identify whether reasonable adjustments can be made to enable success on the PGCE course. Following a successful interview, the ‘Fitness to Teach’ procedure is carried out in association with the university’s doctors and Student Wellbeing service.  Once the programme is underway, you will be allocated a personal tutor, whom you are encouraged to use as a first point of referral.  Tutorial support directly linked to individual modules is provided by module tutors.  Both of the above types of tutorial may be undertaken via electronic methods (mainly email) or through organised appointments with lecturers, either as part of the programme or through an open door policy with the team. The programme delivery teams in all centres are very experienced practitioners who have worked in the Post-14 sector, and delivered HE ITE programmes for a number of years, and are adept at providing personal and professional support to trainees in a variety of contexts.  The programme has a clearly defined support structure which is summarised below:  **Programme Leader** - can provide an overview of the programme and address specific matters relating to the progression of individuals through the programme. This is also the person to turn to when seeking clarification on procedural matters such as enrolment, fees and referral to financial support. The PL is the first point of contact for any support issues.  **Module Leader and tutors** – support trainees with module-related aspects including academic issues. They will sometimes do this through small group tutorials to help with making the connection between theory and practice, but also are happy to see individual trainees for specific support purposes.  **Personal ITE tutors/placement supervisors** – have the role of giving personal support to trainees throughout the programme with a particular emphasis being on teaching practice aspects, including practical and contextual application of skills and information. This person is usually the first point of contact for trainees. Personal tutors may observe trainees’ teaching practice and feed back on progress and development.  **Placement Development Manager –** for pre-service trainees, the university team has a Placement Development Manager who is responsible for broadening the network of placements to ensure the best possible outcomes for trainees; this person acts as the liaison with the agreed contact at the placement and will intervene to try to resolve any placement-related concerns.  **Centre Programme Coordinator** - In partner colleges the Programme Leader role is fulfilled by the Centre Programme Coordinator, with whom trainees studying there will have more direct contact. There is also a **Collaborative Partnership Manager** on the university team, who will induct partnership trainees at the university and is a possible point of contact in particular circumstances.  Ofsted (2015) commented on the support offered to trainees:  ‘Trainees value the support they get from dynamic and dedicated tutors and lecturers.  They benefit greatly from very strong pastoral support that helps them to stick with the programme, and develop their academic skills and interests.’  **Work-based Mentor/Subject-Specific Mentor**  As the programme requires you to undergo ‘teaching practice’ and ‘placement experience’, a vital element is the support received from a trained, qualified and experienced professional in the field. The programme team work closely with colleagues and institutions within the sector to ensure that the advice and guidance trainees receive is both current and relevant to their emerging professional development needs. These mentors will assist you with:   * Acquiring contextual information * Accessing organisational policies and professional codes of practice * Understanding the roles and responsibilities expected of a ‘dual professional’   There is a requirement for them to contribute to gauging your progress and development through:   * Observing you teach * Providing you with formative feedback * Monitoring your engagement with, and contributing to a whole organisational ethos   They are invaluable because they will introduce you to and signpost other professional colleagues who will:   * be able to support your development and understanding of wider organisational approaches to teaching, learning and assessment * advise you on strategies and techniques to be employed within varying specific contexts * enable your broader professional development and understanding of the work of the Post-14 sector   Ofsted (2015) commented on this aspect of the programme's provision with the following statement:  *“Robust mentor selection and professional development from the university ensures that trainees get high-quality mentoring and training that meets their needs as they develop as outstanding practitioners*”  **Student Liaison Officer** - In addition to the support offered by the teaching team and placement mentors, the Institute of Education has a Student Liaison Officer who can provide information about how the University works and help you to find the most appropriate source of specialist advice.  During induction we invite all support services for the home programme to speak with the new trainees and to detail what they offer. This includes the university nurse, the Student Liaison Officer and representatives from the Careers and Employability services. This is covered by partner college inductions for in-service trainees.  For in-service trainees, arrangements are made by each individual provider. However, both university and partnership trainees are welcome to access the wide range of advisory services offering support. This Student Support and Information Service can be accessed through the following link: <http://www.derby.ac.uk/ssis>.  **Student Voice**  Whilst we develop academically robust programmes, we constantly update and assess the appropriateness of the curriculum via a series of methods. Trainees play an integral part in these processes through:   * student representation on the programme committee, meetings held three times a year, where the students’ voice slot on the agenda provides an opportunity for the trainees to comment on delivery and learning within the programme and inform the quality and professional standards of their studies * individual trainee evaluation of modules at the end of each module delivery * individual evaluation of the programme   In addition to formal evaluation processes, representatives of the trainees meet monthly with the programme leader to feed back on strengths and areas for consideration as an ongoing process. |

SECTION NINE: Employability

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| The programme prepares its trainees well for the employment market in a number of ways.  Crucially, the programme team prides itself on the collegiate and collaborative methods it uses to ensure the programme design, content and delivery are appropriate, relevant and contemporary to the needs of the Post-14 sector. We have developed a number of strong working relationships with FE colleges and schools in the region where we place pre-service trainees for teaching practice, and in some cases, where we train their own teaching staff.  In addition we have a similar network of independent training organisations, public service providers, local authorities, adult, youth and community education centres, with whom we meet regularly, in order to discuss the nature of emerging trends and changes within the sector.  Ofsted (2015) commented:  'The partnership is extremely strong; stakeholders at all levels work well together to the  benefit of trainees and newly qualified teachers. Particularly strong and dynamic leadership  from the university ensures that partners are fully engaged in the development of the programme.'    The above means that the programme is highly responsive to the changing needs of the sector and allows its graduates to secure employment in a range of educational settings.  Additional opportunities to enhance employability are built in wherever possible. Examples of these include: sessions on job application and interview skills by guest speakers who occupy leadership roles in local schools and colleges, Q&A sessions with former trainees who are now in teaching roles, and workshops run by the university or College’s Careers and Employability teams.  All of the above have contributed to the programme’s very high graduate employment rate, which is significantly above the sector average, as confirmed by Ofsted (2015). |
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SECTION TEN: Post Programme Opportunities

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| A PGCE qualification remains a highly respected qualification and is a recognised passport into teaching in the sector. The majority of trainees completing our programme are successfully appointed to teaching posts across the sector. Many trainees move on quickly to become course leaders/managers of their subject area. The University provides a strong MA Education programme with multiple pathways that would appeal to our trainees in terms of professional development, notably a module tailored to the needs of NQTs. A Postgraduate Certificate in Education will contribute 60 credits directly to a Master’s diploma or degree at Derby and may be used to apply for APL on Master’s programmes at other institutions.  Upon completion of the PGCE, graduates will be eligible to apply for Qualified Teacher Learning and Skills status via the Society for Education and Training. Further information on this route can be accessed at:    <https://set.et-foundation.co.uk/professionalism/gaining-qtls/guidance-for-headteachers/> |

SECTION ELEVEN: External Links

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| As noted under section nine (Employability) a key feature of the programme is the strong links with the collaborative partnership colleges, and both lecturers and managers from these colleges input strongly into the ongoing development of the programme.  Employer needs and opinions have been taken into consideration in the design, content and delivery of the programme. The programme team work very closely with key stakeholders in the Post-14 and wider education sectors to ensure programme content is fit for purpose. Throughout the programme there is input from subject specialist mentors, curriculum managers and senior managers working in the Post-14 sector, head teachers and other specialists (for example, ILT champions, safeguarding officers) as guest speakers, to bring a real world view to the key issues experienced in education.  Such employers contribute formally to the programme in a number of ways, including through representation at formal Programme Committee Meetings (held three times per year) and by attending twice yearly development and moderation events at the University.  The Placement Development Manager role has allowed for stronger and more durable links to be made with education providers across the East Midlands.    The programme team has close links with both the Education and Training Foundation (ETF) and the Society for Education and Training (SET). The programme manager sits on the practitioner advisory board of the ETF and one of the core team is both a board member and trustee to the ETF and chair of the SET management board.    The programme team has a nominated research lead, who works across the sector to follow up on appropriate research opportunities that will further enhance both the sector and the programme.    In summary, the needs and opinions of employers, commissioning agents and collaborative partners have been taken into consideration, and they have contributed significantly to the shape and ethos of this programme. The views of new stakeholders are continually sought as the dynamic nature of the sector demands change and realignment of objectives and outcomes. This process ensures that trainees who graduate from this programme are appropriately prepared and equipped to occupy a position as an effective professional practitioner in the sector. |

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| Dual professional | A professional practitioner who undertakes the dual role of teacher and vocational/subject specialist |
| ETF | Education and Training Foundation (professional body for teachers in the Post-14 sector) |
| FE | Further Education (the term used to encompass all non-school provision; this commonly refers to colleges, private training providers, offender learning, work-based learning) |
| FHEQ | Framework for Higher Education Qualifications |
| Full Time Programme | Programme Completed in one year |
| IELTS | International English Language Testing System |
| In-service programme | A programme where trainees are already employed as teachers |
| ITE | Initial Teacher Education (a term used to describe a programme of study leading to a recognised teaching qualification |
| ITT | Initial Teacher Training (alternative term to the one above: ITE largely favoured now |
| LSIS | Learning and Skills Improvement Service |
| Milestone Review | Formal review point on programme, occurring 3 times across the programme |
| NCLT | National College for Teaching and Leadership (agency that works with the DfE to improve standards in the education workforce |
| OFSTED | Office for Standards in Education, Children’s Services and Skills (by which ITE programmes are subject to inspection) |
| Part Time Programme | Programme completed over 2 year |
| Pre-service | A programme where trainees are not employed as teachers but instead complete an unpaid placement |
| QTLS | Qualified Teacher, Learning and Skills – formal recognition of qualification to teach in any UK education provider, developed to give legal parity for qualified teachers whose training cannot aware QTS |
| QTS | Qualified Teacher Status –standard, formal recognition of qualification to teach in the UK awarded by the provider of initial teacher education |
| UCET | Universities’ Council for the Education of Teachers (organisation that acts as a forum at national level, for discussion of issues relating to the education of teachers) |

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