

# PGDE Post-14 Education Placement Information

The PGDE Post-14 comprises a **single placement which is split into 3 distinct phases to help support trainee progression**. It is intended that trainees undertake all 3 phases in their single placement setting however there can be opportunities for additional placement experiences if trainees cannot amass at least 100 hours in their setting.

Introductory phase	Dates Teaching Commitment	w/b 6/11/23 – 15/12/23 (Tues-Fri) Approx. 4-5 hours p/w after initial period of observation by the end of the phase*
Developmental phase (NB: Note this phase includes two weeks when trainees will undertake an enhancement placement in another setting)	Dates Teaching Commitment	w/b 1/1/24 – 29/3/24 (Tues-Fri)  Approx. 6-8 hours p/w by the end of the phase*
Consolidation phase	Dates Teaching Commitment	w/b 17/4/24 – 16/6/24 (Tues-Fri)  Approx. 8-10 hours p/w by the end of the phase*

\* Please note these hours are approximate however trainees will need to be given opportunity to amass 100 solo teaching hours and during the latter stages of their consolidation phase, should have opportunity to manage their workload in a manner akin to a full-time FET/FES lecturer.

Teaching expectations	<p>PGDE trainees are training to teach their subject in the FET/FES phase. On completion of their placement and an accompanying portfolio, they are eligible for QTLS once in-post.</p> <p>At interview, PGDE trainees are asked to identify the subject (e.g. Music technology) and qualification(s) (e.g. BTEC) they are wishing to train to teach in. We are seeking placements which enable trainees to gain teaching experience in the subject and qualification(s) for which they are training as FE teachers.</p>
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	<p>PGDE trainees can only undertake their placement in a 6<sup>th</sup> form college or a FE college/setting. They are unable to train to teach in a school with 6<sup>th</sup> form.</p> <p>Trainees will need to be provided with a timetable Tuesday-Friday for the duration of the placement except for w/b 29<sup>th</sup> January and w/b 5<sup>th</sup> February when they will be on an enhancement placement in another setting. They will need to be supported by their mentor during this time and a weekly curriculum will be provided to assist.</p> <p>To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Friday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library).</p>
Mentor expectations	<p>We are seeking mentors who are expert practitioners in the subject in which the trainee is training to teach. Full mentor training is provided at the outset of the placement and Link Tutor support is provided for the duration. A subject specific ITE curriculum will be provided for mentors and trainees to follow each week throughout the placement.</p>
Breadth of Experience	<p>During the trainees Professional Practice, it is expected that they carry out and record a range of different experiences, totalling more than 30 hours, whilst in their setting. This will include opportunities such as the observation of experienced teachers, participation in team meetings, assessment &amp; feedback involvement, attendance to open evenings, any appropriate CPD the setting offer, subject specific student intervention and any other non-teaching experience gained within the setting. Some aspects of breadth of experience can be carried out within the first 2 weeks of placement induction. On average BoE accounts for approximately 1.5 to 2 hours per week and should be timetabled in addition to the teaching commitment ascribed to each phase.</p>
Enhancement in a contrasting setting	<p>The course is built on a single placement model, however during the developmental phase trainees will undertake a two-week (8 day) enhancement in a contrasting setting during w/b 29<sup>th</sup> January and 5<sup>th</sup> February 2024. We are seeking providers who can accommodate several trainees and who are able to provide one or more of the following opportunities:</p> <ol style="list-style-type: none"> <li>1. Opportunities for trainees to develop their skills of behaviour management and learning in functional skills via observations and acting as in-class support.</li> </ol>

	<ol style="list-style-type: none"><li>2. Opportunities for trainees to develop their understanding of the FE sector by observing vocational subjects such as plumbing, hairdressing, bricklaying etc via observation and acting as in-class support.</li><li>3. Opportunities for trainees to develop their knowledge and understanding of their subject in a school 6<sup>th</sup> form setting with a focus on observing the teaching of their subject in a school 6<sup>th</sup> form environment</li></ol> <p>Trainees undertaking an enhancement would not be expected to undertake any teaching, guidance would be provided for the two weeks and all mentoring support would be provided by Edge Hill tutors. Hours amassed during the enhancement will count towards the trainees Breadth of Experience hours required for their QTLS eligibility.</p>
Subjects	<p>The PGDE Post-14 Education offers a diverse range of subject specialisms, which include Performing Arts (dance, drama, music and musical theatre), Sports, and Art / Design through to the Core Sciences, Psychology and Sociology.</p> <p>If prospective partners have any questions about their subject area, please contact the Acting Course Lead Peter Cranie <a href="mailto:craniep@edgehill.ac.uk">craniep@edgehill.ac.uk</a></p>