

**Faculty of Education**

*Department of Children, Education and Communities*



PGCE Primary

Programme Handbook

September 2015

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PGCE Administrator:

PGCE Primary Education with QTS

**Programme Handbook 2020 – 2021**

**Programme Leader**

Dr. Ian Shirley

**Professional Support Team**

[Educationpartnership@edgehill.ac.uk](mailto:Educationpartnership@edgehill.ac.uk)

**Academic Support Team**

[DCEC@edgehill.ac.uk](mailto:DCECpartnership@edgehill.ac.uk)

**WELCOME FROM YOUR PROGRAMME LEADER**

Welcome to the Primary PGCE at Edge Hill. This is an innovative programme, which has been developed by primary experts ensuring the programme is at the cutting edge of educational developments. It provides an exciting opportunity to train to teach in Key Stage 1 and Key Stage 2 with a specialism. The PGCE Primary Education, Mathematics Specialist and Physical Education Specialist Pathway and School Direct are part of the Department of Children, Education and Communities within the Faculty of Education.

You are going to have a very busy but exciting year. You will need to put a great deal of effort in but you will reap the reward at your graduation next summer.

At the centre of the PGCE Primary are resilient trainees who personify the “Edge Hill University Primary Trainee Identity” (further information in this booklet). You will be supported in your understanding of the importance of focusing on pupil outcomes, including their progress, achievement and well-being by our outstanding tutors. Practice based research and deep reflection both on professional practice and in university will enhance your academic and professional development. Extensive input and focused engagement with subject specialists will enable you to be highly confident and competent across the whole national curriculum. Evidence based research will prepare you to become future leaders of learning. The PGCE Primary should be one ‘episode’ in your life long journey as a professional teacher researcher.

This handbook is designed to provide you with a range of information that will guide your understanding of the Primary PGCE programme. It will guide and support you in undertaking your studies during the year. Please ensure that you take some time to read the documentation which is provided for you carefully.

The professional practice lead and I are both looking forward to working with you and celebrating your successes.

**Dr Ian Shirley**

PGCE Programme Leader



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**Department of Children, Education and Communities**

***Vision Statement***

The Department of Children, Education and Communities includes students, academic and professional support staff, teachers and practitioners in schools and wider children’s workforce settings and the children that are the focus of all of our work. Our programmes and research foci are built on a clear vision and set of values:

Advocacy for children is at the heart of our philosophy. We are a learning community which champions social justice for children in the middle years through value-driven, research-informed provision to promote excellence in the children’s workforce.

We value:

* embracing the challenge of lifelong learning for all;
* engaging with learning as an experience which transforms us as individuals, learners and professionals;
* resilience, collaboration and independent intellectual curiosity;
* valuing and engaging with all our diverse communities;
* generating knowledge as a catalyst for change;
* an inclusive approach which challenges bias and celebrates individuals’ culture and identity;
* upholding children’s rights and listening to their voice;
* developing flexible and aspirational individual career narratives.

**Section 1: ROLES AND RESPONSIBILITIES**

**Leadership of the Programme and Key Contacts**

|  |  |  |
| --- | --- | --- |
| Programme Leader | Ian Shirley | Shirleyd@edgehill.ac.uk |
| Cohort Leader (Ormskirk) | Claire Norcott | Norcottc@edgehill.ac.uk |
| Cohort Leader (Holy Cross) | Mark Anderton | Andertom@edgehill.ac.uk |

**Department of Children, Education and Communities Leadership Team**

|  |  |  |
| --- | --- | --- |
| Head of Department of Children, Education and Communities. | Prof Jonathan Glazzard | [glazzarj@edgehill.ac.uk](mailto:glazzarj@edgehill.ac.uk) |
| Assistant Head of Department of Children, Education and Communities | Nichola Grimshaw | [nichola.grimshaw@edgehill.ac.uk](mailto:nichola.grimshaw@edgehill.ac.uk) |
| Assistant Head of Department of Children, Education and Communities | Dawn Warren | [warrend@edgehill.ac.uk](mailto:warrend@edgehill.ac.uk) |
| ITT Partnership Lead | David Boorman | [boormand@edgehill.ac.uk](mailto:boormand@edgehill.ac.uk) |

**Subject Leaders**

|  |  |  |
| --- | --- | --- |
| English Subject Leader | Claire Buck | [buckc@edgehill.ac.uk](mailto:buckc@edgehill.ac.uk) |
| Mathematics Subject Leaders | Debbie Hooton | [hootond@edgehill.ac.uk](mailto:hootond@edgehill.ac.uk) |
| Science Subject Leader | Frith Murphy | [murphyf@edgehill.ac.uk](mailto:murphyf@edgehill.ac.uk) |
| Computing Subject Leader | Claire Hawkins | [Hawkinsc@edgehill.ac.uk](mailto:Hawkinsc@edgehill.ac.uk) |
| Foundation Subjects Subject Leader | Chris Russell | [Russellc@edgehill.ac.uk](mailto:Russellc@edgehill.ac.uk) |

**Professional Support Team**

|  |  |  |
| --- | --- | --- |
| Partnership Development Team | [Educationpartnership@edgehill.ac.uk](mailto:Educationpartnership@edgehill.ac.uk) | 01695 584556  01695 650834 |
| Academic Support Team | [DCEC@edgehill.ac.uk](mailto:DCECpartnership@edgehill.ac.uk) | 01695 650801  01695 650938 |

**The Role of the Personal Tutor**

**What is a Personal Tutor?**

The Personal Tutor sits at the centre of the trainee ‘goal setting process’, linking together all aspects of a programme to ensure that each trainee is supported and challenged rigorously throughout their training within the Edge Hill University Partnership, in order to achieve their full potential.

The Personal Tutor, will ‘own’ the progress and training of each trainee they work with, and be responsive and accessible when issues arise. They will report on their work at regular intervals throughout the year, demonstrating how each of their trainees is developing into a highly reflective and critical practitioner who evaluates his or her own practice and the impact this has on pupil progress and achievement, thus ensuring that each trainee makes **outstanding** progress.

This is a personalised role for each trainee dependent upon their prior experiences, achievement and individual training needs.

**What does a Personal Tutor do?**

The role of the Personal Tutor will vary depending upon the year of the programme a trainee is in.

All Personal Tutors will receive training before they undertake the role and will receive staff development in this area as required.

Their focus will include:-

* Undertaking scheduled tutorial meetings with tutees (a minimum of 3 during the year)
* Tracking and monitoring of trainee progress and logging this centrally, and intervening when required
* Being available to offer advice and guidance during Professional Practices/work-based learning
* Offering support when required regarding training; and communicating with trainees regularly
* Guiding trainees in relation to personal employability.

**What should you as a trainee do?**

You should engage fully in all scheduled Personal Academic Tutor meetings; and attend Personal Academic Tutor meetings ready to engage in discussions about your progress and goals. This includes the completion of pre-meeting tasks as appropriate.

You should ensure that copies of relevant information are made available for Personal Academic Tutors at planned meetings, such as Professional Practice End of Placement Forms.

You should ensure that your Personal Academic Tutor has all your current contact information.

You should ensure that all your relevant teaching files, subject knowledge folders and Standards portfolios are maintained and up to date, as a Personal Academic Tutor may wish to see these at any point.

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

If you have a query relating to procedures, timetables or locations, have you first checked all the necessary documentation for your year group, including booklets and notices on Learning Edge? Have you checked with your members of your peer group?

If you have a concern or query in relation to your **professional practice**.

If you have a **personal** concern or an **academic** query (e.g in relation to your academic writing)

If you have a query relating to a particular **module** (including the content, tasks or assignment)

Please make contact with your **Personal Tutor** initially via email to arrange a time to meet or contact a Student Academic Mentor.

Your personal tutor will usually be able to resolve your issues or direct you to the most appropriate point of contact.

If your professional practice has not yet started please contact your **personal tutor**

If your professional practice has started then please contact your **Mentor** (school based trainer) or your **Visiting Tutor** (Edge Hill based trainer).

Please contact the **individual module tutor** who teaches you for that module in the first instance.

Your module tutor will usually be able to resolve your issues, however, if necessary they may be referred to the **Module Leader**.

**If necessary** **your personal tutor,** visiting tutor or module leader will refer your queries or concerns on to your Programme Leader. NB: Due to data protection we cannot discuss your training with anyone other than you.

NB: You should not make contact with the Dean of Education or the Head of Department, Children, Education and Communities.

**Communication via Email – A Guide for Trainees**

Our Promise to You

All staff will respond to incoming e-mail and telephone messages directed for their attention at the earliest opportunity. However, the Primary Education Tutor Team follow these guidelines:

* Tutors will only respond to email within working hours. Acceptable hours for email communication are 8 am – 6 pm Monday to Friday. Please do not expect email communication from tutors outside of these working hours or at the weekend
* We will endeavour to respond to your emails within two working days (not including weekends)
* All tutors will indicate, via an out of office message, if the two working day turnaround is not likely. In this instance, the tutor will indicate in their out of office message another contact who will be able to help you with your enquiry

Please take the following action if you do not receive a response within two working days:

* Resend with a polite reminder – wait one more day
* If no reply has been provided, resend copying in your Personal Tutor and Year Leader who should pick this up with you and your tutor
* During absence staff should provide an auto reply to their emails with details of an alternative contact

What We Expect From You

* Only use your EHU email account for EHU related communication
* Endeavour to respond to tutor emails within two working days (not weekends)
* Please do not send the same message to multiple tutors
* Carefully follow the communication flow chart on the previous page in this booklet
* Always remember that sending email from your University account is equivalent to sending a letter on the University letterhead
* Make sure that you use the ‘subject’ line in every message, and that it is meaningful. Where someone receives many messages, it helps to be able to judge the subject matter correctly from its subject line
* Try to restrict yourself to one subject per message, sending multiple messages if you have multiple subjects. This helps recipients to use the ‘subject’ line to manage the messages they have received
* Try to keep email messages fairly brief
* Reply, even if a brief acknowledgment is all you can manage in the meantime
* When you use the ‘reply’ option, ensure that the subject field (automatically filled in for you) still accurately reflects the content of your message
* Be careful when using ‘cc’ and ‘bcc’. Only copy the email to those people who need to see it
* When replying include a relevant chunk of the original message – replying to a message with just ‘I don't think so’ can be confusing even with a relevant subject line
* Think twice before forwarding to someone else an email you have received. Would the author expect or be willing for this to happen?
* The laws of copyright must be respected. It is not, in general, legal to forward material without permission from the copyright owner
* Be careful how you express yourself. Email can easily convey the wrong impression
* Remember that people other than the person to whom it's addressed may see your message
* At the start of an email conversation always use a salutation (eg Dear Tony, Hi Tony, Good Afternoon Tony etc…) and sign off (Many thanks, Tony, Kind regards, Tony etc…)
* Never email something you wouldn't say to the recipient's face
* Always put your full name and group number at the bottom of any email as tutors teach many trainees often with the same name

##### **Library and Learning Services**

Library and Learning Services are responsible for the management of libraries and information resources, IT user support, learning technology and media services, academic skills development (UniSkills) and dyslexia support.

The University Library housed in Catalyst gives access to books, eResources and PCs, and is open 24/7 during the academic year. There are extensive social learning areas and study spaces along with resources, equipment and support.

##### **UniSkills** – [ehu.ac.uk/uniskills](http://www.ehu.ac.uk/uniskills)

UniSkills is a package of workshops, hands-on support and online resources created to help you develop a range of essential academic skills and to enable you to produce high quality University assignments. These resources include support for; assignment planning, academic writing, presentations, finding books and eResources, referencing, dissertations, learning support apps and digital footprint.

**UniSkills Workshops** - [ehu.ac.uk/workshops](http://www.ehu.ac.uk/workshops)

UniSkills workshops are a series of small group sessions, focussing on a particular set of academic skills or techniques. Workshops are run regularly throughout the academic year on a wide range of topics including academic writing, exam preparation, Harvard referencing and presentation skills. The workshops are advertised via the UniSkills webpages and look out for a UniSkills Workshop Timetable handout for each semester. Students can self-book online up to two weeks in advance of a workshop - please visit [ehu.ac.uk/workshops](http://www.ehu.ac.uk/workshops) for full details of the current workshops available.

**My Library** - [www.edgehill.ac.uk/services/learning-edge](http://www.edgehill.ac.uk/services/learning-edge)

The ‘My Library’ tab (*accessed via Learning Edge*) provides quick links to all of your digital learning resources. This includes the library catalogue, Discover More full text online journals, booking a study room or finding a PC, UniSkills online toolkits, booking a UniSkills workshop or 1-to-1 appointment and subject specific resources.

**Subject Resources –** [ehu.ac.uk./subjectresources](http://www.ehu.ac.uk./subjectresources)

The Subject Resources pages provide a link to your subject specific resources including useful websites and recommended research, journals, databases and newspapers.

**Help & Support** - students can access Library and Learning Services help and support physically and virtually via:

* Catalyst Helpdesk, ground floor of Catalyst (Ormskirk campus)
* Learning Services webpages [ehu.ac.uk/ls](https://www.edgehill.ac.uk/ls)
* Ask Us online enquiry service [ehu.ac.uk/](https://askus.edgehill.ac.uk/)askus

**Inclusion Team**

Based in 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](mailto:inclusionteam@edgehill.ac.uk)

Tel: 01695 657568

[www.edgehill.ac.uk/studentservices/inclusive/](http://www.edgehill.ac.uk/studentservices/inclusive/)

We look forward to hearing from you.

**SpLD Support Team**

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

The team offer advice and guidance including:

* 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](http://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 Catalyst (1st floor) for a confidential chat.

For further advice contact the SpLD Support Team:

In Person: Catalyst Helpdesk

Tel: 01695 657526

Email: [spld@edgehill.ac.uk](mailto:spld@edgehill.ac.uk) Web: [www.ehu.ac.uk/spld](http://www.ehu.ac.uk/spld)

**University Contact Information**

For further information about each service, please visit the relevant website.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Website** | **Email** | **Telephone** |
| **Student Services** | <http://www.edgehill.ac.uk/studentservices> | General enquiries:  [studentservices@edgehill.ac.uk](mailto:studentservices@edgehill.ac.uk) | 01695 650800 |
| Inclusion team:  [inclusionteam@edgehill.ac.uk](mailto:inclusionteam@edgehill.ac.uk) | 01695 584190 |
| SpLD Support Team:  [spld@edgehill.ac.uk](mailto:spld@edgehill.ac.uk) | 01695 584372 |
| Money Advice Team:  [moneyadvice@edgehill.ac.uk](mailto:moneyadvice@edgehill.ac.uk) | 01695 657250 |
| Counselling:  [studentwellbeing@edgehill.ac.uk](mailto:studentwellbeing@edgehill.ac.uk) | 01695 650988 |
| Accommodation:  [accommodation@edgehill.ac.uk](mailto:accommodation@edgehill.ac.uk) | 01695 584200 |
| **Careers Service** | <http://www.edgehill.ac.uk/careers> | [careers@edgehill.ac.uk](mailto:careers@edgehill.ac.uk) | 01695 584866 |
| **Learning Services** | <http://www.edgehill.ac.uk/ls> | [lsdesk@edgehill.ac.uk](mailto:lsdesk@edgehill.ac.uk) | 01695 650800 |
| **Academic Registry** | <https://www.edgehill.ac.uk/registry/student-information> | See website for different teams | |

**Equality and Diversity – Policy Summary**

**Edge Hill University aims to provide a** safe, supportive and welcoming **environment for its staff, students and visitors, where equality is promoted, and diversity is valued and the rights and dignity of all is respected.**

**The University** seeks to identify and eliminate discrimination, including harassment and bullying regardless age; disability; ethnicity (including race, colour and nationality); sex;

gender reassignment; religion; belief or non; sexual orientation; marriage and civil partnership; pregnancy and maternity or socio-economic background.

**The University** will apply the Equality and Diversity Policy to all areas 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. Contravention of the policy will be considered a serious disciplinary matter. Any breaches will be considered under the relevant and most appropriate policy or procedure

**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 contactfor this is the Student Services Information Desk in the Student Information Centre 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](http://www.edgehill.ac.uk).

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**Section 2: GETTING STARTED, ATTENDANCE AND ABSENCE**

**Student Number**

When you register you will be allocated a Student Number, which you retain for your studies at the University. This number will operate as your Edge Hill email account username.

Your student number will also serve as your login ID when accessing the Go Portal and Blackboard area. Please always use your number as a reference in any correspondence.

**Student Identification (Library Card)**

When you register at the University Library you will be provided with your library card. This will carry your photograph and act as a combined identity and library card. The card should be kept with you at all times when you are in the University and will be required if you wish to borrow any books.

**Change of Address or Name and Change of Circumstances**

It is your responsibility to provide us with up to date information regarding your contact details. If you change your name, address, contact details or employment, please advise the university using the online process, by following the instructions through Student Central, which can be accessed here:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Changing+your+personal+details>

IMPORTANT: Please also advise the Professional Support Team to ensure that your Professional Practice details are updated [DCEC@edgehill.ac.uk](mailto:DCEC@edgehill.ac.uk)

**Attendance**

Your programme has a very high number of contact hours with the taught lectures, seminars, workshops and tutorials designed to support your on-going academic development. In addition, the sessions in each of your modules contribute directly towards your achievement and demonstration of the Teachers’ Standards (DfE, 2013) and are a vital part of your preparation for Professional Practices. The schools and settings that you will be working in have a legitimate expectation that you will have prepared yourself adequately for each placement, not only by planning for the particular lessons that you will teach but also by attending and studying through your university-based modules to build up your knowledge of the curriculum and of techniques of planning, teaching, assessment and class management.

Our decision to recommend you for Qualified Teacher Status at the end of your training with us will be partly influenced by the level of professionalism you have shown through every aspect of your programme. Full attendance and punctuality are a significant part of that professional attitude to your education and training and as such are reflected in the Initial Teacher Training (ITT) Code of Conduct to which you are required to adhere throughout your training.

**Sickness**

If your doctor has signed you off from work, it may still be possible for you to attend University; however a doctor’s letter confirming your fitness may be required. This includes students commencing maternity leave.

**Reporting Absence**

Any absences from timetabled sessions should be reported by email to the appropriate Module Leader.

**Holidays**

You will be informed of term dates for your programme well in advance. Mirroring the professional expectations of teachers, permission for absence to take holidays will not be given under any circumstances.

**Section 3: PROGRAMME DETAILS**

**Programme Aims**

The aims of the **Postgraduate Certificate in Education** are:

* To foster and develop an independent, systematic and enquiry based approach to creative problem solving within professional learning and the development of pedagogical awareness, subject knowledge and teaching skills.
* To develop critical, analytical and reflective classroom practitioners who are confident to explore, and underpin their skills and knowledge through research to become outstanding at learning and teaching.
* To ensure the trainees accept responsibility, and take the initiative, for their progress and development as professional learners and have a commitment to maintaining this throughout their career.
* To develop, with rigour: subject knowledge, advanced pedagogical and evidence based practice which promotes classroom based practice that is inclusive and resilience; valuing the wider needs of the pupils and the promoting personal achievement.
* To ensure that trainees can demonstrate in their theoretical work and their practice appropriate moral values in relation to entitlement, inclusion, safeguarding and diversity.
* To sustain a seamless transition between school and university based training; partnership to ensure effective integration that develops the complex knowledge and skills required of the trainees.
* To monitor and systematically track the ability to excel in relation to the required professional standards for Qualified Teachers Status (QTS).

**Learning Outcomes of the Programme**

Knowledge and Understanding:

* Demonstrate depth and systematic understanding of subject knowledge throughout the Primary curriculum through theoretical and research-based evidence; including the definition and scope of the subject, why the subject is important and the concepts which underpin it.
* Demonstrate, critically and analytically an approach to reflection on the phases of progression within the subject; common misconceptions in the subject; links between subjects; and how to make it accessible and meaningful to learners at different abilities and stages of development
* Demonstrate depth and systematic understanding of their specialist subject in Primary education, including a critical, analytical understanding of issues and developments in the subject through evidence based research.
* Demonstrate a substantial knowledge and understanding of child and adolescent development, including emotional and social development, which will underpin understanding of pedagogy, assessment, behaviour, mental health and SEND.
* Demonstrate substantial knowledge, systematic understanding and critical reflection of evidence based planning, teaching, managing and assessing in such a way as to meet the needs of individual learners and be accountable for learners’ progress.
* Demonstrate a secure awareness and an ability to discriminate key issues which enable establishment of working proactively and purposefully with others, with critical, analytical consideration of ethical issues and professional codes of conduct; including the need for resilience and time management.

Intellectual Skills:

* Investigate and critically evaluate their own values and educational philosophy and their impact on their educational practices.
* Demonstrate critical evaluation of current research in Primary education, understanding the importance of engaging with research and that teaching is an evidence based profession.
* Demonstrate synthesis of information in an innovative manner, utilising knowledge or processes which are at the forefront of Primary education, showing critical, analytical awareness.
* Self assess and evaluate thoroughly their subject knowledge and the importance of this in developing their own capacity in order to enhance children’s learning and achievement.
* Demonstrate critical analysis and evaluation through synthesised reflection on practice, being able to not only analyse a lesson critically but use this in the development of professional practice.

Practical Skills:

* Demonstrate and apply the Teachers’ Standards in a full range of contexts.
* Critically evaluate their potential for influencing change, either personally or within the school.
* Demonstrate an understanding and awareness of what is ‘good practice’ in Primary education showing critical awareness and evidence based research.
* Demonstrate flexibility, resilience and time management.
* Demonstrate the ability and critical awareness to exercise initiative and personal responsibility in professional contexts which may be both complex and unpredictable.
* Demonstrate use of evidence based research to show good knowledge and examples of the implementation of policies and plans in practice.

**Programme Structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** | **Strands taught across the 2 semesters (3 terms)** | | | |
| **Curriculum** | **Reflection on academic and professional development** | **Evidence - Based Research and Leadership** | **Professional Practice** |
| **Level 7** |  | PGP4100  Reflection on Academic and Professional Development  30 credits | PGP4101\* Evidence - Based Research and Leadership  30 credits  (\*not Maths/PE Specialists)  PGP4102 Evidence - Based Research and Leadership for Mathematics Specialists  30 credits  PGP4107 Evidence - Based Research and Leadership for Physical Education Specialists  30 credits |  |
| **Other activity** | Core Curriculum  Foundation Curriculum |  |  | Professional Practice Phase 1  Professional Practice Phase 2 |

Reflection on Academic and Professional Development: This module aims to enable you to develop as a resilient, reflective, critically analytical, proactive primary practitioner. In combination with experience during Professional Practice this module will support you in developing a range of skills, knowledge and understanding which will support you in positively impacting the learning, progress and well-being of the children you work with.

Evidence-based Research and Leadership: Through this module you will develop the ability to critically 'consume' current research, theory and policy documents in relation to primary mathematics using the knowledge of research methodology, validity and ethics that you develop.

Curriculum Subject Knowledge: Curriculum Subject Knowledge sessions of the PGCE Primary programme support you to acquire the subject knowledge that underpins successful primary teaching at the level that is required for recommendation for Qualified Teacher Status (QTS). The balance of the time spent on each subject in university-based sessions will vary but always reflect current government policy priorities.

Professional Practice: Phase 1 is the first of two assessed Professional Practice and will be undertaken in a Key Stage 1 or Key Stage 2 class. You will develop your approach to all aspects of the role of the teacher, initially with small groups and, as the practice develops, with whole classes. By the end of phase one you will be teaching 45% - 50% of the timetable. The practice gives you the opportunity to devise a personal development plan and undertake a range of training experiences as well as setting targets for your own particular needs.

Additional educational experiences will enhance your learning for example: Special Educational Needs and Disabilities, Early Years and Key Stage 3.

Phase 2 is the second assessed Professional Practice and will be undertaken in a Key Stage 1 or Key Stage 2 class. You will continue to enhance your approach to all aspects of the role of the teacher and will lead the teaching and learning within the class, taking responsibility for approximately 80% of the planned timetable. The practice provides the opportunity to refine your personal development plan and undertake a range of school led training experiences linked to the requirements of the placement and your own particular needs, which will be used as the basis for establishing a Career Entry and Development Profile. **Section 4: Teaching, Learning & Assessment**

**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 who are experts in their subject, or field of work. The External Examiner is a colleague from another Higher Education Institution, and an independent expert with no significant prior working relationship 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 visit a sample of students on placement, observe them teaching, and may look at students’ files. They may also talk with school colleagues. All of these activities allow externals to judge the quality of the programme being delivered.

External Examiners review samples of assessments in order to judge the accuracy and fairness of marking being undertaken; and, they often meet with a group of students 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 areas to develop. The reports are located in the relevant area of the VLE for you to read; along with the programme team’s response to the report.

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

**Overview of practice relating to the tracking of assessment extensions**

All students should submit their work by the published hand-in date.  However, there may be occasions where students’ experience serious difficulties that may adversely affect their ability to submit work for assessment by the published hand-in date.  Under such circumstances students are advised to contact their Module Tutor as soon as possible.

It is recognised that, in some cases, timely submission of assessments is not possible and in these circumstances, following discussions with your Module Tutor, it may be appropriate to grant a single one-off extension. The maximum extension period is for a maximum of two weeks.

An Extension Request form is available for students to complete and submit following the meeting with the Module Tutor.  The form should contain clear details of the reason for the extension together with supporting evidence where appropriate.

Extension requests should be submitted **no later** than one full week, and **no earlier** than 3 full weeks before the published submission date, although unforeseen circumstances may be considered on an individual basis.

Students should be advised that this is an application based process and not an automatic right. If the request for an extension is not approved by the tutor and the student fails to submit work they will be awarded a zero.

Students are reminded that serious and on-going personal circumstances may require the submission of an Exceptional Mitigating Circumstances request rather than an Extension Request form.  The Personal Tutor will be able to offer guidance as required.

**General Assessment Information**

Assessment of Academic Modules

Your programme’s Learning Outcomes are detailed above. Each of the modules that carry academic credit also have their own set of intended learning outcomes which will be shared with you by the module team. The assessment strategy of each module is designed to provide you with the opportunity to demonstrate the level of your achievement of those learning outcomes.

You will be given information about the design of the assessment at the beginning of each module. Some of the content of your module sessions may contribute directly to your assignment but there is an expectation that your will take an appropriate level of responsibility for developing your own knowledge and understanding through wider reading, research and study. Your tutors’ focus is on developing your ability to reflect, to think analytically and to identify and use sources critically and effectively as appropriate to your level of study.

Submission of Assessments

You will be given clear guidance from each module team as to how to submit your assessed work. This guidance will include deadline dates and times which must be adhered to unless you have an agreed extension. Work which is not submitted by the deadline will be recorded as a non-submission and will fail with a mark of 0.

Marking and Feedback

You will receive your mark for each assessed piece of work and formative feedback ***within 4 working weeks*** of the submission date. Your feedback is designed to ensure that:

* you understand how a tutor has arrived at your mark;
* you understand what you have done well and what you can do to improve your mark in future assessments;
* you are supported in developing as a learner and continuing your developing research journey;
* you feel confident that marking is fair and consistent;
* assessment at each level is consistent with national quality benchmarks (QAA, 2008)

You will be provided with a set of performance indicators for your level of study which tutors will annotate as part of your feedback and which will help you to self-assess before you submit work. You will also receive feedback against the module learning outcomes and annotations in your text to indicate where you could have developed your analysis and where you have made errors with written English.

Undergraduate: Harvard Referencing

An ability to identify, select, use and acknowledge references is an important part of your academic development. By the end of your programme you are expected to:

* demonstrate your understanding of the purpose of referencing, the concept of intellectual property and its ethical basis in a wide range of situations and the Harvard referencing system used by Edge Hill University;
* include a wide range of appropriate and high quality references and citations in your work from a variety of reference types;
* cite all sources correctly and include all appropriate information in references in a consistent way, with full adherence to the Harvard referencing approach used by Edge Hill University at a high standard.

You will be directed to the detailed guide to the form of Harvard referencing used at Edge Hill University by your programme team but it is also available on the University Library website.

The impact of inaccurate use of referencing on your mark is made clear on the performance indicator grid for your level of study.

**Exceptional Mitigating Circumstances (EMC)**

The Faculty follows the University guidelines on Exceptional Mitigating Circumstances. The guidelines can be found on the Academic Registry wiki

<https://www.edgehill.ac.uk/registry/assessment-and-results/difficulties/>

If you have questions about the content please discuss these with your Programme/Course Leader who will advise you on the best course of action.

**What Constitutes Malpractice**

Academic malpractice, such as cheating, plagiarism and collusion, are taken very seriously by the Faculty and the institutional and procedures are in place to deal with such occurrences. Malpractice is defined as an attempt to gain an advantage over other students by the use of unfair and unacceptable methods.

* Cheating: is an infringement of the rules governing conduct in examinations or other time-constrained assessment.
* Plagiarism: is where a student attempts to pass off work as their own, which is not their own.
* Collusion: is where a student knowingly collaborates with another student to submit a piece of work.

A case of academic malpractice or other dishonest practice, such as forging signatures, will be dealt with severely according to the university’s regulations, which may include:

* Reducing the mark of a specific element of assessment;
* Deeming you to have failed the assessment;
* Deeming you to have failed the programme;
* Deeming you to have failed the programme and bar you from further study at the

institution.

Further information and the academic regulations relating to academic malpractice, can be found on Academic Registry online student information area:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Academic+Malpractice>

Poor Practice (as identified in student work)

Please be aware that assignments or examination answers which contain evidence of unsafe, harmful or discriminatory practice may be awarded a fail mark.

**SECTION 5: THE STUDENT VOICE**



Everything we do at Edge Hill Students’ Union is shaped by students, and we’re here to represent ALL students at Edge Hill University, including YOU!

**We’re here to ensure ALL student voices are heard, valued and acted upon.**

**Our vision is to create the best student experience we can for as many Edge Hill students as possible.**

**How do we do this?**

* We’re here to ensure you enjoy the highest quality academic experience by supporting you, challenging the University, and changing the things you need to make your life better.
* We support and encourage you to develop your interests and shape your future, by creating great events including skills sessions, workshops, masterclasses, and social events including crafternoons, society and sports tasters, trips and nightlife.
* We want to inspire you to develop new ideas, be creative, and campaign for change – if there is something you are passionate about, we can help you to create a campaign to promote it to others, and help you to achieve great things!

**We are here to make sure that all decisions the university makes are in the best interest of students. Every year edge hill students elect a team of sabbatical officers and students reps to be the student voice.**

Alongside our Policy department, they sit on academic and faculty boards to voice student opinions and concerns.

The officer team are supported by a team of full and part time staff, as well as Part-Time Officers and Reps who are elected to represent LGBQ+ students, BME students, Mature/Part Time students, Post Graduate students, Women, Students at our Manchester campus, International students and Trans & Non-Binary students.

Your Officers carry out research to find out what is really important to Edge Hill Students, and seek to change things for the better by running campaigns (Remember that time Edge Hill turned into a giant rainbow? That was us!), highlighting issues, and lobbying the University.

We also recruit and train Course Reps each year - these students are a point of contact for you to talk to about any concerns, issues, or changes needed on your course. Over the past year, our Course Reps have managed to achieve real impact for other students with changes including microphones for lecturers, moving of deadlines to better-suit placement students, and asking lecturers to release lecture material prior to lectures so students can prepare.

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**WE OFFER FREE, INDEPENDENT, CONFIDENTIAL ADVICE**

Our hugely popular Advice Centre is also on campus to offer you support and guidance in key areas such as academic issues, welfare benefits, housing, money and debt... last year we saw over 600 students! We’re always here for a cuppa and a chat if you’re feeling stressed, worried or lonely, so PLEASE get in touch with us if you need help. We offer both face to face and phone appointments to help make the service accessible for all students on and off-campus, and it’s really easy to book an appointment at edgehillsu.org.uk/advice.

**WE LOOK AFTER SOCIETIES**

Joining a society is one of the best ways to get involved in student life at university, meet like-minded people and most importantly, have fun! We currently have around 70 active societies with more being created all the time – you can even start your own, and our team can help you to run it, recruit members and sort out the money stuff too.

**EVENTS??! YEP, WE DO THAT TOO!**

EHSU prides itself on creating fantastic student events, with a jam-packed Welcome Week schedule and a better-than-ever ‘Give it a Go’ calendar for 2018/19, with crafternoons, trips, masterclasses, workshops, socialising and more. We hold special events for mature and commuting students too, to help you find friends and settle. We also organise the epic Grad Ball, and run the SU Bar and VENUE, with events on nearly every night on campus.

**WE’RE THE ON-CAMPUS SELLERS OF HOODIES, NUS EXTRA CARDS AND EVERYTHING IN BETWEEN!**

The SU Bar also serves a fabulous food menu, and our SU Shop has a great range of vegan, veggie and halal choices. We are the official Edge Hill merch sellers on campus, and even have a hugely popular online shop when walking to the SU building is just too much effort! We’re also licensed sellers of TOTUM (NUS Extra) cards – a must for students to get amazing local, national and international discounts and deals. AND we brought a SUBWAY™ to campus (you can thank us later).

**IT’S SO MUCH BETTER WHEN WE’RE TOGETHER…**

We want you to want to be involved in everything we do, so follow us on Social Media (don’t forget to like, share, tag and comment!) and get in touch with your thoughts, feelings, views, and ideas. You can also register to receive our weekly newsletter by creating an account on our website, and you can also order your official merchandise here too! 