

Edge Hill  
University

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# Early Years Programme Handbook



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

**EYPGCE**

**2019-2020**

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## Inclusion Team

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

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

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

In Person: Catalyst helpdesk

Email: [inclusionteam@edgehill.ac.uk](mailto:inclusionteam@edgehill.ac.uk)

Tel: 01695 657568

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

We look forward to hearing from you.

## SpLD Support Team

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

The team offer advice and guidance with:

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

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

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

Alternatively please call into the Catalyst for a confidential chat.

For further advice contact the SpLD Support Team:

In person: Catalyst Helpdesk

Tel: 01695 657526

Email: [spld@edgehill.ac.uk](mailto:spld@edgehill.ac.uk)

Web: [www.ehu.ac.uk/spld](http://www.ehu.ac.uk/spld)

## **Equality and Diversity – Policy Summary**

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

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

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

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

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

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

### **Making Contact**

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

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

## Welcome



Welcome to the Early Years PGCE Programme!

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

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

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

Jackie Sumner

Early Year PGCE Pathway Leader

## Welcome from the Partnership

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

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

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

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

*To be on a teacher training programme at Edge Hill you must have already shown outstanding potential through your application and interview. Congratulations on your*

*achievements thus far and I wish you the best of luck and enjoyment throughout your training programme and hope to meet you at some point.*

*Best wishes*

*Greg Parker*

*Head Teacher, LIPA Primary School*

## Introduction

The Programme Handbook 2019-2020 is designed to provide you with a range of information that will continue to guide your understanding of the Early Years PGCE programme. It must be used in conjunction with the Edge Hill Trainee Handbook and the handbooks produced for all modules in the programme. Module Handbooks will provide the detail of each module for your programme. This will support you in managing your time effectively as you continue your studies on the programme.

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

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

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

## Roles and Responsibilities

### Leadership of your Programme

Jackie Sumner	Pathway Leader	<a href="mailto:Sumnerj@edgehill.ac.uk">Sumnerj@edgehill.ac.uk</a>	01695 654319
Amanda Casey	Assistant Pathway Leader	<a href="mailto:caseya@edgehill.ac.uk">caseya@edgehill.ac.uk</a>	01695 654382

### Administrative Staff

Professional Support Team	<a href="mailto:EarlyYearsPartnership@edgehill.ac.uk">EarlyYearsPartnership@edgehill.ac.uk</a>	01695 584730
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### Management of the Department

<b>Karen Boardman</b>	Head of Early Years	<a href="mailto:Boardmak@edgehill.ac.uk">Boardmak@edgehill.ac.uk</a>	01695 584020
<b>Tim Lucas</b>	Assistant Head of Early Years	<a href="mailto:lucast@edgehill.ac.uk">lucast@edgehill.ac.uk</a>	01695 584727
<b>Liana Beattie</b>	Assistant Head of Early Years	<a href="mailto:Beattiel@edgehill.ac.uk">Beattiel@edgehill.ac.uk</a>	01695 650961

### Module/Strand Leaders

Module Code	Module Title	Module Leader
EPG 4010	Philosophy of Teaching and Learning in Early years	Jo Albin-Clark <a href="mailto:Albinj@edgehill.ac.uk">Albinj@edgehill.ac.uk</a>
EPG 4011	Early years Research Specialism Module	Jo Albin-Clark <a href="mailto:Albinj@edgehill.ac.uk">Albinj@edgehill.ac.uk</a>
Non-modular	Early years Personal and Professional Development	Jackie Sumner <a href="mailto:sumnerj@edgehill.ac.uk">sumnerj@edgehill.ac.uk</a>
Non-modular	Curriculum Development in the Early Years	Jackie Sumner <a href="mailto:sumnerj@edgehill.ac.uk">sumnerj@edgehill.ac.uk</a>
Non-modular	Professional Practice 1	Julie Goodman <a href="mailto:Goodmanj@edgehill.ac.uk">Goodmanj@edgehill.ac.uk</a>
Non-modular	Professional Practice 2	Julie Goodman <a href="mailto:Goodmanj@edgehill.ac.uk">Goodmanj@edgehill.ac.uk</a>

## Overview of the Programme

Your Initial Teacher Training programme consists of 2 parts:

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

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

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



The academic programme is delivered at Level 7.

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

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

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

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

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

## Student Voice

*“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 following list sets out some of the main ways in which every student can 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 Departments for improvement to be identified and acted upon.

In the past year students have fed back many positive things relating to Personal and Professional Development and Specialism, in addition, they have commented on the expertise and support of tutors.

**An important point to note:**

**You will be asked to complete a final Exit Survey or End of Year Evaluation in June/July, which is an essential element to your training.**

Based on all of the helpful feedback received the programme team has undertaken the following enhancements: detailed feedforward on academic work, subject enhancements and careers focus. In 19-20 the following enhancements are also planned

- Revision of academic modules
- Well-being and resilience

The table overleaf sets out the ways in which the student voice will be captured during the coming academic year.

## Early Years Education Trainee/Student Voice Overview – 2019/1920

	September	October	November	December	Jan	February	March	April	May	June	July	August
<b>Potential Students</b>	Feedback questionnaire after each open event/recruitment event Feedback questionnaire after each interview, including questions about the rigour of the selection process											
<b>Students (Year 1, Year 2 and Year 3)</b> <b>EYTS</b> <b>PGCE</b> <b>UG EY</b>	First Week Surveys or  Snapshot of sessions  Induction Feedback	Programmes Board  SSCF Student Consultative Meeting 1  Faculty Board	SSCF Student Consultative Meeting 1  Early Years Advisory Group	HoA/AHoA Focus Groups	ISS Survey* Snapshot Survey	Faculty Board  NSS 2020 Survey  Programmes Board	Early Years Advisory Group  SSCF Student Consultative Meeting 2		End of year 'Big Evaluation'	Faculty Board  Programmes Board  Early Years Advisory Group	Annual Review and Analysis	
<b>All</b>	<b>Personal Academic Tutorial Meetings/Research Tutorials* throughout the year</b>											
<b>NQTs/ Former Trainees /Alumni</b>	Email welcome/ visit and quick online questions	Programmes Board  Faculty Board	Early Years Advisory Group		NQT Drop-in Events	NQT Survey  Programmes Board	Early Years Advisory Group  NQT Mini-Conference		Employability Survey	Faculty Board  Programmes Board	Annual Review and Analysis	
<b>RQTs/ Past Trainees</b>	Email catch-up/visit and quick online questions	Programmes Board  Faculty Board	Early Years Advisory Group		RQT Drop-in Events	Programmes Board	Early Years Advisory Group  NQT/RQT Mini-conference		Employability Survey	Faculty Board Programmes Board	Annual Review and Analysis  Focus Group	

### Feedback to Students after:

SSCF Meetings, Focus Groups, First Week Reflections and End of year 'Big Evaluation', at the end of PPD sessions and on-going. Information shared on the VLE and in teaching sessions with all trainees.

**The process of gathering feedback at individual, course and/or year level and Student Staff Consultation For a (SSCF) is set out below:**

<p><b>Year Group</b>  <b>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.</b></p>	<p><b>Programme</b>  <b>Aim – To gather feedback on the programme as a whole in order to celebrate achievements and successes, to identify any issues, and provide feedback via the production of the Staff-Student Consultative Forum (SSCF) Meeting Summary, within an agreed timescale.</b></p>
<ul style="list-style-type: none"> <li>- On-going feedback mechanisms as appropriate</li> <li>- Feedback to be reviewed by the management team at Management Team Meetings</li> <li>- Summary reports of the SSCFs will be considered at Programmes Board.</li> </ul>	<ul style="list-style-type: none"> <li>- SSCFs will occur twice per academic year.</li> <li>- SSCFs are attended by members of the course team and trained Course Representatives</li> <li>- Chaired by a designated member of the programme team</li> <li>- Secretary – member of administration support staff</li> <li>- All Departments will elect Course Representatives either at the beginning of term 1 (for Year 1 students and PGCE) or prior to the end of term 3 in preparation for the upcoming academic year (Years 2 and 3).</li> <li>- All course representatives will be trained by the Students' Union.</li> <li>- Elected Course Representatives will gather feedback from fellow students around Learning &amp; Teaching, Organisation and Management, Personal Support and General Feedback.</li> <li>- During the SSCF Course Representatives will share the feedback gathered, including Departments for development and features of good practice, with the Chair and Course Leaders, who will then provide a response to the feedback offered.</li> <li>- Following each SSCF the Secretary will produce the meeting summary which will highlight all the Departments for development, features of good practice and updates from previous SSCF meetings.</li> <li>- The meeting summary is:               <ul style="list-style-type: none"> <li>- shared on Blackboard and Faculty Wiki page;</li> <li>- Signed SSCF report is sent to the Department Lead who using the report completes the Department SSCF report that is then submitted to Faculty Quality Officer.</li> <li>- A summary report of the SSCF will also be considered at Programmes Board.</li> </ul> </li> </ul>

## **Quality Assurance and Quality Enhancement**

### **External Examination**

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

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

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

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

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

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

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

The External Examiner for your programme is

Shiv Quinlan Senior Lecturer Early Years Kingston University

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

## **Teaching, Learning and Assessment**

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

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

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

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

Certain matters may be referred by the Pathway Leader, to the **Head of Department**.  
NB: You should not make contact with the Dean of Education.

For wider support outside the faculty please access support from Student Services or Learning Services.

Student Services for  
Accommodation/ Counselling/ Health/ Careers/ Finance /Inclusion/ Childcare/ Faith Support/ Social Support  
Open: 8:30am-7:30pm Monday to Thursday and 8:30am-5:00pm Friday Tel – 01695 584554

<https://www.edgehill.ac.uk/studentservices/student-information-desk/>

Learning Services for  
Library/ IT help / Media Facilities /SpLD support Tel – 01695 650800 Email, live chat or text message – [ehu.ac.uk/askus](mailto:ehu.ac.uk/askus) <https://www.edgehill.ac.uk/lis/about/>

## **Useful Contact Information for Trainees**

### **Careers Service**

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

Tel: 01695 584866 (out of hours answer machine available) Email General Enquiries:  
[careers@edgehill.ac.uk](mailto:careers@edgehill.ac.uk)

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

### **Learning Services (including support services)**

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

Tel: 01695 584286

Email: enquiries [lsdesk@edgehill.ac.uk](mailto:lsdesk@edgehill.ac.uk)

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

### **Finance**

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

### **Academic Registry**

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

Academic Registry Helpdesk **Accommodation**

Email: [www.edgehill.ac.uk/accommodation](http://www.edgehill.ac.uk/accommodation).

### **Counselling**

Tel: 01695 650988

Email: [counselling@edgehill.ac.uk](mailto:counselling@edgehill.ac.uk)

## The Role of the Personal Academic Tutor

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

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

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

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

Your time at University is a very important part of your personal development: it influences and changes the way you think about your subject and the world in general. You gain new skills and knowledge, and develop your abilities, questioning your own, and others' attitudes. Sometimes you can get preoccupied with details of academic work in modules, but it is very important that you see the wider picture of your development, and actively plan to take advantage of everything University offers. This will be valuable to you, not least when it comes to starting or continuing your career.

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

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

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

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

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

## Your responsibilities as a trainee

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

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

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

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

## **Employability Including References**

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

### **Examples of Programme activities:-**

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

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

### **Enhancement opportunities:**

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

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

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

## References

When applying for teaching jobs, you should give your first referee contact as: [eyteachingreferences@edgehill.ac.uk](mailto:eyteachingreferences@edgehill.ac.uk)

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

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

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

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

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

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

## **Newly Qualified Teacher/Former Trainee Development and Enhancement Programme**

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

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

We also provide support throughout your teaching career including:

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

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

## **Teaching Unions**

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

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

Two of the main teaching unions are:

<b>Union</b>	<b>Website</b>
The National Education Union	<a href="https://neu.org.uk/">https://neu.org.uk/</a>
The NASUWT	<a href="https://www.nasuwt.org.uk/">https://www.nasuwt.org.uk/</a>
Association of School and College Leaders	<a href="https://www.ascl.org.uk/">https://www.ascl.org.uk/</a>

## 2019/2020 Schedule

Week Beginning	Week	Monday	Tuesday	Wednesday	Thursday	Friday
26 - Aug -19	1				x	x
02 -Sep-19	2	Group A First Aid	First Aid	x	x	x
09- Sep-19	3	Group B First Aid	First Aid	x	x	X
16 - Sep-19	4		x	x	x	x
23- Sep-19	5			x	x	x
30-Sep-19	6			x	x	x
7- Oct-19	7	Phase 1a 20 days + 5 days holiday				
14 - Oct -19	8					
21- Oct-19	9	Half Term Holiday				
28 - Oct-19	10					
4 - Nov-19	11					
11- Nov-19	12		Zoo	x	x	X
18 - Nov-19	13			x	x	X
25 - Nov-19	14	Phase 1b -45 days + 10 days Christmas Holiday				
02 -Dec-19	15					
09 - Dec 19	16					
16 - Dec-19	17					
23 - Dec-19	18	Christmas Holiday				
30 - Dec-19	19					
06 - Jan-20	20					
13 - Jan-20	21					
20 - Jan-20	22					
27- Jan-20	23					
03 - Feb-20	24					
10 - Feb-20	25					
17 - Feb-20	26			x	x	x
24 -Feb-20	27		SEND	x	x	x
2 - March-20	28	SEND Enhancement Days 5 Days				
9- March-20	29		SEND	x	x	x
16 - Mar-20	30	Phase 2 - 54days + 15 days holiday + 1 Bank Holiday				
23 - Mar-20	31					
30 - Mar-20	32					
6 - Apr-20	33	Easter Holiday				
13 - Apr-20	34					
20 - Apr-20	35					
27- Apr-20	36					
Week Beginning	Week	Monday	Tuesday	Wednesday	Thursday	Friday

04 - May-20	37	Bank Holiday				
11 - May-20	38					
18 - May-20	39					
25 - May-20	40	Half Term Holiday				
01 - June-20	41					
08 - June-20	42					
15 - June-20	43					
22 - June-20	44	CEPD	CEPD			Board

*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.*

## Assessment Schedule

Assessment	Date for submission
EPG4010	<p><b>Section A</b> Presentation of the rationale for trainees own stance on their philosophy of teaching and learning in early year's education. 1,000 word equivalent (20% weighting) LO 1,2,3 Submission Week 29</p> <p><b>Section B</b> Trainees will formulate a written philosophy of early years teaching and learning, based upon contemporary practice, literature and research. Trainees are encouraged to draw upon historical and international perspectives. 4,000 word equivalent (80% weighting) LO 1,2,3 Submission Week 38</p>
EPG4011	<p><b>Part 1 Week beginning 11.11.19</b> Research proposal (design, implementation, analysis of data, key findings and interpretations, next steps) (1,500 word equivalent), 20% weighting Learning Outcomes, 1,2,4 Ethical Submission and Approval (1,400 word equivalent), 20% weighting Learning Outcomes, 1,2</p> <p><b>Part 2 Week beginning 24.2.20</b> Conference Abstract (600 word equivalent), Spring Term, 20% Learning Outcome, 3 Research project Presentation (1,500 word equivalent), Summer Term, 40% Learning Outcome 3</p>

# **Code of Conduct**

## **Faculty of Education**

### **Initial Teacher Training (ITT) Professional Code of Conduct**

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

#### **Introduction**

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

## **Behaviour and attitude:**

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

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

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



## Professional responsibilities:

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

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

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<sup>1</sup>IT Acceptable Use Policy <http://ehu.ac.uk/aup>

## **Breaches of the Professional Code of Conduct**

### **When at Edge Hill University:**

#### 1. Code of Behaviour/Misconduct

The Edge Hill University *Student Regulations, incorporating the Code of Behaviour and Disciplinary Procedures* sets out the code of acceptable behaviour and disciplinary procedures to deal with misconduct.<sup>2</sup>

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

#### 2. Academic and Professional Requirements

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

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

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

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

#### 3. Student Support Policy

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

### **Whilst on placement:**

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<sup>2</sup>[Student Support & Regulations](http://www.edgehill.ac.uk/studenthandbook/handbook/student_regs_05.html) - [http://www.edgehill.ac.uk/studenthandbook/handbook/student\\_regs\\_05.html](http://www.edgehill.ac.uk/studenthandbook/handbook/student_regs_05.html)

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

## **Exceptional Mitigating Circumstances (EMC)**

The Faculty follows the University guidelines on Exceptional Mitigating Circumstances.

Further information can be found at

<https://www.edgehill.ac.uk/registry/difficulties/exceptional-mitigating-circumstances/>

## Faculty of Education

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

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

**Recognising** Safeguarding issues/concerns through:

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

**Responding** when information has been disclosed to you:

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

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

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

#### Reporting when on placement

Please inform: -

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

#### Reporting when at University

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

**Leon Fraser:** Senior Safeguarding Lead

**Dawn Hewitson:** Designated Safeguarding Officer (DSO)

**Email:** [safeguarding@edgehill.ac.uk](mailto:safeguarding@edgehill.ac.uk)

**Landline:** 01695 5844314

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

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

**Campus Support** – 01695 584227 [www.edgehill.ac.uk/studentservices/critical-incident-support/](http://www.edgehill.ac.uk/studentservices/critical-incident-support/)

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