

Edge Hill
University

Early Years Programme Handbook



**Post Graduate Certificate in Education (PGCE) Early Years
Education with QTS***

EYPGCE

2020-2021

Contents	Page no.
Inclusion Team	3
Equality and Diversity	4
Welcome	5
Introduction	6
Roles and Responsibilities	7
Attendance and Engagement with the Programme	8
Overview of Programme	9
Curriculum Sequence Communication	10
Student Voice	27
Quality Assurance and Quality Enhancement	30
Teaching, Learning and Assessment	31
Lines of Communication	32
Useful Contact Information for Trainees	33
The Role of the Personal Tutor	34
Your Responsibilities as a Trainee	35
Employability, including References	36
NQT Programme	38
Teaching Unions	39
Timetables (XX Grids)	40
Assessment Schedule	42
Code of Conduct	43
EMC	48
Safeguarding Policy	49

Inclusion Team

Based in the Catalyst, we provide information, advice and guidance to students who may need additional support with their studies. If you have a physical or sensory impairment, mental health diagnosis, long-term medical condition, Autism or Asperger's Syndrome, we can advise on:

- Disclosure and confidentiality
- The support available from the team and other services
- What is meant by "reasonable adjustments" and how you might benefit from them
- Information related to exam modifications
- Guidance about alternative forms of assessment
- Advice about eligibility for Disabled Students' Allowance (DSA)

Our approach is friendly yet professional and you can discuss your requirements in complete confidence, our contact details are below.

In Person: Catalyst helpdesk

Email: inclusionteam@edgehill.ac.uk

Tel: 01695 657568

www.edgehill.ac.uk/student-services/inclusive/

We look forward to hearing from you.

SpLD Support Team

The SpLD Support Team, based in the Catalyst and we support learners with Specific Learning Difficulties (SpLD) including Dyslexia, Dyspraxia, Dyscalculia and ADHD.

The team offer advice and guidance with:

- Informal assessments - explores if you have any indicators of SpLD
- Diagnostic assessments
- Advice and guidance on applying for Disabled Students Allowance (DSA)

The team of specialist study skills advisors are able to provide one to one support to enable students to develop strategies to help them with their studies.

If you have any concerns or would like further information about SpLD please visit our website at www.ehu.ac.uk/spld. Here, you will find detailed information about the informal and diagnostic assessments and a helpful Dyslexia checklist.

Alternatively please call into the Catalyst for a confidential chat.

For further advice contact the SpLD Support Team:

In person: Catalyst Helpdesk

Tel: 01695 657526

Email: spld@edgehill.ac.uk

Web: www.ehu.ac.uk/spld

Equality and Diversity – Policy Summary

Edge Hill University's vision is to 'provide an environment where everyone feels able to participate, contribute, enjoy and influence their experience; and where inclusive practices underpin everything we do. Respect for, and celebration of, individual diversity will shape institutional strategy, direction and behaviour.'

The University seeks to identify and eradicate any practice which discriminates on the basis of race, disability, sex, gender re-assignment, age, sexual orientation, marriage and civil partnership, pregnancy and maternity, religion, belief or none, or socio-economic background.

The University recognises that equality and diversity embraces all aspects of employment and service delivery including curriculum; teaching; learning and assessment; research issues; and extra-curricular activities.

The University makes it a condition of service and admission that staff and students adhere to the Equality and Diversity Policy. Any breaches of this are dealt with under the Staff or Student Disciplinary Procedures, as appropriate.

The University makes every effort to ensure that traders, contractors, institutions, organisations or individuals who interact with Edge Hill University are aware of the policy. Discovery by the University of any Inequitable Policy or practice by them may result in Edge Hill University breaking links and ceasing to do business with them.

Edge Hill University widely distributes this policy summary and accompanying Equality and Diversity Policy throughout the University.

Making Contact

Students are encouraged to make any concerns known. The first point of contact for this is the Student Services Information Desk in the Catalyst on the Ormskirk campus (01695 584554, or student.services@edgehill.ac.uk). The Student Information Officer will refer you on to an individual member of staff as appropriate.

A full copy of the Equality and Diversity Policy can be obtained from the Student Services Information Desk or from Edge Hill University's web site www.edgehill.ac.uk.

Welcome



Welcome to the Early Years PGCE Programme!

This handbook is designed to provide you with a range of information that will guide your understanding of the Early Years PGCE programme.

The aim of the Programme Handbook is to guide and support you in undertaking your studies during the year. Please ensure that you take some time to read the documentation that is provided for you carefully.

The Early Years PGCE Programme is a very busy and very exciting year and I hope it will be very successful for you.

Jackie Sumner

Early Year PGCE Pathway Leader

Welcome from the Partnership

I am delighted to have been asked to contribute to this year's PGCE Early Years Education with QTS programme handbook.*

Working with trainee teachers from Edge Hill University is an integral part of our school. Like children and their learning, we are very aware the individuals on teacher training programmes have different starting points and progress at different rates and it is our responsibility as Trainers to support you and develop your skills and confidence.

It is important that we, as Trainers, celebrate your achievements whilst in school but also set challenging next steps and targets. We are all privileged to work in schools to support the learning of young children and every moment with a skilled class teacher is vital to a child's development.

Your Trainers will be assessing you against the Teachers' Standards however they are looking for you to give 100% with everything you do in school. If you do that, then you can expect 100% support and guidance in return. Added to that, try to show a thirst for knowledge and push the boundaries with your teaching. Your lessons may not always go as well as you would have hoped however what is important is that you are able to reflect and identify those next steps.

To be on a teacher training programme at Edge Hill you must have already shown outstanding potential through your application and interview. Congratulations on your achievements thus far and I wish you the best of luck and enjoyment throughout your training programme and hope to meet you at some point.

Best wishes,

Greg Parker - Head Teacher, LIPA Primary School

Introduction

The Programme Handbook 2020-2021 is designed to provide you with a range of information that will continue to guide your understanding of the Early Years PGCE programme. It must be used in conjunction with the Edge Hill Trainee Handbook and the handbooks produced for all modules in the programme. Module Handbooks will provide the detail of each module for your programme. This will support you in managing your time effectively as you continue your studies on the programme.

The Programme Handbook contains important information. Please ensure you spend some time reading it carefully and that you continue to refer to it during the year.

You are following a professional programme at Edge Hill University. As you know, the programme is challenging, innovative, rigorous and enjoyable! It requires a great deal of commitment from you and it is designed to develop a range of important professional and vocational knowledge, understanding and skills. It aims to train high quality early year's teachers who:

- Meet the National Standards for the award of Qualified Teacher Status: Professional Teachers' Standards (2013);
- Meet the needs of schools/settings and children;
- Develop during their induction and throughout their professional careers.

Roles and Responsibilities

Leadership of your Programme

Jackie Sumner	Pathway Leader	Sumnerj@edgehill.ac.uk	01695 654319
Amanda Casey	Assistant Pathway Leader	Caseya@edgehill.ac.uk	01695 650774

Administrative Staff

Professional Support Team	EarlyYearsPartnership@edgehill.ac.uk	01695 584730
---------------------------	------------------------------------------------------------------------------------------------	--------------

Management of the Department

Dr Karen Boardman	Head of Early Years	Boardmak@edgehill.ac.uk	01695 584020
Dr Liana Beattie	Assistant Head of Early Years	Beattiel@edgehill.ac.uk	01695 650961
Sian Onions	Associate Head of Early Years	onisonss@edgehill.ac.uk	01695 650828

Module/Strand Leaders

Module Code	Module Title	Module Leader
EPG 4010	Philosophy of Teaching and Learning in Early years	Jo Albin-Clark Albinj@edgehill.ac.uk
EPG 4011	Early years Research Specialism Module	Jo Albin-Clark Albinj@edgehill.ac.uk
PS100E	Early years Personal and Professional Development	Jackie Sumner sumnerj@edgehill.ac.uk
Non-modular	Curriculum Development in the Early Years	Jackie Sumner sumnerj@edgehill.ac.uk
EPG4108	Professional Practice 1	Amanda Casey Caseya@edgehill.ac.uk
EPG4109	Professional Practice 2	Amanda Casey Caseya@edgehill.ac.uk

Attendance and Engagement with the Programme

We cannot emphasise too strongly the importance of engaging with all your programme activities on a regular basis. This will ensure that you access a full range of learning experience and maintain contact with your tutors and fellow students. It will also ensure that you receive essential information about your module and programme, including details of assignments and other assessed work. Failure to engage with programme activities will severely reduce your chances of success, limit your ability to achieve a degree result that fairly reflects your ability, and can quickly lead to outright failure of a module or even your entire degree programme. For all undergraduate students, engagement with online sessions and attendance of 'present in person' (PiP) sessions is compulsory.

Therefore, it is your responsibility to:

- Participate in learning and teaching opportunities offered by the programme;
- Making full use of the university's specialist support services available to you;
- Follow the process for reporting absence if you expect to be absent from an online or PiP taught session or sessions;
- Engage with your tutors to make arrangements for continuing to participate in your studies during any absence, using resources provided on Blackboard.

A full version of EHU Academic Programme Engagement Framework can be found here:

<https://www.edgehill.ac.uk/documents/files/Academic-Programme-Engagement-Framework-eff-01.08.2020.pdf>

Overview of the Programme

Your Initial Teacher Training programme consists of 2 parts:

The Academic –for a Postgraduate Certificate in Education (PGCE)

The Professional – working towards meeting the Teachers' Standards (DfE, 2013) so that Qualified Teacher Status (QTS) can be recommended.

The diagram below indicates how the different modular and non-modular strands combine to create the structure of the programme:



The academic programme is delivered at Level 7.

The award of **Early Years Postgraduate Certificate in Education** with recommendation for QTS is awarded to trainees who achieve both academic assignments at level 7 (EPG4010 and EPG4011) and who pass Professional Practices 1 and 2 and complete the their Teachers' Standards Portfolio.

The award of **Early Years Professional Certificate in Education** with recommendation for QTS is awarded to trainees who pass both academic assignments at Level 6 and who pass Professional Practices 1 and 2 and complete the their Teachers' Standards Portfolio.

Summative assessment of the Level 7 modules will be on a Pass / Merit / Distinction basis. Through this approach the programme team are able to demonstrate high expectations for trainee attainment and trainees can also be more confident of their potential in further Level 7 study to complete a Master's qualification.

Any trainee who fails at first submission will be given a second resubmission opportunity at Level 7. If the trainee is then successful, they will be awarded a 'pass' although feedback will give an indication of the actual attainment of the piece. Trainees who fail this second attempt at Level 7 will be offered a final opportunity to re-submit, but at Level 6. If the trainee is successful, they will be awarded a 'pass' however if the trainee fails this third attempt there will be no further reassessment opportunities and the trainee will fail the assessment in question.

Trainees' Teachers' Standards portfolios will be an ongoing portfolio which will be based on evidence of Trainees' achievement against the Teachers' Standards. At the end of the programme evidence presented by Trainees in their Teachers' Standards Portfolio (TSP), along with assessment evidence from professional practices, will inform the decision to recommend Trainees for QTS.

EHU ITE PARTNERSHIP CURRICULUM SEQUENCE COMMUNICATION

Programme: PGCE Primary Early Years Education with QTS

(Key to CCF reference is on the last page.)

Week	Personal and Professional Attitudes, Values and Beliefs			Subject and Curriculum Knowledge			The Craft of Teaching and Pedagogy		
	<i>Centre-based input</i>	<i>Setting/School based input</i>	<i>Core - Content ref</i>	<i>Centre-based input</i>	<i>Setting/School based input</i>	<i>Core - Content ref</i>	<i>Centre-based input</i>	<i>Setting/School based input</i>	<i>Core - Content ref</i>
1 I N D U C T I O N	Present in Person Online synchronous Online asynchronous L7 Writing – expectations and where to find support Teachers’ Standards Resilience within the programme and through studies/practices Managing Workload		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online synchronous Online asynchronous Promoting English Through Story using stimuli of Where The Wild Things Are by Maurice Sendak		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 PB 7	Present in Person Online synchronous Online asynchronous Role of the EYS Teacher Transitions – within the curriculum and from one phase to another Shared & Sustained Thinking using stimuli of Where The Wild Things Are by Maurice Sendak		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
2	Present in Person Online asynchronous Safeguarding – obtaining L1 & L2 certification Reflective Practitioner		HE 1-6 HPL 1-9 CP 1-11 AT 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous Communication & Language – theoretical approaches, communication friendly spaces, understanding distinct elements of language		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online asynchronous EPG 4011 – EYS Research Specialism Module EYS Planning Importance of Play, play-based curriculum design		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7

				Expressive Art & Design – planning for EAD, identifying learning outcomes, CoEL within EAD, taught through the theme of ‘the moon’ H&S Intent, Implementation & Impact					MB 1-7 PB 1-7
3	Present in Person Online asynchronous OFSTED Framework (EIF), implications for working and long- term memory, Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous Science 1 – EYFS/KS1 Curriculum, taking Science learning outdoors English 1 – English NC at KS1, spoken language and the effective T&L of spoken language, the importance of Standard spoken English Physical Development – implications in childhood, identifying ELGs, knowing about the well-balanced child, physical literacy within the curriculum including safeguarding Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online asynchronous EPG 4011 – EYS Research Specialism Module Theories of Learning (working memory & long-term memory, metacognition)		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
4	Present in Person Online asynchronous Personal Tutorials		HE 1-6 PB 1-7	Online synchronous Online asynchronous Maths 1 – Maths Understanding within Continuous Provision, pedagogical approaches, Mathematical play SSP 1 – key principles & terms, role of SSP in teaching & learning of		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online asynchronous EPG 4011 – EYS Research Specialism Module Life-Long Learning Autism		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7

				reading & writing, understanding children's phonological development Understanding the World – people and communities, understanding the role of the practitioner, familiarity of areas of learning and development Intent, Implementation & Impact					MB 1-7 PB 1-7
5	Online synchronous Online asynchronous Personal Tutorials		HE 1-6 PB 1-7	Online synchronous Online asynchronous Maths 2 – Early Counting Principles, Errors & Misconceptions, Progression in Counting in EYS & KS1, Counting Patterns & Counting Enhancements SSP 2 – understanding the teaching sequence for SSP, understanding and planning for the different phases of SSP for effective teaching Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online synchronous Online asynchronous EPG 4011 – EYS Research Specialism Module Forest School Theory		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
6	Online synchronous Online asynchronous Preparing Teaching Files & Initial Placement Briefing		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous English 2 – Early reading and KS1 Reading, links to Teachers' Standards, adapting teaching, understanding reading strategies		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4011 – EYS Research Specialism Module		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7

				Science 2 – Outdoor learning and how it enhances children’s scientific enquiry, messy play and exploring our senses D&T PSED – current literature, children’s well-being, assess/reporting of PSED, early brain development, social and emotional development & safeguarding Intent, Implementation & Impact					MB 1-7 PB 1-7
7		EPG 4108 Understanding the Role of the Class teacher, including planning for learning	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4108- PIP Continuous Provision (in/outdoors) Planning & Assessment in EYFS Early Reading & Early SSP, making links to TS3 – subject knowledge, principles of literacy, explore elements of ER, understand ER in practice	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4108 ‘Key Person’ Work Importance of Play Transition & Safeguarding Behaviour SEND & Curriculum Design	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
8		EPG 4108			EPG 4108			EPG 4108	
9	HALF TERM								
10		EPG 4108			EPG 4108			EPG 4108	
11		EPG 4108			EPG 4108			EPG 4108	
12	Online synchronous Online asynchronous Teachers’ Standards Electronic Professional Portfolio (EPP) Evidencing meeting the Teachers’		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous Science 3 – Planning & Assessment, scientific progression of skills from YN to Y2 & The World (using animals in the classroom)		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS – how children learn & approaches to teaching & learning in		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7

	Standards throughout PP and academic work			Maths 3 – Place Value & Early Calculation including +/-, Structures & Recall of +/- Intent, Implementation & Impact SSP 3 – debrief, Q&A session about planning and teaching at EYFS, progression of skills to planning and teaching at KS1			the EYS, leadership in EYS		AS 1-7 MB 1-7 PB 1-7
13	Online synchronous Online asynchronous Placement Briefing		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous History 1 – Creative learning and teaching, understanding teaching and learning of History, enquiry skills D&T – design, make and evaluate including developing technical knowledge Music – theories and stages behind musical development, introducing practical activities, understanding the role of music in children’s development Intent, Implementation & Impact EAL – developing an understanding of EAL in schools/settings, understanding that EAL requires robust subject knowledge and wide range of practical resources, develop		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS – curriculum design EAL in the Classroom – Partnership Visiting Lecturer		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7

				empathy for EAL learners					
14		EPG 4108 Reflective Practitioner Team Teaching Observe Teaching Pre-placement contextual analysis – local area, OFSTED, LA Overview of school website Equality, diversity & inclusion – how is this promoted?	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4108 - PIP Teach up to 40-50% whole class Teach up to 30-40% group tasks Focus on Inclusion, SSP, Maths, Learning Outside the Classroom	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	WK1 VP Working with Parents/carers; Create a parent/carer information booklet linked to KS1 curriculum including the outdoor environment	EPG 4108 Safeguarding Curriculum Design Planning & Assessment Working with parents/carers – create booklet/newsletter/e-newsletter	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
15		EPG 4108			EPG 4108 How do pupils learn? SSP/Early Reading, other priority areas in the curriculum Planning a History/IT SoW including organisation, use of adults, resources, assessment and development of skills		WK2 VP Hist/IT focus; 6-week scheme of work focusing on an Historical event and linking it to IT skills for presentation	EPG 4108 How do pupils learn? Richness of curriculum, class pages, curriculum organisation, delivery, teaching & learning processes. Assessment & screening	
16		EPG 4108			EPG 4108 Understand TS3 promote good progress and outcomes by pupils – analyse planning and teaching of subject/s, resources and development of skills and knowledge		WK3 VP Literacy Anthology; Preparing and designing a Literacy Anthology of stories, poems, rhymes, songs and jingles related to EYFS and KS1 teaching and learning and related	EPG 4108 Understand TS5 adapt teaching to respond to the strengths and needs of all pupils – understand differentiation, SEND, Pupil Premium, resources	

					Build up a literacy anthology of stories, rhymes, songs, rhymes, jingles to support teaching and learning		curriculum themes/topics	and external agencies support	
17	CHRISTMAS								
18	CHRISTMAS								
19		EPG 4108 Managing behaviour and fostering positive attitudes to learning – scrutinise school behaviour policy, identify positive behaviour strategies and the promotion of good behaviours for learning			EPG 4108 Develop a planning overview for the delivery of a ‘live reptile session’, identify learning objectives, complete a risk assessment, consider the environment for learning		WK4 VP Live Animal Session; Plan, Risk Assess, prepare for a session involving live animals in the classroom, including pre and post tasks for the children to undertake	EPG 4108 TS8 – Fulfilling wider responsibilities – developing effective relationships with parents/carers, understand how teachers contribute to the wider life of school	
20		EPG 4108			EPG 4108 Develop an SSP journal which identifies good outcomes for learners, gather evidence and reflect upon this new knowledge, consider resources and teaching activities which encourage interactive and engaging learning for all including EAL/SEND		WK5 VP SSP Journal; Reflect/evaluate upon SSP teaching and learning including resources, groupings, assessment and progress of skills	EPG 4108 Plan, design and resource a package of intervention to meet identified needs	
21		EPG 4108			EPG 4108 Develop confidence to deliver PE sessions – consider elements of		WK6 VP Developing confidence in teaching PE;	EPG 4108 Evaluate learning materials produced in previous week and	

					competitive sport in a fun way, present ideas to promote fairness and respect in PE, consider structured games that develop physical skills, consider barriers to delivering high-quality PE, adapting PE lessons to meet needs of children, developing ones own confidence to teach PE		Plan a high-quality sequence of PE lessons which focus on developing children's confidence and introducing competitive sport skills	their identify effectiveness upon children's learning and achievements	
22	Online synchronous Online asynchronous Personal Tutorials		PB 1-7	Online synchronous Online asynchronous Geography 1 – Creative learning using story to introduce children to new aspects of the world Art 2 – Exploring colour, inspired by Matisse, colour theory and creating a colour wheel PE - H&S, master basic movements, balance, agility, co-ordination, apply these in activities, participate in team games, perform dance moves English 3 – Early Writing – developing knowledge and understanding of teaching, learning and assessment of early writing, introducing 'simple view of writing' SSP 4 – assessment and tracking of SSP development		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS, approaches to teaching & learning		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7

				Intent, Implementation & Impact					
23	Online synchronous Online asynchronous Careers & Applying for Jobs Life-Long Learning Assessment Behaviour Management		PB 1-7 MB 1-7	Online synchronous Online asynchronous English 4 – KS1 Grammar & Spelling – understanding importance of grammar and spelling teaching, research related to grammar and spelling, recognising spelling errors as developmental signposts Maths 4 – Geometry, Progression in Shape/Space & Geometry in EYFS & KS1, Properties of 2D & 3D Shapes, Transformation of Shapes Computing – good practice and using technology in EYFS, enhancing children's experiences through technology Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
24	Online synchronous Online asynchronous Leadership & Management Careers & Applying for Jobs		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous History 2 – Planning & Assessment Geography 2 – Planning & Assessment RE – 3 lens approach, creative resources for teaching RE, planning and teaching KS1 RE Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS Pillars of Learning		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7

25	READING WEEK								
26	Present in Person Online asynchronous Excellence in Teaching & Consolidation Placement Briefing	SEND Ethos, Values & Aims of Setting Understand How Experience Can Improve Own Practices Teachers' Standards & SEND Provision	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		SEND 'Shadow' Staff and Observe Teaching Assessment of SEND Plan & Deliver Teaching Activity	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		SEND Understand Role of Key Workers, Documentation & Policies Observe Interaction/ Communication Behaviour Strategies Range of Learning Styles Student Voice	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
27		EPG 4109 Reflective Practitioner Team Teaching Observe Teaching Meet the team Research school context and wider community Review OFSTED Report Review H&S policy – COVID related themes	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4109 Teach up to 80% whole class Focus on Inclusion, SSP, Maths, Learning Outside the Classroom Review children's prior learning to inform future planning	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4109 Safeguarding Curriculum Design Planning & Assessment Motivate children with positive language, act as a positive role model Demonstrate awareness of own use of standard English and modelling to children	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
28		EPG 4109 Attend staff meetings Wider CPD opportunities/ research e.g. Meeting Subject Leader and exploring 'deep dives' in relation to OFSTED/EIF			EPG 4109 Teach up to 30% Review pupil attainment in subject areas Begin planning for specific subject areas Relevant research to support SK Create a learning environment that is			EPG 4109 Develop Q&A strategies which enable children to share emerging understanding Review Behaviour Management policy Create learning opportunities which	

		Share documentation with mentor and set relevant targets Provide evidence to support EPP Review key policy – e.g. Safeguarding Review expectations/ actions in relation to key policy			conducive to positive outcomes			inspire and motivate learning	
29		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Provide evidence to support EPP Review key policy – e.g. SEND Code of Practice and/or EAL Review expectations/ actions in relation to key policy			EPG 4109 Teach up to 30% Review pupil attainment in subject areas Review previous weeks WDS and implement into planning for specific subject areas Relevant research to support SK			EPG 4109 Observe expert practitioners noting strategies that support positive behaviour and behaviours for learning Develop knowledge and understanding of the 'new' EYFS curriculum Familiarise self with data recording processes	
30		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Contribute to wider life of the			EPG 4109 Teach up to 50% Review pupil attainment in subject areas Review previous weeks WDS and implement into planning for specific subject areas			EPG 4109 Following on from familiarising self with data recording processes, now identify intervention strategies to support further learning Be aware of teacher's workload and ensure	

		school e.g. after school club Look at ways to help promote a 'Healthy School' philosophy both with children/families and the wider community			Relevant research to support SK Consider common misconceptions prior to teaching lessons, address these within lesson			that good time management strategies are used effectively	
31	EASTER								
32	EASTER								
33		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Develop strategies for sharing information with parents/carers Review key policy – e.g. Working with Parents/Carers Review expectations/ actions in relation to key policy			EPG 4109 Teach up to 50% Review pupil attainment in subject areas Review previous weeks WDS and implement into planning for specific subject areas Relevant research to support SK Develop confidence and strategies for marking policy Review school's marking policy and identify next steps			EPG 4109 Develop strategies to help support children to present their more scholarly work Consider carefully how children are paired/grouped within the classroom for supported and/or independent learning	
34		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation			EPG 4109 Teach up to 80% Develop knowledge and understanding of how to plan long-term programmes of study Familiarise self with school's schemes of			EPG 4109 Identify barriers to learning and present activities to help overcome these barriers, e.g. communication	

		Provide evidence to support EPP Provide evidence within planning of how children are stretched and challenged			work, e.g. Singapore Maths, SSP Consider planning for some outdoor teaching and learning linked to curriculum planning			Design inspirational learning activities/tasks that are appropriately levelled and differentiated to enable children to achieve maximum potential	
35		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Use key concepts from lectures on how children learn, scaffolding children's learning, meeting children's needs, stretching/challenging children			EPG 4109 Teach up to 80% Develop a range of strategies/resources within lesson planning which promotes knowledge and prompts change in children's long-term memory Make good use of technical language with teaching, providing clear explanations to support developing knowledge			EPG 4109 Observe children's learning and progression of skills Set targets which improve fluency. Use a range of strategies which encourage children to re-call knowledge. Develop an understanding of EIF and OFSTED expectations and processes Understand how schools prepare for OFSTED	
36	BH	EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Plan activities, communication, resources for 'visits/trips/visitor'			EPG 4109 Teach up to 80% Ensure that all Maths planning is effective, well-planned, resourced and meets all children's learning requirements. Ensure that planning is accessible for all adults and responds to all group/individual needs			EPG 4109 Develop an understanding of assessment procedures, e.g. Maths, number, counting Identify targets after discussion with EY team/lead and record progress	

		events, including 'online'						made within teaching number, counting	
37		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Develop strategies which promote literacy and children's understanding of key skills around SSP and Early Reading			EPG 4109 Teach up to 80% Ensure that all Literacy and SSP planning is effective, well-planned, resourced and meets all children's learning requirements. Ensure that planning is accessible for all adults and responds to all group/individual needs			EPG 4109 Develop an understanding of assessment procedures, e.g. Phonic Screening, Early Reading, writing Identify targets after discussion with EY team/lead and record progress made within teaching reading, comprehension and writing Promote a love of reading and ensure that the learning environment and behaviours for learning are addressed effectively, e.g. high-quality resources, learning environment, appropriate challenged activities/tasks	
38		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation			EPG 4109 Teach up to 80% Make good use of assessment documentation and next steps when			EPG 4109 Ensure that feedback from lessons and teaching have been acted upon and new teaching practices implemented, such	

		Prepare for 'Parents Evening' either online/in person			planning a sequence of lessons in an identified area of learning/subject Plan effectively for a sequence of lessons to be delivered in a week or over a number of lessons			as, making the steps in a process memorable and ensuring that children can recall them	
39		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Plan activities, communication, resources for 'extra-curricular' events, including 'online' e.g. Soft Olympics, online play/drama presentation			EPG 4109 Teach up to 80% Plan, teach and deliver high-quality lessons on a regular basis which meet the needs of the learner and provide support for those who require it Consider teaching strategies, use of questioning, assessment data, resources which will inspire and motivate learning in a well-planned learning environment, with support			EPG 4109 Begin to consider the level of professional engagement/ interaction that will be needed to ensure that a seamless 'handover', to the class teacher, of children's achievements/ successes and outcomes upon completion of consolidation PP Ensure that all marking and assessment information is updated and completed	
40	HALF TERM								
41		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation			EPG 4109 Teach up to 80% Plan, teach and deliver high-quality lessons on a regular basis which meet the needs of the learner and provide			EPG 4109 Identify EAL teaching strategies and support EAL children and their families to access learning	

		Provide evidence to support EPP Preparation for Professional VIVA			support for those who require it Consider teaching strategies, use of questioning, assessment data and resources which will inspire and motivate learning in a well-planned learning environment, with more independence				
42	SEND PLACEMENT (WINDOW)	Use knowledge and understanding from SEND Conference. Review policies e.g. SEND Code of Practice			Reflect upon and evaluate the 'Communication' policy – including non-verbal learners Reflect upon and evaluate the 'Behaviour' policy including the use of appropriate behaviour strategies Develop an understanding of SEND assessment Reflect upon an SEND learners' daily experiences/provision Plan and deliver small group activity under direction of setting/staff			Gain understanding of SEND setting Identify staff roles and organisation of setting Reflect upon SEND experiences enhancing mainstream practice Reflect upon learning points in relation to own practice Understand the enhanced provision for SEND learners	
43	Present in Person Online synchronous	PROFESSIONAL VIVA EPP to support TSs		Present in Person Online synchronous	PROFESSIONAL VIVA EPP to support TSs		Present in Person Online synchronous	PROFESSIONAL VIVA EPP to support TSs	

Present in Person
Online asynchronous
Online synchronous

Key – ITT Core Content Framework

HE	High Expectations (1-6)
HPL	How Pupils Learn (1-9)
S&C	Subject and Curriculum (1-10)
CP	Classroom Practice (1-11)
AT	Adaptive Teaching (1-7)
AS	Assessment (1-7)
MB	Managing Behaviour (1-7)
PB	Professional Behaviours (1-7)

Listening to your Voice

The Faculty of Education Approach

The Faculty has a strong commitment to excellence in learning and teaching and enhancing this for the benefit of its students. To ensure that the Faculty maintains high standards it is essential that all students have an opportunity throughout their study to reflect on and evaluate their experience of academic life and their overall time at University. To this end, the Faculty and wider University engages with students through a variety of mechanisms with a view to learning from and responding to the student voice from students individually, collectively or through their representatives. Students are actively encouraged to participate in providing their feedback and opinions

The wider University's commitment to working in partnership with students is articulated in the Edge Hill University Student Charter¹ and incorporated in the University's Strategic Plan². The aim of this policy is to outline how the Faculty of Education applies these approaches at a local level. We aim to ensure that we use the voices of our students and their feedback to:-

- inform all aspects of the student experience that have scope for enhancement;
- help improve the quality of learning, teaching and assessment;
- ensure that our quality management takes full account of student views

We believe it is necessary to 'close the loop' and tell students what has happened in response to their feedback. It is imperative that appropriate action or a response is provided in relation to legitimate concerns and issues raised through student feedback.

Mechanisms for Listening to the Student Voice

1. Student Representation

The University's student representation system provides multiple opportunities for the student voice to be heard. The Students' Union facilitates the student voice through the Student Representative system at all levels of the committee structure and within Staff Student Consultative Forums.

2. Staff Student Consultative Forum

Staff Student Consultative Forum (SSCF) process is a pivotal part of the Faculty of Education's commitment to enhancing and listening to its' student cohort. These provide a formal mechanism (at least twice per year) for communication and discussion between academic and administrative staff and representatives of the student body, on all matters related to improving degree programmes (at all levels of study including undergraduate, postgraduate taught and postgraduate research) and the student experience.

3. Student Surveys and Course/Module Specific feedback opportunities

Student surveys are a key element in seeking feedback from students and obtaining information to improve services and the student experience. Results are analysed and recommendations for change made based on the findings. Some of the findings may prompt further research (via focus groups) to gain more of an understanding of how students feel about particular issues. Important student surveys include: the National Student Survey; the ITT Ofsted Survey; Postgraduate Research Experience Survey and Course Enhancement Questionnaires.

¹ <https://www.edgehill.ac.uk/documents/files/student-charter-2017-18.pdf>

² <https://www.edgehill.ac.uk/documents/files/strategic-plan-2013-2020.pdf>

4. Student Participation in Periodic Reviews and Validation Events

Student views are gathered as part of the University's internal periodic review and validation procedures. Student voice is also captured at the point at which new degree programmes are being proposed.

5. Edge Hill University Student Charter

The Charter summarises the responsibilities students and Edge Hill University have to each other and what they mean in practice. It is focussed on working together to develop:-

- An educationally rewarding experience
- A welcoming, community experience
- A positive experience in a supportive environment
- An enhanced experience that extends beyond study

A central theme of this is listening to each other's views and seeking to act upon feedback, to ensure there is a mutual approach to making Edge Hill an outstanding place to learn, live and work.

6. Focus Groups

The Faculty uses focus groups for a number of reasons including: - opportunities to unpick particular issues with students that have been raised via the SSCF process, collecting feedback regarding new course proposals, meeting with External Examiners and seeking feedback on specific developments and enhancements. These can be arranged at any time in the academic year.

7. Informal and ongoing feedback

Faculty colleagues value ongoing dialogue with students regarding their experiences while in the Faculty and informal opportunities at the end of seminars, lectures, tutorials or via email are always welcomed. These can then be responded to and actioned, where appropriate and feedback provided to the student.

Mechanisms for Responding to the Student Voice

It is extremely important that student feedback is acted upon or a response is provided if action cannot be taken and this is clearly and effectively communicated to students. This ensures that students feel their feedback is valued, shared, reflected upon and used for enhancement and they are clear on the action taken by the University in response to their feedback.

1. All SSCF minutes are posted on Learning Edge for students to read and review along with actions and next steps.
2. Student representatives feed back to their tutor group following each SSCF meeting or at other points if necessary.
3. Where appropriate, students receive feedback in their programme handbooks, indicating any programme amendments or changes made due to student feedback.

Student Guidance – Staff Student Consultative Fora (SSCF)

The Faculty of Education is always eager to engage the opinions of its students and convenes SSCFs during the academic year to help facilitate this. These meetings serve as only one aspect of our attempt to consistently draw upon our students' thoughts and opinions about their programmes and courses. The University has a Terms of Reference detailed in Chapter 8 of the Quality Management Handbook,³ it is worth familiarising yourself with this document as it explains the remit and nature of the SSCF. The Faculty will also have further guidance notes on your SSCF schedule and relevant contacts, these are available via Blackboard.

The focus of the SSCF is feedback primarily relating to the Learning and Teaching aspect of your University experience. This means areas relating to your direct academic experience, examples may include the quality of your teaching, methods of assessment and administration and organisation of your programme. The Faculty and University is committed to its students providing feedback on all elements of their experience and making sure issues that are raised are dealt with and acknowledged. Students are encouraged to raise any concerns or issues they have, certain areas may not always be resolved directly through an SSCF, staff however, will signpost relevant contact details and information for students in order for them to be resolved quickly and efficiently.

Please remember the Faculty wants your opinions to better understand and where possible enhance its provision, your feedback is a vital part of this ongoing process.

³ Chapter 8 Quality Management Handbook <https://www.edgehill.ac.uk/documents/files/08-academic-governance.pdf>

Quality Assurance and Quality Enhancement

External Examination

Degree-awarding bodies are responsible for the quality of their educational programmes and the standard of the awards to which they lead; and the external examination system within UK higher education is one of the principal means for assuring both.

Within the Faculty of Education we work with External Examiners and External Consultants, according to the needs of the Department; and both of these roles are taken by experts in their subject, or field of work. The External Examiner is a colleague from another Higher Education Institution, and the External Consultant is a colleague from a setting, school or college. External colleagues are independent experts who has no significant prior association with the programme team.

Our externals are valued partners at Edge Hill University and the work they undertake allows programme teams to be assured of the quality of the programmes delivered and, at the same time, supports programme teams in identifying enhancement opportunities in order to continue to improve programmes.

All external colleagues will visit a sample of trainees on placement, will observe them teaching, and may look at trainees' files. They will also talk with school colleagues. All of these activities allow externals to judge the quality of the programme being delivered.

Externals also review samples of assessments in order to judge the accuracy and fairness of marking being undertaken; and, they will meet with a group of trainees at the university to discuss all aspects of their studies.

At the end of the year externals attend the relevant assessment boards in order to confirm that the marks and awards being made are made fairly and rigorously.

At the end of the examination process external colleagues write a report which outlines their findings, observations and judgements. This is a significant document which allows programme teams to celebrate strengths and identify Departments to develop. The reports are located in the relevant Department of the VLE for you to read; along with the programme team's response to the report.

The External Examiner for your programme is: **Dr Ruth Hudson**

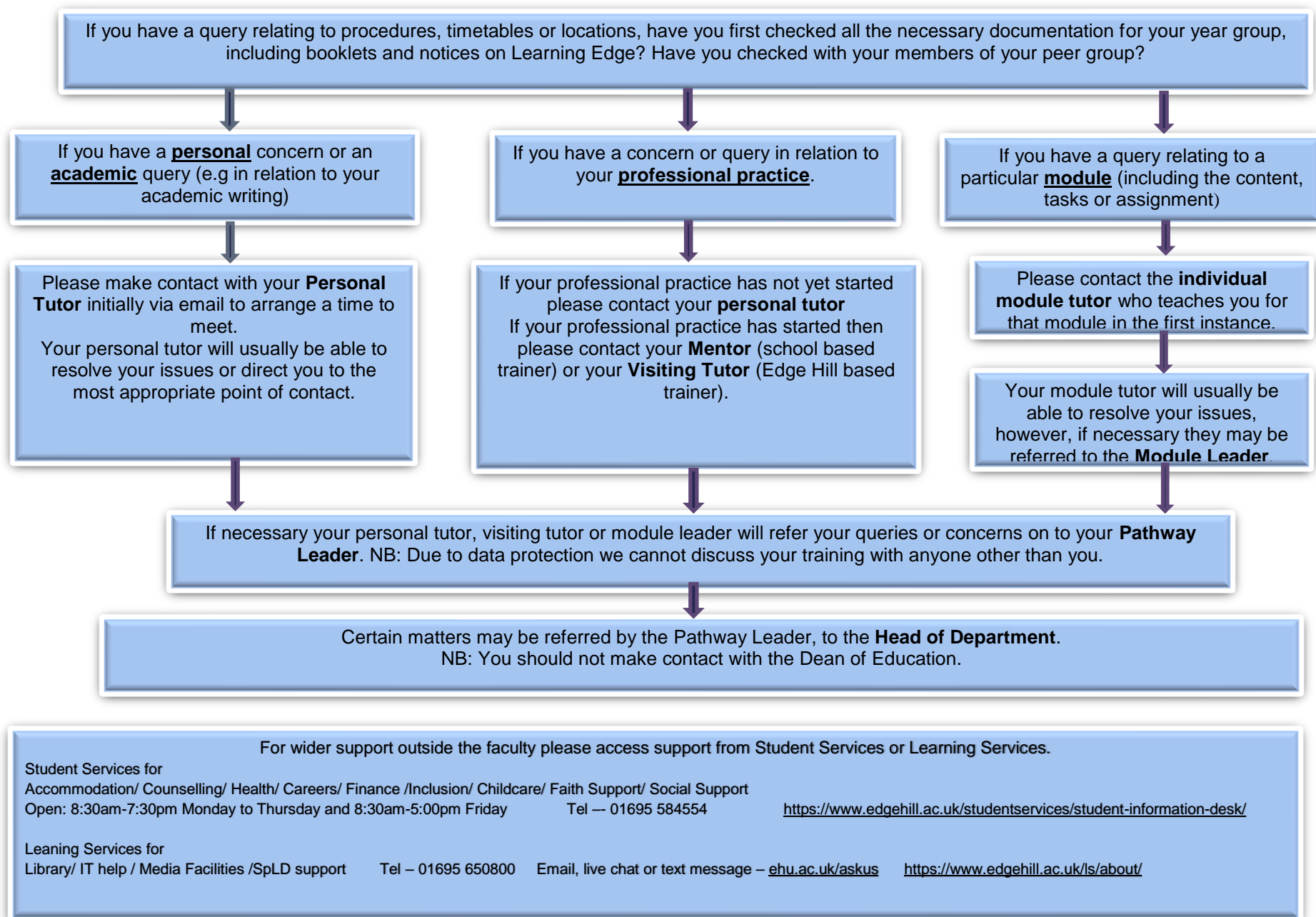
It is not appropriate for trainees to contact externals individually, however, many of you will have a chance to talk with them as outlined above.

Teaching, Learning and Assessment

The Faculty of Education's approach to teaching, learning and assessment is built around a concept of a learning entitlement for all students/trainees that includes:

- programmes that provide academic and professional challenge and which are underpinned and informed by practice-based research
- explicit engagement that addresses learners' academic and professional needs and develops their relevant skills and knowledge
- a focus on learner centred approaches to teaching, learning and assessment
- provision of a wide range of pedagogies designed to role model excellent practice and to promote effective learning opportunities
- the effective integration of new and emerging technologies designed to enhance the learning potential of sessions, modules and programmes
- assessment opportunities (formative and summative) that are equitable, consistent, transparent, time appropriate and closely aligned with aims and learning outcomes
- comprehensive and effective feedback procedures that clearly articulate targets for progression and improvement
- opportunities to develop teaching, learning and assessment techniques within a range of settings as appropriate to the programme of study

Lines of Communication: Who do I ask if I have a query or a concern?



Useful Contact Information for Trainees

Careers Service

Website: <http://www.edgehill.ac.uk/careers/>

Tel: 01695 584866 (out of hours answer machine available) Email General Enquiries:

careers@edgehill.ac.uk

Address: Careers Office – Catalyst Building, Edge Hill University, St Helens Road, Ormskirk, L39 4QP.

Learning Services (including support services)

Website: <http://www.edgehill.ac.uk/lis/>

Tel: 01695 584286

Email: enquiries lsdesk@edgehill.ac.uk

Email/Text/24/7 Live chat: Visit <http://askus.edgehill.ac.uk/>

Finance

The [Student Financial Support Team](#) is based in the Catalyst Building

Academic Registry

Academic registry is based in Student Information Centre (SIC) Tel: 01695 584554 – Academic Registry

Helpdesk **Accommodation**

Email: www.edgehill.ac.uk/accommodation.

Counselling

Tel: 01695 650988

Email: counselling@edgehill.ac.uk

The Role of the Personal Tutor

You will be allocated your own Personal Tutor who has two distinct and equally important aspects to the role:

1. Pastoral guidance and referral for students to ensure appropriate and rapid resolution of problems and smooth transitions.

Your Personal Tutor will help you to understand the support that is available through Student and Learning Services and also act as an advocate to help you navigate the complexities of the university systems. Your Tutor might also direct you to the Student Union Advice Centre where assistance is also available, especially in the case where you might want to appeal against a decision made during your programme of study. It is beneficial to have an informal chat with your Personal Tutor so that you will be able to build trust and a good relationship with them. In this way, if any major issues do arise you will feel more comfortable talking to them so that hopefully the problems don't escalate. Where there might be any issues relating to the positive relationship we would expect you to have with your Personal Tutor, you will be assisted in changing to an alternative Tutor to ensure a more effective level of connection.

2. Academic guidance to enable students to make the most of your time at EHU and fully develop your 'personal capital'.

Your time at University is a very important part of your personal development: it influences and changes the way you think about your subject and the world in general. You gain new skills and knowledge, and develop your abilities, questioning your own, and others' attitudes. Sometimes you can get preoccupied with details of academic work in modules, but it is very important that you see the wider picture of your development, and actively plan to take

advantage of everything University offers. This will be valuable to you, not least when it comes to starting or continuing your career.

Your Personal Tutor will help you to understand the skills you need to develop in order to improve your academic performance, and to gain a good understanding of where your degree can take you in the future. The meetings provide an opportunity to discuss future aspirations and are also an opportunity to get to know staff on a more personal basis.

Your Personal Tutor will be an academic member of staff and will usually be someone who you will come into contact with during your programme of study. It is helpful for you to keep in touch with your Personal Tutor as you progress through during your programme of study so that your Tutor can best support you in reaching your goal.

You will be given the name of your Personal Tutor during 'First Week' activities and your first meeting will be arranged during this week or very soon afterwards. You will meet your Personal Tutor regularly throughout the academic year to discuss your progress. Personal Tutors are most likely to use email or Blackboard as a way of keeping in touch in addition to seeing you during sessions as part of your programme of study.

You can contact your Personal Tutor to arrange a meeting to discuss any concerns you have which are affecting your learning. Concerns may include study skills, accommodation, finance and settling in. If your Personal Tutor cannot help you directly they will be able to refer you to an expert either within or outside of the University who will be in the best position to offer help to you. These could be bodies such as Student Services, the Counselling Team, Students' Union, the Police, MIND (mental health charity) and more.

Some Personal Tutors may call occasional group meetings to discuss concerns of general interest at other times, or, on other occasions will meet with you on a one-to-one basis.

Your responsibilities as a trainee

In order to benefit fully from the Personal Tutoring support offered you have a set of responsibilities which are detailed below. Your Personal Tutor will be an academic member of staff with a range of responsibilities and, like you, is likely to have a very busy schedule therefore you should make the most of your time with them by being well prepared. The timetable below provides further details about what should be done in advance of your meetings with your personal tutor.

- To ensure that the name and contact details of your Personal Tutor has been noted.
- To keep in regular contact with your Personal Tutor as a routine part of your programme i.e. weekly in most cases and attend all scheduled meetings.
- To prepare for meetings in advance in line with information in the guide provided.
- To reflect on feedback received from Personal Tutor and other staff to aid and enhance your personal development.
- To notify your Personal Tutor in the event of illness and non-attendance at University on the first day that the issue arises if at all possible.
- To notify your Personal Tutor where there are academic or personal/medical problems which are affecting attendance or impacting on your academic progress as soon as possible following your recognition of the issue.
- To contact your Personal Tutor immediately if performance in forthcoming examinations or assessments is going to be affected by ill health or other extenuating circumstances.

What you need to prepare prior to each meeting/tutorial and ensure that you bring with you:

-

- • Assignment feedback and assignments when appropriate.
- • Professional Practice (placement) Observations (where relevant).
- • Professional Practice (placement) Final Report Form (where relevant).
- • Any questions/queries regarding your progress.

Employability Including References

Employability is at the heart of all programmes in the Early Years Education Department, and activities to develop a trainee's employability begin as soon as trainees are enrolled for their programme. Employability has an enhanced focus within the PGCE year with involvement from across the EHU Partnership.

Examples of Programme activities:-

- Careers Team - Trainees receive regular advice and guidance from the Careers Team from the beginning of their programme in how to enhance their CV
- Professional Practice- Trainees engage in the whole school duties of the class teacher when appropriate during professional practice and are encouraged to lead or participate in after school activities
- Professional Practice – Trainees work with their EHU School Based Trainer to prepare for job applications and micro teaching activities as part of preparation for recruitment.
- PPD support – All trainees receive
 - Lectures and seminars, led by expert practioners from across the partnership relating to constructing a letter of application and the interview process.
 - Signposted reading in relation to employability and CV building.

The Early Years Department offers a number of enhancement opportunities to our trainees to ensure that they are as employable as possible by the end of the training.

Enhancement opportunities:

- All trainees are offered a range of opportunities by the Faculty and University including volunteering and paid employment e.g. Open Events, Taster Days, working for the Education Liaison Team, opportunities to work abroad via the careers service, academic mentoring roles
- All trainees are offered the opportunity to nominate themselves to be a Group Representative within the Faculty consultative and committee process.
- The Faculty and University offer trainees the chance to be part of a range of enhancement opportunities including Paediatric First Aid certification, Forest Edge Forest School Site and a series of visits to settings other than schools/nurseries.
- Faculty of Education Employment Event presenting trainees with a range of opportunities to engage with future employers.
- Attendance at conferences and events within the PEYS Department e.g National Curriculum and Early Years Conference.
- Opportunities to apply for University Awards and Scholarships.

You will be given advice on job applications throughout your PGCE programme. Further written advice is available from the Careers Office in the Catalyst; you should visit it regularly from February onwards to check for details of vacancies. You may need to contact the Careers Office to find out details of local authority 'pools' and closing dates; several authorities have closing dates in January or February but only publish the details a few weeks beforehand. During your Phase 2 Professional Practice, it is a good idea to contact the office every week to find out about vacancies which have been notified directly to Edge Hill University without being advertised in newspapers or local authority lists. You can contact the Careers Office by telephone or on the web at: <http://www.edgehill.ac.uk/careers>

References

When applying for teaching jobs, you should give your first referee contact as:

eyteachingreferences@edgehill.ac.uk

This will ensure that reference requests from potential teaching employers will be answered as quickly as possible by the ITT Programmes Administration Office, where all references are stored. **Do not name your personal tutor; this only slows down the process.**

Your reference will be compiled, updated regularly and forwarded to the office by your personal tutor. It will be confidential, containing:

- a description of your programme
- a summary of course tutors' comments on your attendance and attitude in University -based training
- a summary of key points made in written feedback to you on your coursework
- a summary of key points made in written feedback to you at the end of your school placements
- a provisional/final overall assessment of pass or fail
- information regarding our NQT Development and Enhancement Programme

Most application forms will require you to name a second referee. This may be:

- a teacher or head teacher in one of your placement schools, if s/he has already agreed to give you a reference
- someone who can comment on your suitability for teaching from their experience of you before you began this course (e.g. a teacher in a school where you worked voluntarily)

If you intend to apply to a church school it will be helpful, and sometimes essential, for you to obtain an open testimonial to your church membership from your vicar or priest. You should do this in good time so that you can attach it to any relevant applications.

Newly Qualified Teacher/Former Trainee Development and Enhancement Programme

Edge Hill University are here to support you through your studies and throughout your teaching career. The Development and Enhancement programme supports graduates in their first year of teaching through the following:

- Workshops/Collaborate sessions
- Blackboard dedicated to NQT/Former Trainees and their professional development
- Access to the Public Lecture Series
- Dedicated email address nqt@edgehill.ac.uk

We also provide support throughout your teaching career including:

- Invitations to EHU TeachMeets
- Planning your career
- Free Library and online journal package
- Help with further study

We very much welcome you to be a part of the Edge Hill University alumni community once you graduate.

Please note:

We now refer to NQT's as Early Career Teachers (ECT's).

The Early Career Framework (ECF) reforms will be rolled out nationally in September 2021. The reforms are part of the government's [teacher recruitment and retention strategy](#), which aims to improve the training and development opportunities available to teachers.

To support this roll-out, we are making changes to the statutory induction arrangements. The revised statutory guidance underpinning induction comes into force from September 2021. It has been significantly updated since the previous version (issued April 2018).

For more information about statutory guidance, ECF reforms and the options available to schools please visit: [Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](#).

Teaching Unions

We strongly advise you to join a union. They can provide:

- legal support and advice (this is particularly important in case you become involved in an accident in school)
- general advice and information for members
- professional representation
- free membership for trainees
- online application process

Some of the main teaching unions are:

Union	Website
The National Education Union	https://neu.org.uk/
The NASUWT	https://www.nasuwt.org.uk/
Association of School and College Leaders	https://www.ascl.org.uk/

2020/2021 Schedule

Week Beginning	Week	Monday	Tuesday	Wednesday	Thursday	Friday
07 - Sep - 20	2			X on line	X PIP	X PIP
14 - Sep - 20	3			X on line	X PIP	X PIP
21 - Sep - 20	4			X on line	X PIP	X PIP
28 - Sep - 20	5			X on line	X PIP	X on line
05 - Oct - 20	6			X on line	X on line	X on line
12 - Oct - 20	7	Initial	20 days			
19 - Oct - 20	8					
26 - Oct - 20	9	Half Term				
02 - Nov - 20	10					
09 - Nov - 20	11					
16 - Nov - 20	12			X on line	X on line	X on line
23 - Nov - 20	13			X on line	X on line	X on line
30 - Nov - 20	14	Development	30 days			
07 - Dec - 20	15					
14 - Dec - 20	16					
21 - Dec - 20	17	Christmas Holiday				
28 - Dec - 20	18					
04 - Jan - 21	19					
11 - Jan - 21	20					
18 - Jan - 21	21					
25 - Jan - 21	22			X on line	X on line	X on line
01 - Feb - 21	23			X on line	X on line	X on line
08 - Feb - 21	24			X on line	X on line	X on line
15 - Feb - 21	25	Reading Week				
22 - Feb - 21	26			X on line	X on line	X on line
01 - March - 21	27	Consolidation	Window	60 day window	including 5 SEND	
08 - March - 21	28					
15 - March - 21	29					
22 - March - 21	30					
29 - March - 21	31	Easter Holiday				
05 - Apr - 21	32					
12 - Apr - 21	33					
19 - Apr - 21	34					
26 - Apr - 21	35					
03 - May - 21	36	BH				
10 - May - 21	37					
17 - May - 21	38					
24 - May - 21	39					

31 - May - 21	40	Half Term				
07 - June - 21	41	SEND	Window			
14 - June - 21	42	SEND	Window			
21 - June - 21	43	Viva's				
28 - June - 21	44	Viva's				

Assessment Schedule

Assessment	Date for submission
EPG4010	<p>Section A</p> <p>Presentation of the rationale for trainees own stance on their philosophy of teaching and learning in early year's education.</p> <p>1,000 word equivalent (20% weighting) LO 1,2,3</p> <p>Submission Week beginning 05.04.21 Week 33</p> <p>Section B</p> <p>Trainees will formulate a written philosophy of early years teaching and learning, based upon contemporary practice, literature and research. Trainees are encouraged to draw upon historical and international perspectives.</p> <p>4,000 word equivalent (80% weighting) LO 1,2,3</p> <p>Submission Week beginning 10.05.21 Week 38</p>
EPG4011	<p>Part 1 Submission Week beginning 16.11.20 Week 13</p> <p>Research proposal (design, implementation, analysis of data, key findings and interpretations, next steps) (1,500 word equivalent), 20% weighting Learning Outcomes, 1,2,4</p> <p>Ethical Submission and Approval (1,400 word equivalent), 20% weighting Learning Outcomes, 1,2</p> <p>Part 2 Submission Week beginning 01.03.21 Week 28</p> <p>Conference Abstract (600 word equivalent), Spring Term, 20% Learning Outcome, 3</p> <p>Research project Presentation (1,500 word equivalent), Summer Term, 40% Learning Outcome 3</p>

Code of Conduct

Faculty of Education

Initial Teacher Training (ITT) Professional Code of Conduct

Please note: This Code of Conduct should be read in conjunction with the Edge Hill University Student Charter

Introduction

1. All Initial Teacher Training (ITT) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), or Qualified Teacher Learning and Skills (QTLS), are programmes of professional training and education. As a trainee studying on an ITT programme you are expected to conduct yourself at all times in an appropriate professional manner.
2. You are entitled to expect that your placement settings mirror the professional experience of a teacher, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the professional expectations of a teacher and to adhere to their own policies and regulations. This could mean, for example, attendance at start of day staff meetings, or attendance at an after-school club.
3. The Professional Code of Conduct is additional and complementary to the Edge Hill University Student Regulations, which incorporate the Student Code of Behaviour and Disciplinary Procedures for all students, and the Student Charter. Each trainee on an Edge Hill University ITT programme is a student of Edge Hill University and you are therefore both bound by, and protected by, the entitlements included in the Academic Student Regulations in force at the time of enrolment and study. These are issued to each student at the point of enrolment and subsequent updates are accessible via the web.
4. The ITT Professional Code of Conduct is additional and complementary to both the Edge Hill University Student Charter and a setting's own policies and practices.
5. This code has been drawn up in collaboration with the ITT partnership. The code takes into account the relevant and current policy and legislative frameworks including the Teachers' Standards for Early Years (2013), Teachers' Standards in England (2013), the current Professional Standards for the Further Education Sector managed by the Education and Training Foundation leading to Qualified Teacher Learning and Skills (QTLS), the current Initial Teacher Training Criteria, the Disclosure and Barring Services legislation and Safeguarding legislation.
6. This code sets out the Faculty's expectations of you as you engage with a professional programme. You are signing the document in order to evidence and agree to abide by the behaviour, attitudes, responsibilities and agreements outlined to you both as a trainee and as a representative of the university, from the point of enrolment onwards.

Behaviour and attitude:

As a trainee following an ITT programme at Edge Hill University, Faculty of Education, you are expected to demonstrate consistently high standards of personal and professional conduct. You will maintain and model the highest standards of ethics and behaviour.

For all aspects of the programme you are following, you will:

1. Demonstrate high standards of honesty and integrity
2. Treat pupils/learners in all settings, and others, including fellow trainees and all staff in the Edge Hill University Partnership, with humility and dignity
3. Show respect for the rights of others including individual liberty and mutual respect and tolerance of those with different faiths and beliefs
4. Show due regard for the ethos and values of the university and any other setting in which you are placed. You will follow the policies, procedures and codes of practice and conduct, including safeguarding pupils' well-being, in accordance with statutory provision
5. Demonstrate professional behaviour and relationships towards all staff, pupils/learners and trainees in both formal and informal contexts, including via social media. You will observe boundaries in line with a teacher's professional position and responsibilities
6. Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme
7. Take responsibility for managing the demands of the profession by looking after your personal well-being and actively developing resilience strategies
8. Show an active willingness to engage with, listen to and act on feedback and advice from Mentors across the Edge Hill University Partnership
9. Actively reflect on your learning and teaching experiences in order to target set, action plan, improve, achieve and attain highly
10. Participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as trainee surveys, trainee consultation and focus groups
11. Ensure that the requirements of all elements of the programme are carried out in line with the guidance in module, course and programme documentation, and at briefings. This includes subject specific codes of practice

Professional responsibilities:

In addition, this will mean that you are required to:

1. Complete, adhere to, retain and keep updated all compliance-related documentation in an appropriate manner. This will include:
 - DBS Enhanced Disclosure
 - Relevant safeguarding checks
 - Good health declaration (medical clearance)
2. Commit to attend all training sessions. You will reflect an exemplary attendance record that can be reported within your completed reference from the Edge Hill University Partnership. You will follow the procedures for notifying absence which are clearly set out in the programme documentation and avoid last minute cancellations of meetings wherever possible
3. Complete, and keep up-to-date, The Student Allocation Profile
4. Fully engage with the programme that you have enrolled upon, as required by the teaching and learning strategy for your programme; including attendance at all Personal Tutor meetings
5. Take responsibility to access, read, fully understand and engage with the policies, procedures and practices across your training programme; and ensure all safeguarding procedures are fully adhered to
6. Maintain a professional approach to all communications, including e communications and social networking, ensuring that comments made do not bring yourself, your family, your colleagues, or the Edge Hill University Partnership into disrepute
7. Use the Edge Hill University email system to communicate professionally with staff, to maintain an appropriate approach to e-safety and to comply with the university's and setting's policy⁴
8. Use the relevant support networks to raise any issues/concerns you may have with your training
9. Maintain an appropriate standard of professional dress and appearance, particularly whilst on professional practice and in relation to special activities
10. Ensure that **all** assessed work relevant to your training programme is available if requested
11. Take full advantage of the range of professional development opportunities, including the NQT/Former Trainee programme, in order to support your ongoing training and development

⁴IT Acceptable Use Policy <http://ehu.ac.uk/aup>

Breaches of the Professional Code of Conduct

When at Edge Hill University:

1. Code of Behaviour/Misconduct

The Edge Hill University *Student Regulations, incorporating the Code of Behaviour and Disciplinary Procedures* sets out the code of acceptable behaviour and disciplinary procedures to deal with misconduct.
⁵

You must comply with all rules and regulations of the university. The current versions of all university policies are housed on the Edge Hill University intranet and it is your responsibility to make yourself aware of these. Some rules and regulations may be supported by sanctions, including fines, or exclusion from facilities and services.

2. Academic and Professional Requirements

The academic and professional requirements of each ITT programme are specified in the Programme Handbook.

The handbook sets out what is expected and required of you in relation to academic performance and professionalism and specifies the procedures to be followed in the event of:

- Academic failure
- Malpractice
- Failure to meet the academic and professional requirements of the programme.

Within the Edge Hill University Academic Regulations, please also refer to Appendix 17: Fitness to Practice Procedures

3. Student Support Policy

The Student Support Policy acts as a necessary first stage in the tracking and monitoring of trainees' progress on their programme. The process is designed to be supportive of you in outlining clear actions to support your success, progression and achievement. In addition, the procedure allows decisions to be made with regard to your suitability to teach and/or remain on the programme.

⁵[Student Support & Regulations - http://www.edgehill.ac.uk/studenthandbook/handbook/student_regs_05.html](http://www.edgehill.ac.uk/studenthandbook/handbook/student_regs_05.html)

Whilst on placement:

1. Minor breaches of the Code of Conduct will be dealt with initially by discussion with the mentor and/or visiting tutor, an informal warning, and/or improvement targets set through the normal training process. Provided that you act on such warnings and/or targets, and comply with the Code of Conduct, there will be no further consequences. Failure to act on such warnings and/or targets is likely to constitute a serious breach of the Code of Conduct and the procedure outlined below will apply.
2. If you commit a serious breach of the Code of Conduct and your behaviour gives rise to concern about professional standards, the head, manager or principal of the setting will follow normal procedures in relation to staff discipline as appropriate. Relevant Edge Hill University tutors will also be notified, and appropriate action will be taken. This may include the triggering of the Student Support Policy.
3. Behaviour that is regarded as a grave breach of the Code of Conduct will normally result in your immediate removal from the school/setting/college and serious disciplinary/Fitness to Practice consequences.

Exceptional Mitigating Circumstances (EMC)

The Faculty follows the University guidelines on Exceptional Mitigating Circumstances.

Further information can be found at <https://www.edgehill.ac.uk/registry/difficulties/exceptional-mitigating-circumstances/>

Faculty of Education

Process for reporting safeguarding concerns related to children, young people and vulnerable adults

It is the responsibility of everyone to safeguard and protect children (under 16), young people (16-18) and adults (18 onwards) and those at risk of radicalisation. (***Working together to Safeguard Children 2015***)

Recognising Safeguarding issues/concerns through:

- direct observation
- disclosure from a child or vulnerable adult
- observation by a third party

Responding when information has been disclosed to you:

- Stay calm
- Listen carefully and don't interrupt
- Don't interview them or press them for details
- Ask questions only for clarification
- Reassure them
- Clarify that any information you receive must be passed on.

If **non- recent abuse is disclosed** (abuse from the past or information about alleged victims' perpetrators) this should **be acknowledged but not discussed any further**, then communicated to the DSO.

Reporting incidents or disclosed information requires an immediate and professional response. If there is immediate danger to an individual, your priority is to **call 999**.

Reporting when on placement

Please inform: -

- 1) Designated Safeguarding Officer (DSO) at the setting/school/college **before leaving the premises**.
- 2) Senior or Designated Safeguarding Officer in the Faculty of Education (**process below**).

Reporting when at University

Please inform the Senior or Designated Safeguarding Officer in the Faculty of Education (**process below**)

Leon Fraser: Senior Safeguarding Lead

Dawn Hewitson: Designated Safeguarding Officer (DSO)

Email: safeguarding@edgehill.ac.uk

Landline: 01695 5844314

1. Acknowledge the DSO (setting/school/College) has been informed,
 2. Provide an anonymised outline of the incident and your involvement
 3. Detail any next steps requested of yourself at the setting/school/college
 4. Let us know about any support or guidance you might require after the incident or disclosure.
- This might be followed up by via a phone call or face to face meeting.

If you need support outside office hours and the report cannot wait until the next time the office is open, please contact -

Campus Support – 01695 584227 www.edgehill.ac.uk/studentservices/critical-incident-support/

Once the information has been reported this will conclude your involvement and must not be discussed further unless requested by the setting/college /school or Senior Lead Officer (FoE).