BA(Hons) Primary Education with QTS*
Year 2 (Part Time)

Programme Handbook 2016 – 2017

Programme Leader
Polly Thorpe
thorpep@edgehill.ac.uk
01695 650823

Primary Partnership Team
primarypartnership@edgehill.ac.uk
01695 650804 or 650834
WELCOME FROM YOUR PROGRAMME LEADER

Welcome to Year 1 the Primary Undergraduate (Part Time) Programme!

This innovative programme, which has been developed by Primary education experts, provides an exciting opportunity to train to teach in Key Stage 1 and Key Stage 2.

Whilst working or volunteering in a Primary classroom you will be able to develop your own interests and you will be studying a major subject specialism from English, Mathematics, Modern Languages and Science in which you will develop your knowledge and teaching skills. There is also the opportunity to study a minor subject specialism from a broad choice of subjects and gain additional placement experiences in a range of settings. You will receive individual support throughout your degree to ensure you can achieve your potential and qualify as an outstanding Primary teacher who is able to bring excellent subject knowledge of both a major and minor subject specialism to a first teaching post.

A trainee who has recently finished the programme commented fed back that ‘For me, the best thing about the course is being able to study with people who are as passionate about education as you are. As well as this, it is great to be surrounded by leading practitioners who are influential in their field, whilst also having the opportunity to share and promote good practice with them.’

This handbook is designed to provide you with a range of information that will guide your understanding of the Primary Undergraduate degree 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 which is provided for you carefully.

Each year of the Programme is a very busy and very exciting and we want to support you in making it a successful time.

We wish you all the best with your studies!

Polly Thorpe, Primary Undergraduate Part Time Programmes Leader
INTRODUCTION

Welcome to your Programme Handbook for the year ahead! My name is Helen O’Keeffe and I am your Head of Primary Education.

We hope that this handbook will guide you through the key pieces of information that you need to be able to navigate your programme of study successfully. Information about lines of communication, policies, procedures and key contact details can all be found in the following pages. Training to teach is a rewarding experience, but also one we can that can have challenges for individuals. We hope that this booklet will support you in accessing the necessary support as required and please remember that your personal tutor is there as your first port of call for anything you need to discuss or any query you may have.

You will have the opportunity to work alongside our team of tutors who are working in and researching at the leading edge of Primary Education and we hope that you will take every opportunity offered to you to benefit from their knowledge and expertise. You may even find yourself involved in some of their research! Your programme provides the platform, not only from which you can become an outstanding primary school teacher, but also for you to be a truly reflective practitioner whose practice is very much informed by your own research as well as the cutting edge research of others.

You will also be in a privileged position to be able to have a significant impact on the learning and progress of the children you are working alongside and we hope that this opportunity will both challenge and inspire you, offering you the chance to be an outstanding and resilient teacher. In order to achieve your QTS and degree you will need to work incredibly hard – we will coach you to very much be in the driving seat of your programme. This is your programme, your training, your future, and we are delighted to be working with you to launch you successfully into, in my opinion, the most rewarding profession there is. But you will need to be proactive, independent and truly autonomous learners.

Please can I encourage you to read this Handbook as many times as necessary to familiarise yourself with it. The handbook itself answers many of the questions you may have, and provides essential information about who your key contacts are and how the programme operates. Feel free to annotate this handbook, and bring it with you to all sessions. It is a guide which you will need to refer to throughout your programme.

I wish you every success in your studies and look forward to meeting you during the year.

With all good wishes,

Dr Helen O’Keeffe
Head of Primary Education
## Section 1: ROLES AND RESPONSIBILITIES

### Leadership of the Programme and Key Contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Leader</td>
<td>Polly Thorpe</td>
<td><a href="mailto:thorpep@edgehill.ac.uk">thorpep@edgehill.ac.uk</a></td>
<td>01695 650823</td>
</tr>
<tr>
<td>Year 1 Year Leader</td>
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<td><a href="mailto:thorpep@edgehill.ac.uk">thorpep@edgehill.ac.uk</a></td>
<td>01695 650823</td>
</tr>
<tr>
<td>Level 5 Leader</td>
<td>Cherryl Cooper</td>
<td><a href="mailto:cooperc@edgehill.ac.uk">cooperc@edgehill.ac.uk</a></td>
<td>01695 657361</td>
</tr>
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### Subject Leaders

<table>
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<th>Subject</th>
<th>Leader</th>
<th>Email</th>
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<tr>
<td>English Subject Leader</td>
<td>Mary Weston</td>
<td><a href="mailto:westonm@edgehill.ac.uk">westonm@edgehill.ac.uk</a></td>
<td>01695 584401</td>
</tr>
<tr>
<td>Mathematics Subject Leaders</td>
<td>Rachel Gourley</td>
<td><a href="mailto:gourleyr@edgehill.ac.uk">gourleyr@edgehill.ac.uk</a></td>
<td>01695 6507675</td>
</tr>
<tr>
<td>Science Subject Leader</td>
<td>Frith Murphy</td>
<td><a href="mailto:murphyf@edgehill.ac.uk">murphyf@edgehill.ac.uk</a></td>
<td>01695 584135</td>
</tr>
<tr>
<td>Computing Subject Leader</td>
<td>Carol Darbyshire</td>
<td><a href="mailto:darbyc@edgehill.ac.uk">darbyc@edgehill.ac.uk</a></td>
<td>01695 584647</td>
</tr>
<tr>
<td>Foundation Subjects Subject</td>
<td>Ian Shirley</td>
<td><a href="mailto:shirleyd@edgehill.ac.uk">shirleyd@edgehill.ac.uk</a></td>
<td>01695 650998</td>
</tr>
<tr>
<td>Academic Professional Development (APD) Subject Leader</td>
<td>Martin Ford</td>
<td><a href="mailto:fordm@edgehill.ac.uk">fordm@edgehill.ac.uk</a></td>
<td>01695 657362</td>
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### Professional Support Team

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<tr>
<th>Team</th>
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<tr>
<td><a href="mailto:primarypartnership@edgehill.ac.uk">primarypartnership@edgehill.ac.uk</a></td>
<td></td>
<td>01695 650804 01695 650834</td>
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### Module Leaders
<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Course Code</th>
<th>Course Description</th>
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<tr>
<td>Maggie Webster</td>
<td><a href="mailto:maggie.webster@edgehill.ac.uk">maggie.webster@edgehill.ac.uk</a></td>
<td>PED2016P</td>
<td>Foundation Subjects</td>
</tr>
<tr>
<td>Cherryl Cooper</td>
<td><a href="mailto:cooperc@edgehill.ac.uk">cooperc@edgehill.ac.uk</a></td>
<td>PED2019P PED 2020P</td>
<td>Academic and Professional Development</td>
</tr>
<tr>
<td>Sylvia Crowder</td>
<td><a href="mailto:sylviacrowder@edgehill.ac.uk">sylviacrowder@edgehill.ac.uk</a></td>
<td>PED2021P</td>
<td>English and Computing</td>
</tr>
<tr>
<td>Matt Ferdinand</td>
<td><a href="mailto:ferdinam@edgehill.ac.uk">ferdinam@edgehill.ac.uk</a></td>
<td></td>
<td></td>
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<tr>
<td>Louise Hawxwell (Science)</td>
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<td>PED2022P</td>
<td>Mathematics and Science</td>
</tr>
<tr>
<td>David Boorman (Mathematics)</td>
<td><a href="mailto:boormand@edgehill.ac.uk">boormand@edgehill.ac.uk</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louise Hawxwell</td>
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<td>PED2222P</td>
<td>Professional Practice 1B</td>
</tr>
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**Primary Area Management Team**

<table>
<thead>
<tr>
<th>Assistant Head of Primary Education – Quality of Centre Based Training</th>
<th>Nichola Callander</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
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<tbody>
<tr>
<td>Assistant Head of Primary Education – Quality of School Based Training</td>
<td>Eleanor Davidson</td>
<td><a href="mailto:davidsoe@edgehill.ac.uk">davidsoe@edgehill.ac.uk</a></td>
<td>01695 584434</td>
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<tr>
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<td>Eleanor Davidson</td>
<td><a href="mailto:davidsoe@edgehill.ac.uk">davidsoe@edgehill.ac.uk</a></td>
<td>01695 584434</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Email</td>
<td>Contact</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
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<td>---------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Assistant Head of Primary Education - Programmes</td>
<td>Sian Onions</td>
<td><a href="mailto:onionss@edgehill.ac.uk">onionss@edgehill.ac.uk</a></td>
<td>01695 650828</td>
</tr>
<tr>
<td>Head of Primary Education</td>
<td>Dr Helen O’Keeffe</td>
<td><a href="mailto:okeeffeh@edgehill.ac.uk">okeeffeh@edgehill.ac.uk</a></td>
<td>N/A</td>
</tr>
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</table>
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 Tutor meetings; and attend Personal 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 Tutors at planned meetings, such as Professional Practice End of Placement Forms.

You should ensure that your Personal 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 Tutor may wish to see these at any point.

*It is to be emphasised that working with a Personal Tutor is a two way process and trainees are expected to prepare for Personal Tutor meetings in an appropriate way.*

Please also refer to the diagram in this booklet which will guide you in understanding the most appropriate sources of support throughout your time on the programme if you have a query or a concern.
The Role of the Visiting Tutor

What is the role of the Visiting Tutor?

During your Professional Practice you will have three visits from your Edge Hill University Visiting Tutor. Your Visiting Tutor works for Edge Hill University and may be a full time member of the Primary Team or an Associate Tutor. All Visiting Tutors are highly skilled Primary practitioners.

What is the focus of each visit?

- **Visit one: Mentor training and training updates.**
  This is your first meeting with your Visiting Tutor. This meeting will allow you to reflect upon your experience to date and to review your targets and progress. It will also allow the Visiting Tutor to provide update training for your Mentor. During this time, the Mentor and Visiting Tutor will be able to discuss any changes to the observation process as well as any changes to paperwork. This meeting will usually last up to one hour.

- **Visit two: Learning Evaluation and Interim Report Form.**
  Your Visiting tutor will conduct a joint Learning Evaluation, this will include an observation of a section of a lesson (no longer than 30 minutes) as well other evaluation techniques (see your Professional Practice Handbook for more details). This is your opportunity to have a professional dialogue with your Visiting Tutor addressing how you have helped the pupils in your class make progress. After the Learning Evaluation, a triangulation meeting will take place. This is a three way meeting, the focus of the meeting is to address how well you are meeting the Teachers' Standards at the mid-way point of your Professional Practice.

- **Visit three: Learning Evaluation and End of Professional Practice report Form.**
  Your Visiting tutor will conduct their final joint Learning Evaluation, this will include an observation of a section of a lesson (no longer than 30 minutes) as well other evaluation techniques. After the Learning Evaluation a final triangulation meeting will take place, the focus of the meeting is how well you are meeting the Teachers' Standards as you approach the end of your Professional Practice. You must complete the trainee reflection section at least one week before the triangulation meeting in order to provide your mentor with sufficient time to reflect upon their section. The final grading and target setting will occur during the triangulation meeting.

Who do I contact whilst on Professional Practice?

Please also refer to the lines of communication diagram on page 11 in this booklet.

If you are experiencing any difficulties whilst on Professional Practice, these difficulties can be discussed with your Personal Tutor and/or your Visiting Tutor. At times if more advice and support is needed, your Personal Tutor and/or your Visiting Tutor may also share any difficulties with the Professional Practice Leader. The outcome of such difficulties will be bespoke to suit the individual needs of every trainee.

What should you as a trainee do?

Whilst on Professional Practice you must remember you are technically a member of the school staff, therefore you should engage fully in the wider life and ethos of the school. This could include:-
• break duty,
• schools trips,
• attendance at staff meetings (in agreement with the school),
• supporting out of hours activities and clubs
• staff development sessions
• any other activities you are offered the opportunity to be part of

You should ensure that all your relevant teaching files, subject knowledge folders and Teachers’ Standards Portfolio are maintained and up to date and always ready for inspection. **These should be in school with you at all times.**

You should ensure that your Visiting Tutor has all your current contact information, at the very least this should be you Edge Hill University e mail address.
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 **personal** concern or an **academic** query (e.g. in relation to your academic writing)

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

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).

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

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 **Year Leader**.

**NB:** Due to data protection we cannot discuss your training with anyone other than you.

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

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 **Year Leader**.

**NB:** Due to data protection we cannot discuss your training with anyone other than you.

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

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 **Year Leader**.

**NB:** Due to data protection we cannot discuss your training with anyone other than you.

If you have a concern or a query.

If you have a personal concern or an academic query (e.g. in relation to your academic writing)
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 (e.g., 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.
Disability Support Services Statement

- SpLD (Specific Learning Difficulties) Support Team
- Inclusion Team (Disability or Health Condition)

Our approach is friendly yet professional and you can discuss your individual learning requirements in complete confidence. It is important to contact us as early as possible.

SpLD Support Team: Based in the University Library, 1st floor

You can contact us in relation to:

- SpLD assessments (Dyslexia, Dyspraxia)
- Specialist SpLD support
- Using assistive technology
- Applying for Disabled Students’ Allowances (DSA)
- Visual stress / Meares-Irlen

The Inclusion Team: Based in the Student Information Centre (SIC), ground floor

If you have specific requirements due to a physical or sensory impairment, mental health/anxiety issues, health condition, an autistic spectrum condition, or needs emerge when you are studying here, we can advise you on:

- ‘Reasonable adjustments’ to learning, teaching, assessment and exam modifications
- Accessible facilities and equipment
- Support on placements
- 1-2-1 Academic and other forms of support
- Applying for Disabled Students’ Allowances (DSA)
SpLD Support Team

In person: University Library, Ormskirk, 1st floor
Tel: 01695 584372
E-mail: SpLD@edgehill.ac.uk

The Inclusion Team

In person: SIC, Ormskirk, ground floor
Tel: 01695 584190
E-mail: InclusionTeam@edgehill.ac.uk
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 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.
Useful contact information for trainees

**Student Services**
Website: http://www.edgehill.ac.uk/studentservices
Tel: 01695 584554
Email: studentservices@edgehill.ac.uk

**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 - Student Information Centre (ground floor), Edge Hill University, St Helens Road, Ormskirk, L39 4QP.

**Learning Services (including support services)**
Website: http://www.edgehill.ac.uk/ls/
Tel: 01695 650800 from 8.00am to 9.00pm Monday to Friday and 11.00am to 6.00pm at weekends
Email: enquiries lsdesk@edgehill.ac.uk
Email/Text/24/7 Live chat: Visit http://askus.edgehill.ac.uk/

**Finance**
The Money Advice Team is based in the Student Information Centre at Edge Hill.

Email: moneyadvice@edgehill.ac.uk
Tel: 01695 657250

**Academic Registry**
Academic registry is based in Student Information Centre (SIC)
https://www.edgehill.ac.uk/registry/student-information/
**Accommodation**

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

**Counselling (including mental health or emotional matters)**

https://www.edgehill.ac.uk/studentservices/counselling/

Tel: 01695 650988

Email: counselling@edgehill.ac.uk

**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

primarypartnership@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 the 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 to the appropriate Module Leader, by email where possible.

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.
Code of Conduct

Faculty of Education

Initial Teacher Training (ITT) Professional Code of Conduct

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 professional practice 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. 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. 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 Professional Code of Conduct is additional and complementary to both the Edge Hill University Student Charter and a professional practice 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, 2012, 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. 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. 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.

2. Complete, adhere to and retain all compliance-related documentation in an appropriate manner. This will include DBS Enhanced Disclosure, relevant safeguarding checks, and good health and good character declarations.

3. Complete, and keep up-to-date, The Student Allocation Profile Survey.

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 policy.

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1 IT Acceptable Use Policy [http://ehu.ac.uk/aup](http://ehu.ac.uk/aup)
8. Be punctual at all times

9. Use the relevant support networks to raise any issues/concerns you may have with your training

10. Maintain an appropriate standard of professional dress and appearance, particularly whilst on professional practice and in relation to special activities

11. Ensure that all assessed work relevant to your training programme is available if requested

12. 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

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. ²

You must comply with all rules and regulations of the university. The current versions of all university polices 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 Edge Hill University Student Handbook, produced on an annual basis.

²Student Support & Regulations - http://www.edgehill.ac.uk/studenthandbook/handbook/student_regs_05.html
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 19: Professional Review Procedures

3. Academic and Professional Review procedure

The ITT Academic and Professional Review Procedure acts as a necessary first stage in the tracking and monitoring of trainees' progress on their ITT 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.

Whilst on professional practice:

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 Academic and Professional Review Meeting procedure (APRM) usually at Stage 2.

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 consequences. These consequences will usually include a Stage 3 Academic and Professional Review Meeting.
Section 3: PROGRAMME DETAILS

Programme Aims

The BA (Hons) Primary (Specialism) Education with QTS* degree programme is designed to develop undergraduate trainee teachers who have the knowledge, skills, expertise and attitudes to become outstanding primary teachers who are able to make a difference to the lives of young children and to become leaders of learning.

The programme delivers high quality training across Key Stages 1 and 2 with opportunities for trainees to develop knowledge and understanding of the phases before and after their focus phases i.e. Early Years Foundation Stage and Key Stage 3.

Underpinned with a philosophy of inclusion and social and cultural diversity, the programme equips trainees with a theoretical understanding of children as learners and teachers as practitioners. The programme equips trainees with strong subject knowledge and they are able to apply this in practice to meet the needs of all learners. Theory, pedagogy and subject knowledge are explored in centre-based sessions and in practice in a variety of settings, with trainees learning from a range of expert practitioners.

The team’s vision is that an Edge Hill University Primary ITT Undergraduate trainee will be a professional who demonstrates resilience, honesty and integrity, is respectful of others, is adaptable and flexible, communicates effectively with a range of audiences, acts independently and demonstrates self-organisation.

The aims of the Primary Undergraduate Programmes are to train outstanding primary teachers who will:

- achieve national standards for the award of Qualified Teacher Status;
- develop outstanding subject knowledge and knowledge of children’s development and learning in all areas of the curriculum;
- meet the needs of schools, settings and children;
- become highly reflective practitioners;
- be highly employable
Primary Trainee


Teachers’ Standards

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities
Learning Outcomes of the Programme

Knowledge and Understanding

- Demonstrate a factual and conceptual knowledge base in mathematics, English, Science, Technologies for Teaching and Learning, the Foundation Subjects and RE.
- Demonstrate a factual and conceptual knowledge of national requirements and guidance for Primary curriculum and practice.
- Understand the importance of evaluating teaching to modify their planning and practice appropriately and act on advice/feedback.
- Demonstrate an understanding of how to design, develop, implement and evaluate quality learning experiences which meet individual learning needs.
- Demonstrate awareness of ethical issues in Primary education and is aware of data protection and safeguarding issues.
- Begin to articulate their personal teaching philosophies.
- Demonstrate knowledge and understanding of the concepts and principles underpinning Primary education, and evaluate and interpret these within straightforward contexts. Demonstrate an understanding of children as learners.
- Demonstrate an understanding of the nature of Primary schools, how they are managed and how they seek to achieve.

Intellectual Skills

- Present, evaluate and interpret qualitative and quantitative data, develop lines of argument and make sound judgements in accordance with basic theories and concepts of Primary education.
- Evaluate the appropriateness of different approaches to solving problems related to Primary education.
- Recognise the links between theory and school based practice.
- Appreciate and develop a range of key, transferable skills and relevant academic and research skills.

Transferable Skills

- Can take responsibility for own learning with appropriate support.
- Can apply given tools/methods accurately and carefully to a well-defined problem and begins to appreciate the complexity of the issues in Primary education.
- Can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance.
- Can evaluate own strengths and weakness within criteria largely set by others.
- Can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues).
- Can work within an appropriate ethos and can use and access a range of learning resources.
- Communicate the results of their study and work accurately and reliably, and with structured and coherent arguments.

Practical Skills

- Undertake school-based training and develop new skills within a structured and managed environment.
- Teach lessons and sequences of lessons across the Primary age and ability range under supervision.
- Begin to understand the importance of effective use of a range of assessment strategies, provide constructive feedback and support and guide learners to reflect on their learning.
- Understand and begin to demonstrate the principles of the Teachers’ Standards.
- Understand the importance of planning for progression, designing effective learning sequences and opportunities to develop skills across the curriculum, and planning appropriate out-of-class work.

### Structure of the Programme

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**Timetable** (Sometimes referred to as an XX Grid)

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Twilight sessions will take place on **Wednesday 4pm-7pm**

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As you are a student studying on an Initial Teacher Training programme, the delivery of the academic content of your programme and timing of placements is designed to replicate the requirements of teachers in practice and runs over a typical school year, rather than a University academic year. The start and end dates of placements will vary depending on the school you are allocated to for your placement. On occasions, placements may need to be changed or the start of placements may be delayed at short notice due to external factors, such as availability of placements, or changes in school settings which provide placement opportunities. You therefore need to ensure that you are available until the end of July to complete the placement phase of your training.
Section 4: PROFESSIONAL PRACTICE

Initial Teacher Training (ITT) Professional Practices
Whilst on Professional Practice, a trainee’s first point of contact with the University will be their designated Edge Hill University Visiting Tutor. This tutor will contact the trainee in advance of the Professional Practice and provide their contact details. In the event that the trainee is unable to contact their Visiting tutor, they must contact their Professional Practice Leader, who will direct the trainee to an appropriate member of staff.

Sourcing of Professional Practice Offers
For the purpose of this document where it states ‘school’ it refers to all schools, colleges and settings. There is a dedicated team whose role it is to source Professional Practice offers for each programme and across every area in the Faculty of Education, and schools are supported by the team in submitting offers, often a year or more in advance of the Professional Practice start dates. Whilst this is necessary and helpful, it also means that sometimes circumstances change at the school such as:

- Ofsted-either pressures of an inspection looming or if an inspection alters the school grade, particularly if a school goes into a specific category
- Changes in staff eg maternity leave, jury service, absences, new head teacher
- School Direct students allocated from an external school partner
- Newly Qualified Teacher appointed-a trainee cannot be in a class with an NQT

The schools, colleges and settings in our partnership do not have to engage in ITT if they chose not to, which is why the relationships we have with them are important and there are key contacts from the Faculty of Education who liaise with each school, college and setting. It is damaging for the relationship if trainees contact the school, college or setting directly, which is why we ask you to provide any details of schools, colleges or settings and the relationship you have on the BOS with all other personal details needed for the team to source and allocate Professional Practices appropriately.
The Faculty of Education has to ensure the quality of the Professional Practice and we take into consideration previous Ofsted reports, feedback from trainees and tutors and feedback from the team of Partnership Quality Officers, whose role it is to Quality Assure each school, college and setting and each Professional Practice. There is an Accreditation Policy that is followed particularly with new schools to the partnership.

Contact Details for Professional Practice
All trainees will complete a Student Allocation Profile. This profile will be the information used to allocate a trainee an appropriate Professional Practice for their training. It is the trainee’s responsibility that this is completed in full and that the Faculty is kept up to date with any changes to the trainee’s circumstances. If a Professional Practice is allocated based on the information the Faculty holds and the trainee notifies the Faculty after allocation that there has been a change in the information, this may result in a delay to the start of the trainee’s Professional Practice. Any change in a trainee’s address or contact details, or change in personal circumstances, a trainee must ensure that they update Academic Registry and the Faculty as appropriate, to ensure all information at the time of allocation is correct.

Professional Practice Allocations
Professional Practices are normally secured on behalf of all trainees by the Faculty team. However, if a trainee is aware of a school, college or setting which they feel might provide a Professional Practice for them, as they have previously undertaken voluntary work there, a trainee can identify this setting on their Student Allocation Profile. The Faculty team will follow up the suggestion and in due course the Programme Leader will notify the trainee of the result of the suggestion. Please note, this may not mean that this is where the trainee undertakes their next Professional Practice as a Quality Assurance check needs to be undertaken to ensure the training the trainee will receive is of high quality and that the setting has the capacity to provide a high quality experience. All allocations will be based on the trainee’s training needs. Geography will be taken into consideration so that a trainee is normally travelling no more than 1 hour 30 minutes to get to their Professional Practice. Edge Hill University recommend using Traveline (www.traveline.org.uk) to calculate the journey.

Notification of a Professional Practice
Trainees are requested to access the Go Portal on a regular basis and also to check their Edge Hill email accounts, which will be used for urgent communications. This is where a trainee will be notified of their Professional Practice allocation. Trainees will be expected to contact the school within 48 hours of notification of their professional Practice.

After Allocation
If a trainee has any concerns or personal issues regarding the allocation of their Professional Practice, e.g., medical conditions, personal issues, financial issues, etc., the trainee should report this within one working day of the notification of the Professional Practice by completing a Professional Practice Rejection Form (on VLE). This will then be scrutinised by both the Professional Practice Leader and Programme Leader who will need to support the submission, and the Assistant Head of Area who will make the final decision. Please be aware that, in some cases, further documentary evidence, e.g., a doctor’s note, may be required. All trainees should have considered all other options, e.g., submitting a Transport Request Form (when required travel is very difficult), as the refusal of a Professional Practice Rejection Form could result in failing the Professional Practice on a technicality, i.e., a trainee has been offered a suitable Professional Practice but has declined it.

Number of days in school, college or setting
All trainees need to complete a minimum number of days/hours in school/college/setting, a total of 120 days across their training programme. If a trainee does not complete the requisite amount of time they will not be compliant and they cannot be recommended for QTS/QTLS at the end of the Programme. Trainees may need to make up extra days at the end of the Professional Practice. A training programme lasts a full school year so a trainee should not book any holidays until they have had their Professional Practice allocated, as each school has different half terms and depending on the number of days a trainee has undertaken in school, their programme may last until the end of July.

Timing of Professional Practices
Due to the large variety of schools, colleges, settings within our extensive partnership we need to be flexible. This means that a trainee may start or end their Professional
Practice at different points, within a specific window of time. Please ref to the timetable in the programme handbook. There are also occasions where schools withdraw their offer of a Professional Practice (adverse Ofsted inspection, poor exam results, changes in staffing, illnesses and maternity covers etc.). If, for any of these reasons, the trainee begins their Professional Practice later than other trainees in their cohort, the trainee will continue to progress and develop through the delivery of an enhanced training programme. The trainee will continue as a full time trainee and have the opportunity to experience other aspects of the programme that their peers will engage with later on in the programme, for example, a short placement at an SEND school. The programme is designed to be flexible so that aspects can be moved around in order to ensure that differences in Professional Practice dates and that training needs can be accommodated.

Deferred Professional Practices
A Professional Practice is termed ‘deferred’ when a trainee has been obliged to withdraw from a Professional Practice after its commencement for reasons beyond their control or if they cannot commence the Professional Practice. In this situation, the trainee will need to contact their Edge Hill University tutor and arrange to submit an application for acceptance of Exceptional Mitigating Circumstances. This is usually termed an ‘EMC’. Once an EMC has been accepted, the Faculty team will work towards securing a repeat Professional Practice. This requires special negotiation with schools, colleges, settings because of the unusual timing of the Professional Practice. The trainee will be informed as soon as possible, but we ask the trainee to maintain contact with the Programme Leader and engage in some voluntary work whilst awaiting confirmation. The trainee must ensure that their contact details are up to date and known to both Academic Registry and to the Programme Leader.

Referred Professional Practices
A Professional Practice is termed ‘referred’ when a trainee has failed a placement and been granted a second attempt. In this situation, it is necessary to find a suitable Professional Practice to match the trainee’s needs and provide very specific support. Obviously, this requires special negotiation and a careful choice of setting. The trainee will need to be patient throughout the process. Normally this will take place the
following academic year at the same time as the identified placement is due to begin. A trainee is not automatically entitled to a ‘referred’ Professional Practice; this will be offered at the discretion of a Faculty School Experience Assessment Board. If a trainee is referred there will normally be additional costs incurred, which will be met by the trainee.

**Travel and Accommodation**

If costly travel is incurred travelling to a Professional Practice, then support towards your expenses may be claimed for, any distances over and above that which equates to your normal journey from your term time address to the university. Claim forms (known as Trainee Expense Forms) are available from the Faculty of Education Information Desk. The entire travel policy document can be found on the VLE.

Occasionally there may be opportunities for trainees to complete a Professional Practice at a location that is an unreasonable distance from the home or term time address and in these instances accommodation will be provided by Edge Hill University. Full details can be found in the Travel and Accommodation policy on the VLE. Additional support with other expenses, whilst on a remote Professional Practice can be found in this policy.

There will also be opportunities for trainees to identify either their home address or an alternative address in which they may reside whilst undertaking their Professional Practice. If this is the case a trainee can indicate this on the Student Allocation profile and inform the university if you are unable to do so. If a school is sourced near to the alternative address you have identified financial support may be provided to support costs living at this alternative address. Please see Travel and Accommodation policy on the VLE for further details.

**External Examiners**

Some trainees and schools/colleges/settings will be visited by External Examiners during the final week of the Professional Practice. Details of External Examiner visits will be shared nearer the time. The role of the External Examiners is to act as critical friends to Edge Hill University and to offer views about how we can develop and
improve our provision. Their role is not to visit trainees and schools/colleges/settings in order to make judgements about their performance.

DBs and safeguarding included
H and S - Trainees should work alongside qualified teachers when planning out of school/college/setting activities. The final arrangements and risk assessments must always be carried out by a qualified teacher.

Trainee ‘at risk’

Trainees can face difficulties and challenges within a Professional Practice for many reasons. A trainee is deemed “at risk” if they are not achieving the minimum standard required for the Professional Practice.

Phase 1a (undergraduate year 1 only): requires a “Pass” to progress onto Phase 1b. (This means the trainee is Requires Improvement or better).
Phase 1b: the trainee must achieve a “Requires Improvement” or better to progress onto Phase 2.
Phase 2: the trainee must achieve a “Requires Improvement” or better to progress onto Phase 2.

If during a Professional Practice a trainee is deemed to be at risk of not meeting the minimum requirements the relevant Year/Professional Practice Leader should be informed and they will make a decision along with the mentor about the most appropriate strategies to implement.

These may include:-

- Monitoring the situation and the trainees progress
- Arranging a meeting or phone tutorial with the trainee
- Gaining further information from the school, previous Visiting Tutor, personal tutor etc.

- Arranging for additional visits from the Visiting Tutor, this will be arranged in agreement with the Professional Practice Leader and the Assistant Head of Primary Education (School based training)

- Arranging for additional input from a Professional Practice support tutor

- Arranging for a reduction in teaching timetable

- Extending the Professional Practice beyond the scheduled end date

- Implementing specific strategies according to the nature of the issues

As soon as any intervention is put into place a form will be completed and signed to inform the trainee that they are at risk of failing the placement and that additional support has been put in place. Throughout the process time limited targets will be set to support the trainee in making progress. These will be reviewed regularly.

If, at any point in the Professional Practice the Mentor and or Visiting Tutor consider the trainee is still not making sufficient progress towards the targets that have been set or that it is not likely the trainee will achieve the minimum requirement for the Professional Practice the trainee will be informed the Professional Practice has been unsuccessful and the practice will be terminated. All trainees are then invited to attend a compulsory APRM (Academic and Professional Review Meeting) to meet with the Professional Practice/Year Leader and the Assistant Head of Area to discuss the next steps.

If a trainee considers their ability to complete the Professional Practice successfully has been impacted by Exceptional Mitigating Circumstances then they should consider submitting an EMC application. The Professional Practice/Year Leader can advise if such a case arises.
Teaching Unions

We strongly advise you to join a union. The three listed below all offer similar general benefits:

- 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

To help you decide which one to join, you could:

- study their websites
- talk to teachers in a setting, school, or college
- take out multiple free student memberships, before choosing one union to subscribe to as an NQT/Former Trainee

<table>
<thead>
<tr>
<th>Union</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Union of Teachers</td>
<td><a href="http://www.teachers.org.uk/">http://www.teachers.org.uk/</a></td>
</tr>
<tr>
<td>The National Association of Schoolmasters</td>
<td><a href="http://www.teachersunion.org.uk/">http://www.teachersunion.org.uk/</a></td>
</tr>
<tr>
<td>Union of Women Teachers</td>
<td></td>
</tr>
<tr>
<td>The Association of Teachers and Lecturers</td>
<td><a href="http://www.atl.org.uk/">http://www.atl.org.uk/</a></td>
</tr>
</tbody>
</table>

Union representatives are normally invited to give a brief introductory talk to trainees during the course of their programme.
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 area dedicated to NQT/Former Trainees and their professional development
• Access to the Public Lecture Series
• Dedicated email address nqt@edgehill.ac.uk
• Support and guidance from Area Coordinators

We also provide support throughout your teaching career including:
• Support in 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.
Employability, Including References

Employability is at the heart of all programmes in the Primary Partnership 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 and the final years of the BA (Hons) Primary Education with QTS (full and part time) 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 practitioners from across the partnership relating to constructing a letter of application and the interview process.
  - Signposted reading in relation to employability and CV building.
- All trainees receive the Primary Area Employability guide.

The Primary Area 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 – the cultural placement project, Technology for Teaching and Learning projects in schools and Science enhancement activities in partnership with particular schools
- 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 Area e.g National Curriculum 2014 Computing conference and National Curriculum 2014 Primary and Early Years Conference.
- Opportunities to apply for University Awards and Scholarships.
You will be given advice on job applications within your Personal and Professional Development module. Further written advice is available from the Careers Office in the Student Information Centre; you should visit it regularly from February onwards to check for details of vacancies. During your developmental school placement, you may need to contact the Careers Office to find out details of local authority ‘pools’ and closing dates, if they were not available before your block began; 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: peyteachingreferences@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.
Catholic Certificate in Religious Studies

NQTs appointed to Catholic schools would normally be expected to have the CCRS or to agree to undertake it. The full course contains 8 modules: 6 core modules and 2 specialist modules (the Distinctive Nature of a Catholic School; Current Developments in Religious Education). Each module normally involves 10 hours of contact time at St Bede's High School, Ormskirk, on Wednesday evenings in the autumn or spring term, and a written assignment.

If you want more details about the CCRS, contact:
Liverpool Archdiocesan Centre for Evangelisation
Croxeth Drive
Sefton Park
Liverpool L17 1AA
0151 522 1053/6
Or you can get an application form from Edge Hill University's Careers Centre
On Programme Self-Declaration

All providers of Initial Teacher Training (ITT) have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. In addition, statutory guidance requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to a Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list, a prohibition order check, and, for those trainee undertaking Early Years or Primary programmes, a check that the candidate, or, to the best of their knowledge, any member of their household, is not disqualified from working in childcare settings. These checks are undertaken prior to enrolment.

If any changes occur whilst on programme in a trainee’s circumstances relating to their health and physical capacity to teach; or relating to a criminal record, or safeguarding check, the trainee must inform their Head of Area without delay in order that appropriate support can be put in place.
Health Issue disclosed - Faculty Assistant Registrar (FAR) requests further information and informs Head of Area (HoA)

HOA to make initial decision related to trainee’s ability to undertake a Professional Practice

HoA to report issue to ITT Leadership Team, maintaining anonymity, for decision to be confirmed - ILT to make decision as to next steps

HoA to report outcome to trainee

Character issue (i.e. a criminal offence) disclosed at enrolment - Faculty Assistant Registrar (FAR) organises Disclosure and Barring Services (DBS) panel and results to be passed to Academic Registry

Trainee cleared and proceeds with programme

Team Leader produces DBS letter and confirms with FAR that letter has been produced

DBS letter produced and passed to CL/PL to distribute to trainee

Trainee not cleared - trainee is supported in leaving the programme

Trainee completes Self-Declaration Form and submits form to Academic Registry

DBS Panel arranged

During programme trainee declares a character issue (following DBS clearance) OR the University are made aware of an offence

Trainee completes Self-Declaration Form and submits form to Academic Registry

DBS Panel arranged
MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT

Safeguarding is everybody’s responsibility and there may be occasions where we need to act quickly to identify and minimise any risks to children/vulnerable adults.

This policy sets out the actions that must occur if a student/trainee has a concern for the safeguarding and welfare of a child/vulnerable adult during the Professional Practice element of their programme. It also clarifies how a student/trainee will be supported throughout any process of enquiry.

3 Please note this procedure also applies to a cause for concern which may fall under The Prevent Duty
<table>
<thead>
<tr>
<th>POLICY TITLE</th>
<th>MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEXT REVIEW DATE</td>
<td>June 2017</td>
</tr>
<tr>
<td>REVIEW RESPONSIBILITY</td>
<td>K. McCormack</td>
</tr>
<tr>
<td>LAST REVISION MADE</td>
<td>June 2016</td>
</tr>
</tbody>
</table>
MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT

The following sets out the actions to be taken by a student/trainee and Faculty staff

Student/trainee has concerns relating to safeguarding of a

Student/trainee must inform the Faculty of Education DSO immediately (within 24 hours) using the designated email safeguarding@edgehill.ac.uk and

The HoA will ask the trainee to complete an incident reporting form and submit this to the Faculty DSO, who will refer to the appropriate body, as necessary (and concerns of a serious nature will be reported directly to the local authority's Safeguarding Officer).

Student/trainee must inform the school/college/setting’s DSO immediately (within 24 hours) using the details provided during the induction into the Professional Practice.

The school/college/setting’s DSO will guide and support the student/trainee in following the school/college/setting’s relevant procedure.

The FoE’s DSO will contact the *relevant school/college/setting’s DSO to ensure the appropriate procedures are in place.

As appropriate, the HoA will work with the relevant Personal Tutor to ensure the student/trainee is supported in their Professional Practice.
The FoE (DSOs) are Karen McCormack, email: karen.mccormack@edgehill.ac.uk, Tel: 01695 650994 and Leon Fraser, email: fraserl@edgehill.ac.uk, Tel: 01695 584314.

Please note it is courteous for the student/trainee to also inform their Mentor of the fact that an issue has been reported (please note the specific details should not be shared).
INCIDENT REPORTING FORM

TO BE COMPLETED BY A STUDENT/TRAINEE WHO WISHES TO RAISE A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE

(Please include the full names of all concerned)

Name of reporting student/trainee: ..............................................................................

Student no.: ..............................................................................................................

Programme: ..............................................................................................................

Name of Personal Tutor: .........................................................................................

Professional Practice and name of school/college/setting:
........................................................................................................................................

Date of alleged incident, or cause for concern: .......................................................

Time of alleged incident, or cause for concern: .....................................................
Reported to (please include name(s) and role(s)): .................................................................

Nature of alleged incident, or cause for concern (please give as much detail as possible including relevant dates, times and names):

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................................................................................................................................................
Name of Designated Safeguarding Officer in school/college/setting:

...........................................................

Incident reported to Designated Safeguarding Officer in school/college/setting on:

........................................

Signed:

Student/Trainee: ............................................................... Date: .............

*please also print name*

To be returned to the relevant Head of Area to forward to the Faculty Designated Safeguarding Officer.
OUTCOME

TO BE COMPLETED BY THE DSO ONCE AN OUTCOME HAS BEEN REACHED, FOLLOWING THE INVESTIGATION INTO THE ALLEGED INCIDENT, OR CAUSE FOR CONCERN

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......................................................................................................................................................
Signed: .................................................................

Faculty DSO: ........................................................... Date: .................

please also print name
### Teachers' Standards (DfE 2013)

#### PART 1 - TEACHING

<table>
<thead>
<tr>
<th>TS1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative prompts:</td>
</tr>
<tr>
<td>• establish a safe and stimulating environment for pupils, rooted in mutual respect</td>
</tr>
<tr>
<td>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</td>
</tr>
<tr>
<td>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>TS2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative prompts:</td>
</tr>
<tr>
<td>• be accountable for pupils' attainment, progress and outcomes</td>
</tr>
<tr>
<td>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</td>
</tr>
<tr>
<td>• guide pupils to reflect on the progress they have made and their emerging needs</td>
</tr>
<tr>
<td>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
</tr>
<tr>
<td>• encourage pupils to take a responsible and conscientious attitude to their own work and study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TS3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative prompts:</td>
</tr>
<tr>
<td>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</td>
</tr>
<tr>
<td>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</td>
</tr>
<tr>
<td>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</td>
</tr>
<tr>
<td>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</td>
</tr>
<tr>
<td>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TS4. PLAN AND TEACH WELL STRUCTURED LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative prompts:</td>
</tr>
<tr>
<td>• impart knowledge and develop understanding through effective use of lesson time</td>
</tr>
<tr>
<td>• promote a love of learning and children's intellectual curiosity</td>
</tr>
<tr>
<td>• set homework and plan other out-of-class activities to consolidate and extend the knowledge &amp; understanding pupils have acquired</td>
</tr>
<tr>
<td>• reflect systematically on the effectiveness of lessons and approaches to teaching</td>
</tr>
<tr>
<td>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TS5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative prompts:</td>
</tr>
<tr>
<td>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</td>
</tr>
</tbody>
</table>
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

**TS6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT**

<table>
<thead>
<tr>
<th>Indicative prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</td>
</tr>
<tr>
<td>make use of formative and summative assessment to secure pupils’ progress</td>
</tr>
<tr>
<td>use relevant data to monitor progress, set targets, and plan subsequent lessons</td>
</tr>
<tr>
<td>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</td>
</tr>
</tbody>
</table>

**TS7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT**

<table>
<thead>
<tr>
<th>Indicative prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</td>
</tr>
<tr>
<td>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</td>
</tr>
<tr>
<td>manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</td>
</tr>
<tr>
<td>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</td>
</tr>
</tbody>
</table>

**TS8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Indicative prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>make a positive contribution to the wider life and ethos of the school</td>
</tr>
<tr>
<td>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</td>
</tr>
<tr>
<td>deploy support staff effectively</td>
</tr>
<tr>
<td>take responsibility for improving teaching through professional development, responding to advice &amp; feedback from colleagues</td>
</tr>
<tr>
<td>communicate effectively with parents with regard to pupils’ achievements and well-being</td>
</tr>
</tbody>
</table>

**PART 2: PERSONAL & PROFESSIONAL CONDUCT**

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school.

<p>| |</p>
<table>
<thead>
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<tbody>
<tr>
<td>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</td>
</tr>
<tr>
<td>having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</td>
</tr>
<tr>
<td>showing tolerance of and respect for the rights of others</td>
</tr>
<tr>
<td>not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</td>
</tr>
</tbody>
</table>
• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

| Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. |
| Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |
Section 5: TEACHING, LEARNING AND ASSESSMENT

Teaching, Learning and Assessment

The Faculty of Education’s approach to teaching, learning and assessment is built around a concept of a high quality 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 the relevant skills and knowledge required to successfully achieve their programme of study as well as developing their employability skills
- a focus on learner centred approaches to teaching, learning and assessment
- provision of a wide range of creative and innovative pedagogies designed to role model excellent practice and to promote effective learning opportunities
- the effective integration of appropriate technologies designed to enhance the learning potential of students, 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 - both formatively and summative
- opportunities to develop teaching, learning and assessment techniques within a range of settings as appropriate to the programme of study
Assessment Schedule - Year 2
You must refer to all module handbooks and booklets to gain an overview of each piece of assessed work for your degree. Gathering this information will enable you to plan your year and ensure you can meet all deadlines in good time. Please seek this guidance from your subject tutors

(Please ensure that you add these to the assessment planner grid below.)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date for submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 2019P</td>
<td>Date to be given in module hand book</td>
</tr>
<tr>
<td>PED 2021P</td>
<td>Date to be given in module hand book</td>
</tr>
<tr>
<td>PED 2022P</td>
<td>Date to be given in module hand book</td>
</tr>
<tr>
<td>PED 1012</td>
<td>This work will be submitted at the end of Level 4 in Year 2</td>
</tr>
<tr>
<td>PED 1013</td>
<td>This work will be submitted at the end of Level 4 in Year 2</td>
</tr>
</tbody>
</table>

Assignment Extension Policy

Students who experience difficulties that may adversely affect their ability to submit work for assessment by the published hand-in date are advised to contact their Module Leader as soon as possible.
Students are encouraged to attempt to submit their work by the published hand-in date but in some cases this is not possible and in these circumstances it is reasonable to grant an extension. The maximum extension period is two weeks. An extension has to be approved by an approved member of the programme team. A form is provided for this process and must be signed before the extension is granted. Extensions must be agreed at least 48 hours before the published hand in time.

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.
All trainees on ITT programmes receive robust training at the start, and throughout their programme, about professionalism. In addition, trainees are introduced to the expectations set out within the ITT Professional Code of Conduct which they must sign both at the beginning of their programme of study, and on an annual basis, as acknowledgement of their commitment to uphold the expectations.

The ITT programmes’ Academic and Professional Review procedure (APRM) is the Faculty-based, staged approach that operates within the University’s Fitness for Practice Academic Regulations, and alongside the ITT Professional Code of Conduct.

The APRM procedure has been drawn up by the ITT partnership. It takes into account the relevant and current policy and legislative frameworks including the Teachers’ Standards in England, 2012, and the current Professional Standards for the Further Education Sector managed by the Education and Training Foundation leading to Qualified Teacher Learning and Skills (QTLS).

1. The ITT Academic and Professional Review procedures are staged, transparent, fit for purpose and documented for every ITT trainee

2. The ITT Academic and Professional Review procedures form part of the overall tracking and monitoring of trainees’ academic and professional progress on their ITT programme

3. Review meetings will be triggered if trainers wish to meet with a trainee in order to provide a specific level of support; or to clarify/address concerns that may be impeding a trainee’s progress and/or development, including possible breaches the Code of Conduct; these may be linked to:
   - attendance and engagement
   - performance and/or engagement whilst in university or partnership setting
   - performance through assessment
   - ability to meet the requirements of the ITT Professional Code of Conduct

4. The procedures should be easily operational, with realistic timescales at Programme and Area level, taking into account ethics, confidentiality and safeguarding

5. Clear, easy to understand documentation relevant to each ITT Programme will be provided to trainees to enable the procedures to operate smoothly and efficiently

6. The purpose of a scheduled APRM will be communicated prior to the meeting to the trainee

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Note - all trainees who fail a Professional Practice must attend a Stage 2 APRM meeting
7. The Faculty Academic and Professional Review procedure has four stages, including an initial tutorial stage; the stages are detailed in each ITT Programme Handbook. Trainees who fail to meet their targets from Stage 1 are referred on to a Stage 2 review meeting. If a significant concern emerges, this may trigger a direct move to Stage 2 of the review procedure, by-passing Stage 1. If trainees fail to meet the targets set as part of Stage 2, they move to Stage 3. Academic staff may exercise academic and professional judgement to undertake an APRM meeting at any stage outlined in the following procedure depending upon the nature of the first infringement of the Code of Conduct.

The final stage of the process, Stage 4, involves referral by the Faculty Associate Dean (ITT and Quality), to the Academic Registrar and Director of Student Services, as identified in The Professional Review Procedures within the University Academic Regulations, 2014/15. The referral will result in action which is dealt with under the Edge Hill University Code of Behaviour and Disciplinary Procedures and/or under the Fitness for Practice Procedure.

8. The Head of Area will liaise with the Faculty Associate Dean (ITT and Quality) in relation to the triggering of review procedures beyond Stage 3 and in a case which could potentially either involve gross misconduct or where there are concerns in relation to fitness to practice.

9. These agreed principles will be reviewed and, if necessary, revised on an annual basis by the ITT Board.
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://go.edgehill.ac.uk/pages/viewpage.action?pageId=9339014

If you have questions about the content please discuss these with your Programme 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 6: THE STUDENT VOICE

Students’ Voices

“All students should have the opportunity to be involved in quality enhancement and assurance processes. In considering approaches it is important that higher education providers create a culture and environment where students are encouraged to take up the opportunities on offer.”
Chapter B5, QAA Quality Code

Our aim within the Faculty of Education is to go beyond mere consultation, or representation of students in decision-making, and to try and create a genuine partnership with each and every student. We believe that where a genuine partnership exists, students not only identify enhancement opportunities but also offer ways to take forward those enhancements. Our principle means of developing this partnership is to create an environment in which all parties feel valued; and to create a wide range of opportunities for any student to engage in dialogue which leads to educational enhancement and assurance of quality.

The views and opinions of all students are valued and the following list sets out the opportunities students have to provide feedback and to have a voice within their programme:

- Evaluation; including The National Student Survey and The NQT Survey
- Staff-Student Consultative Forums (SSCFs)
- Focus Groups
- Boards and Committees
- Course Representation
- Curriculum Development
- Personal Tutor discussions

The purpose of gathering students’ feedback is twofold. Firstly, it allows best practice to be recognised, celebrated and built upon; and secondly, it allows areas for improvement to be identified and acted upon.

In the past year students have fed back many positive things relating to the support they have received from tutors and the high quality of their feedback; and, in addition, have raised the following points:
Management of workload

Based on all of the helpful feedback received the programme team has undertaken the following enhancements:
Year leaders will check the mapping of submission dates across the year
In 2016-17 the following enhancements are also planned

- The introduction of Student Academic Mentors
- A dedicated Professional Practice Leader to support you on Professional Practices across the programmes.
The table overleaf sets out the ways in which the student voice will be captured during the coming academic year.
# Student Voice Overview – *sample – each programme/Area to create own version*

<table>
<thead>
<tr>
<th></th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Potential Trainees</strong></td>
<td>Feedback questionnaire after each open event/recruitment event</td>
<td>Feedback questionnaire after each interview, including questions about the rigour of the selection process</td>
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<td></td>
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</tbody>
</table>

| **Trainees** | First Week/Induction Day Survey | Partnership Programmes Board | ITT Board Faculty Board | SSCF Student Consultative Meeting 1 | HoA Focus Group | SERIM Mid-year ‘Big Evaluation’ | SSCF Student Consultative Meeting 2 | Partnership Programmes Board | ISS Survey ITT Board Faculty Board | End of year ‘Big Evaluation’ Partnership Programmes Board ITT Board Faculty Board | Focus Group SERIM |
| **NQTs/Former Trainees** | Partnership Programmes Board | ITT Board Faculty Board | NQT Survey Partnership Programmes Board | NQT/CPD Conference Feedback ITT Board Faculty Board | Employability Survey ITT Board Faculty Board | Focus Group |
| **RQTs/Past Trainees** | Partnership Programmes Board | ITT Board Faculty Board | Partnership Programmes Board | ITT Board Faculty Board | Employability Survey ITT Board Faculty Board | Focus Group |

**Feedback to Trainees after:**

SSCF Meetings, Focus Groups, Mid-year ‘Big Evaluation’ and End of year ‘Big Evaluation’

Information (meeting records and feedback) shared on the VLE, in module handbooks and in teaching sessions with all trainees.
## Staff-Student Consultation

The process of Staff-Student Consultation is set out below:

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Programme</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim – To gather feedback at individual course and/or year level within the programme in order to celebrate achievements and successes, and to identify any issues; and provide prompt, on-going feedback.</td>
<td>Aim – To gather feedback on the programme as a whole in order to celebrate achievements and successes, and to identify any issues; and provide feedback via the production of the Staff-Student Consultative Forum (SSCF) Meeting Summary, within an agreed timescale.</td>
<td>Aim – To gather feedback across the Area in order to celebrate achievements and successes, and to identify any issues; and provide prompt feedback to trainees via the production of the Staff-Student Consultative Forum Meeting Summary, within an agreed timescale.</td>
</tr>
<tr>
<td>- 1 / 2 consultative representatives per group to be elected and trained in role</td>
<td>- A minimum of two SSCFs per year to be planned</td>
<td>- Number of focus groups per year to be planned by the Head of Area or Assistant Head of Area</td>
</tr>
<tr>
<td>- Programme Leader and SU to train all consultative representatives, and to confirm processes/expectations at the start of the year</td>
<td>- For undergraduate programmes 1-3 trainees to attend from each year (undergraduate).</td>
<td>- Timing to be planned by the Head of Area or Assistant Head of Area</td>
</tr>
<tr>
<td>- On-going feedback mechanisms to be established via e-mail/Blackboard, as appropriate, and Year Leader/Course Leader to receive on-going feedback</td>
<td>- For PGCE programmes, a representative from each group to attend</td>
<td>- Chaired by Head of Area or Assistant Head of Area</td>
</tr>
<tr>
<td>- Year Leader/Course Leader to produce an overview of actions on a termly basis for management team review</td>
<td>- Chaired by Programme Leader</td>
<td>- Minutes of meetings discussed, and actions confirmed, with Area Management Team</td>
</tr>
<tr>
<td></td>
<td>- Year Leaders to attend and appropriate partners</td>
<td>- Focus to be confirmed but linked to Area priorities and issues raised at previous stages of the process across all programmes</td>
</tr>
<tr>
<td>- Programme Leader to provide summary report to Programmes Partnership Board, within Programme Leader report</td>
<td>within Programme Leader report</td>
<td></td>
</tr>
</tbody>
</table>
Student / Course Representatives

Student Representatives

Edge Hill University values the views and opinions of its students. We want to hear the student voice and act upon your feedback regarding the quality of your learning experience. In partnership with the Students’ Union, the University has developed the Course Representative System, which allows thousands of students to have their say on matters affecting their course of study.

Every year of every course at Edge Hill University has a Course Representative. It is the Course Representative’s job to listen to student opinions on how the course is running and feed that back to staff. Representatives are elected by the students on their course every year and attend meetings with staff to have the opinions of students heard.

Firstly, think about becoming a Course Representative! You’ll have lots of support (including training) from the Students’ Union, you’ll be making a genuine difference to your course and it looks great on your CV. If interested, talk to your Programme Leader about it.

As a student it is your responsibility to know who your Course Representative is and to raise anything you want to say with them. If you do not know who your Course Representative is either email Coursereps@edgehill.ac.uk or speak to your Programme Leader.

Throughout the year, the Students’ Union offers support and guidance to all Course Representatives to ensure the Course Representation System is as effective as possible. Training and networking events will take place, which allow Course Representatives to meet new people and share their experiences and achievements.

Course Representatives take an active lead in their studies and have the opportunity to be involved in wider student issues. The role allows you to help your fellow students resolve course related issues, but also enables you to leave Edge Hill with more than a degree - a great chance to learn and develop skills that are instantly recognisable by employers.

Course Representatives at Faculty Meetings

Student / Course Representatives at Faculty Meetings / Boards

Different Course Representatives from each programme are invited to attend the Primary Partnership Programmes Board, Initial Teacher Training Board and Faculty Board. Each of these meetings take place three times per year. This meetings are responsible for monitoring the quality of all the degree and postgraduate programmes within the Primary Area and Faculty of Education. The Boards benefit from the engagement of a broader membership, including representatives from every aspect of the Primary Education Team, university central departments, Partners, Mentors, NQTs and RQTs.

Module, Subject, Programme and Professional Practice Evaluation

The feedback of every student will be sought as part of the evaluation and impact analysis process at the module and programme level, including professional practice modules. This feedback will usually be provided via an online survey. Whenever we are able we will give you identified time within a taught session to complete the evaluation surveys.
Edge Hill Students’ Union is a member-driven organisation, representing all students who attend Edge Hill University. Our vision is to be an essential part of Edge Hill University significantly adding value to your student experience. Specifically, we aim to:

- Be recognised by Edge Hill students and the University as the provider of excellent, effective advice and representation on academic and welfare matters.
- Provide quality, well-used membership and commercial services for our diverse student body
- Be acknowledged by Edge Hill students as having made a positive difference to their lives.

To achieve this we listen to your feedback and ideas, whilst ensuring we offer guidance, support and help if things go wrong.

The Union is run by four elected officers, a President, Vice President Welfare, Vice President Academic Representation and Vice President Activities. The Officers’ roles are to represent the student body on a variety of issues that affect you, our members. We do this by representing your views at a number of University committees and boards and also run a range of campaigns.

The officer team are supported by a team of full-time and part-time staff, as well as Part-Time Officers, elected to represent; LGBT students, Disabled students, Black students, Mature/Part Time students, Post Graduate students and Women respectively. These Officers help to shape policy and inform projects that the Full-Time Officers work on, as well as running their own campaigns on behalf of the students they represent.

An essential function of the Union is our representation structures. As a result of student feedback we opened an Advice and Representation Centre and over the last three years the service has grown considerably, offering support and guidance in key areas such as academic issues, welfare benefits, housing, money and debt. The Advice and Representation Centre offers both face to face and phone consultations to help make the service as accessible as possible for all students. The most important aspect of our service is that we are totally independent from the University and so our advice is impartial, confidential and free to all students.

Course Reps are also an integral part of our democracy and representation, ensuring all students’ voices are being heard, whether on a course level, or right up to Faculty level. As well as Course Reps we have Faculty Reps who are there to represent the voices of their peers at high level Faculty meetings ensuring the student voice is always at the forefront of decision making. Being a Course Rep or a Faculty Rep is a great experience where you will be responsible for creating a positive driving force for change on your course, as well as making valuable suggestions that will change the way Edge Hill operates, empowering yourself and your peers to make sure you’re getting the best from your course.

Joining a society is the best way to get involved in student life at university, meet new people and of course, have a great time! We currently have around 70 active societies with more being created all the time. To join a group, or even start your own, the SU can offer support and guidance, helping you make the most out of your student experience.

The Union annually organises a variety of events, starting with Freshers’ Week! Later in the year, EHSU hold the Graduation Ball, as well as a whole programme of weekly events in the SU Bar and The Quad. The SU Bar also serves a great range of handmade burgers and pizza’s every day and our menu is also available to take away. For your official Edge Hill merchandise, clothing and NUS Cards, The SU Shop has regular deals and discounts!

As part of our ongoing commitment to delivering the services you want and need, we have over the past couple of years developed and grown to provide you with the advice centre, bar, shop and a range of activities through our student led groups. We hope with you as our members we can continue to grow in the future.

**Your officers for 2016/2017 are**

<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union President</td>
<td>Matthew Greenhalgh</td>
</tr>
<tr>
<td>Vice President Academic Rep.</td>
<td>Rachel Arland</td>
</tr>
<tr>
<td>Vice President Welfare</td>
<td>Lauren Mann</td>
</tr>
<tr>
<td>Vice President Activities</td>
<td>Lee Arrowsmith</td>
</tr>
</tbody>
</table>

You can also keep in touch with the Students’ Union here

w: www.edgehillsu.org.uk   E: @edgehillsu   F: /edgehillsu