



**University of
Central Lancashire**
UCLan

Pre-Course Information for Applicants

Certificate in Education

**Postgraduate Certificate in Education
Education and Training (PGCE)**

(Further Education and Skills Sector)

Combined Part Time courses

2024-26

Partner Institution - Hugh Baird College

Course Leader - Diane Flynn

School of Psychology and Humanities

1. Welcome to UCLan Initial Teacher Education

The University of Central Lancashire's mission is to help talented people from all walks of life to make the most of their potential. We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation, and research.

On behalf of the University, may I join with your college in warmly welcoming you to Initial Teacher Education.

We are pleased to have been working in partnership with colleges in the North-West region for many years and the innovative features of this Partnership owe a good deal to the influence of colleagues in colleges. This partnership has been significant in ensuring the relevance of the course content, through a network of experienced practitioners who support the course and share good practice in teaching and learning.

Although you will be undertaking the course at a validated centre, you will be enrolled as a student at the University of Central Lancashire and will have the same entitlements as a student attending the University's Preston Campus to access the Library and Learning Resources Service, Student Loans and membership of the Student Union.

The UCLan ITE courses offer a purposefully integrated approach to practical hands-on practice opportunities to develop your subject specialist teaching skills and research informed approaches so that you develop your academic and critical skills and can apply these to your professional practice. In the second stage of your course, you'll have the opportunity to engage in your own research practice which you will present at a peer conference and may have it published in our academic journal.

The Certificate in Education and Postgraduate Certificate in Education have been designed in order that trainee teachers on all courses can share the curriculum. You may therefore be taught in a group with other trainees who are working towards the Preparatory, Introductory and Intermediate Certificates.

I hope you choose to join us at UCLan for your teacher education course - you'll be joining the thousands of successful teachers who have graduated with us since our Partnership began in 1985!

Dr Clare Winder
Deputy Associate Dean
School of Psychology and Humanities

UCLan Mission

We're proud of our mission and we take it seriously. Since being founded as the Institution for the Diffusion of Knowledge in 1828, our educational ethos has brought life-changing learning to local people, this remains at the heart of our mission.

Our institution motto 'Ex solo ad solem' translates to 'From the Earth to the Sun'. It means helping talented people from all walks of life to make the most of their potential. We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

We are a proud civic anchor too, committed to adding social value and playing our role in the economic prosperity of the places in which we are based; sourcing products and services locally, boosting jobs and economic growth.

We pride ourselves on universally supporting our people, being actively liberating, inherently innovative and proudly spirited to face whatever life throws at us. These values are woven into the fabric of who we are and will always be.

Supporting Diversity at UCLan

We welcome and celebrate the rich diversity of our students, staff, and our community partners.

We recognise that our diversity is our strength and work hard to ensure that equality, diversity, and inclusion are part of everything we do.

We are committed to providing a safe, inclusive environment. Where everybody is treated equally, has equality of opportunity and feels as though they belong within the University.

You can read more information on equality, diversity and inclusion here at UCLan on webpage using this link [Equality, diversity and inclusion - UCLan](#)

UCLan Values



Student Charter

Our mission is to help people to seize every opportunity to flourish in education, at work and for life. We're proud of our mission and we take it seriously. Whatever your goal, together we can make it happen. To help our students achieve and succeed, we need to work in unity, in a partnership between the University, our students, and the Students' Union.

You can read the full charter using this link [Student Charter - UCLan](#)

Information for Partner Students

At the University of Central Lancashire, we have been welcoming partner students for more than 30 years. There is a dedicated area for partner students on our website. In this area you'll find a variety of information that will help you to make the most of your time studying with us. From information on how to register and enroll, through to Welcome Week and the support available to you throughout your studies.

You can access the area via this link: [Information for partner students - UCLan](#)

1.1 Rationale, aims and learning outcomes of the course

The PGCE and the Certificate in Education have been designed in order that trainee teachers on the two courses share curriculum. It is the intention of the University and college Course Leaders, that the two cohorts should be integrated as much as possible, as both groups have so much in common and so much to offer each other.

Although you will be undertaking your Initial Teacher Education (ITE) at a Partner College, you are enrolled as a student at the University of Central Lancashire and have the same access as a student attending the University's Preston Campus to the Library and Learning Resources Service, Student Services, Student Loans and membership of the Student Union, etc. Please contact your college-based Course Leader if you require any further information on these facilities.

As a university, we have regulations, policies and codes of conduct, which are designed to protect and maintain both academic quality and your rights and responsibilities as students of our university.

The over-riding aim of the UCLan ITE provision is to support the professional development of trainee teachers to enable them to plan, implement and evaluate teaching, learning and assessment effectively and efficiently within the Further Education and Skills Sector.

Our courses are designed with the expectation that trainees will develop the knowledge, skills and motivation to pursue long, successful careers in the FE and Skills sector.

The aims of the courses are as follows:

Certificate in Education (Further Education and Skills)

1. To enable trainee teachers to evidence the knowledge, skills and behaviours required to achieve the Occupational Standard in order to teach successfully and be employable in a range of contexts in the Further Education and Skills Sector (14+).
2. To enable trainees to secure awareness and understanding of the professional role, responsibilities and boundaries of teachers in the Further Education and Skills Sector.
3. To develop trainees as principled reflective practitioners, able to evaluate the relevance of theories, concepts, models and techniques to continually inform their subject pedagogy and practice and ensure the successful progress of their learners.
4. To develop a secure theoretical framework in education, subject pedagogy, and research, which enables trainees to confidently meet the continually changing demands of the Further Education and Skills Sector.
5. To make appropriate use of the evidence and research base to guide their professional practice.
6. To enable trainees to demonstrate expertise in their subject specialism and justify pedagogical decisions
7. To acquire the underpinning core skills to support their learners with English, math, digital skills and educational technology.
8. To develop a broad knowledge and awareness of the importance of equality, diversity, and inclusion (EDI), and sustainability, and apply this to the teaching of their specialist subject.
9. To encourage research activity and participation in an active collegial network of teaching practitioners to improve the quality of education in the Further Education and Skills Sector.

Post Graduate Certificate in Education (Further Education and Skills)

1. To enable trainee teachers to evidence the knowledge, skills and behaviours required to achieve the Occupational Standard in order to teach successfully and be employable in a range of contexts in the Further Education and Skills Sector (14+).
2. To enable trainees to develop critical awareness and understanding of the professional role, responsibilities and boundaries of teachers in the Further Education and Skills Sector.
3. To develop trainees as discriminating and principled reflective practitioners, able to critically evaluate the relevance, value and efficacy of theories, concepts, models and techniques to continually inform their subject pedagogy and practice and ensure the successful progress of their learners.
4. To establish a strong and systematic theoretical framework in education, subject pedagogy, and research, that enables trainees to confidently meet the continually changing demands of the Further Education and Skills Sector.
5. To establish a critically evaluative approach when using the evidence and research base to guide in their professional practice.
6. To enable trainees to systematically articulate and demonstrate expertise in their subject specialism and pedagogical approaches.
7. To acquire the underpinning core skills to support their learners with English, maths, digital skills and educational technology.
8. To develop a broad knowledge and critical awareness of the importance of equality, diversity, and inclusion (EDI), and sustainability, and translate this into the teaching of their specialist subject.
9. To encourage innovative, scholarly research activity and participation in an active collegial network of teaching practitioners to improve the quality of education in the Further Education and Skills Sector.

Successful completion of one of these courses will mean that you are a qualified teacher for the Further Education and Skills sector. The Certificate in Education (Cert Ed) is a Level 5 qualification and the PGCE is a Level 7 qualification (with 40 credits at L7).

The **Post Graduate Certificate in Education** and **Certificate in Education (Further Education and Skills)** courses at UCLan are for those wishing to teach primarily in the Further Education and Skills Sector.

Please Note: The UCLan courses do not confer Qualified Teacher Status (QTS).

If you wish to see more detailed information specific to your chosen course of study in the form of a 'programme specification' please ask the admissions tutor, who will be able to provide this for you.

Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study.

If there are any material changes to a course, you will be notified after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see the student contract document issued at the point of offer.

1.2 Entry Requirements

The part-time courses are open to new and existing, unqualified in-service applicants who wish to work as teachers, trainers or tutors in adult, community, work-based and further education and the wider Further Education and Skills Sector.

Admission to the Certificate in Education and Postgraduate Certificate in Education awards are open to applicants who are new to teaching (pre-service) and in-service teachers in the FES Sector who, at the point of entry meet the following entry requirements:

Certificate in Education (Further Education and Skills)

1. A minimum of a Level 3 qualification in all the specialist subjects¹ they will be teaching
2. GCSE English at grade C/4 or above (or OfQual approved equivalent²)
3. GCSE mathematics at grade C/4 or above (or OfQual approved equivalent²)
4. Where English is not the applicant's first language: The ability to communicate fluently, accurately, and effectively in professional spoken English (IELTS³ 7.5 with no element lower than 7.0 (or equivalent))
5. A teaching contract or a voluntary placement across two institutions, which includes:
6. A minimum of 150 hours of teaching practice (including 20 hours online synchronous teaching)² over the two-year, part-time course
7. A minimum of 100 hours of non-teaching practice⁴ over the two-year, part-time course
8. A named subject specialist mentor in the primary placement location
9. A named pastoral mentor in the primary placement location
10. Completion of a satisfactory course interview⁵
11. Completion of a satisfactory subject interview⁵
12. Provide confirmation of an Enhanced Disclosure and Barring Service (DBS) check.

Pre-service applicants wishing to teach in a school, or sixth form attached to a school will also be checked against the prohibition list

Post Graduate Certificate in Education (Further Education and Skills)

1. UK honours degree (normally 2:2 or above) or equivalent related to your specialist area
2. A minimum of a Level 3 qualification in all the specialist subjects¹ they will be teaching (if different to degree subject)
3. GCSE English at grade C/4 or above (or OfQual approved equivalent²)
4. GCSE mathematics at grade C/4 or above (or OfQual approved equivalent²)
5. Where English is not the applicant's first language: The ability to communicate fluently, accurately, and effectively in professional spoken English (IELTS 7.5 with no element lower than 7.0 (or equivalent))³
6. A teaching contract or a voluntary placement across two institutions, that includes:
A minimum of 150 hours of teaching practice (including 20 hours online synchronous teaching)³ over the two-year, part-time course
A minimum of 100 hours of non-teaching practice⁴ over the two year, part time course
7. A named subject specialist mentor in the primary placement location

8. A named pastoral mentor in the primary placement location
9. Completion of a satisfactory course interview⁵
10. Completion of a satisfactory subject interview⁵
11. Provide confirmation of an Enhanced Disclosure and Barring Service (DBS) check
Pre-service applicants wishing to teach in a school, or sixth form attached to a school will also be checked against the prohibition list

Applicants wanting to teach English and applicants wanting to teach mathematics (without a mathematics 'A' Level/degree) are required to successfully complete an additional entry assessment to demonstrate their content knowledge and skills. This may impact on the acquisition of a suitable teaching practice placement and therefore additional time must be factored for this.

¹ Specialist subject: Where the subject is regarded as SEND, the applicant must have a L3 SEND qualification.

² Equivalent qualifications must be named by the Society for Education and Training as suitable for entry to QTLS (see [Approved maths and English qualifications | Society for Education and Training \(et-foundation.co.uk\)](https://www.et-foundation.co.uk))

³ IELTS certification date must be within two years of the point of application.

⁴Teaching Hours

The course is dependent upon trainee teachers being able to put into practice in their own classrooms the values, knowledge, and professional skills they gain through their studies. To ensure purposeful integration and development of generic and subject pedagogical approaches, it is a requirement of the course that trainees should be employed or attend placement on a weekly basis throughout the duration of the course.

Whilst the 150 (75 each year) hours of teaching practice and 100 (50 hours each year) hours of non-teaching practice are the National requirement, in cases where the **quality, quantity or breadth** of the teaching is not sufficient to meet the requirements of the course, it may be necessary to arrange for trainees to carry out some additional teaching. Teaching practice must be carried out predominantly with groups of twelve or more learners, although some small group teaching may be undertaken.

Effective teaching practice experience should ideally include:

- Different teaching practice locations/settings/contexts
- Teaching across more than one level
- Teaching a diverse range of learners
- Experience across a wide range of non-teaching activity

⁵Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher. Where applicants have non-standard qualifications, please contact the UCLan ITE team to enquire about equivalences.

Applicants for placements in vocational subjects will need to demonstrate suitable industrial/employment experience.

Those seeking to teach academic subjects will generally be expected to be qualified to degree level.

Applicants are required to show original copies of qualification certificates.

*** UCLan ITE courses are designed to be purposefully integrated - this means that you must be in your teaching placement/setting every week.**

Applicants for placements in vocational subjects will need to demonstrate suitable industrial/employment experience.

Accreditation of Prior Learning (APL)

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader. Please note that there is a tariff of qualifications against which your awards will be matched for the purpose of APL.

1.2.1 Recruitment and Selection

Entry to a teacher education course is via a robust recruitment and selection process that includes:

- Application form
- Original copies of qualifications (and ENIC validation for international qualifications)
- Declaration of suitability (see section 1.5.1)
- Course interview
- Initial assessment of literacy ability
- Placement interview (for pre-service applicants)
- Placement/ employment suitability check
- Confirmation of teaching/placement hours
- Confirmation of a subject specialist mentor

The college course team will work with you to arrange this activities/completion of documentation.

1.2.2 Pre-course study pack

If you are a successful applicant, before embarking on your course, the college will share access to our pre-course study pack 'On your marks'. In 'On your marks', we have put together a selection of reading based on the Further Education and Skills (FES) sector together with some useful activities to get you started on your new career path.

1.3 Mentoring and Subject Specialist Support

All trainee teachers on the course are required to have a subject specialist mentor and a pastoral mentor. This arrangement must be confirmed before enrolment.

Subject specialist mentor

The role of the mentor is to support trainees in the subject specialist aspect of their 'professional development'. As we develop skills professionally, we also develop ourselves as a person and teacher, so 'personal development' is also brought about by this process of engaging with another person on a professional basis.

Mentors must be qualified teachers themselves holding a teacher training qualification that is the equivalent to the Cert Ed/PGCE/DTLLS/DET and should have appropriate teaching experience with student groups in their own curriculum area for a minimum of two academic years before becoming a mentor. Training for mentors is offered across the UCLan partnership every year.

You and your subject specialist mentor should use the mentor agreement in your Portfolio of Professional Achievement (PoPA) as the basis for your first meeting. The agreement explains the expectations we have for both people involved in this working relationship.

Your subject specialist mentor will provide support for you in weekly meetings, where you can discuss in more detail what you have learned in class and relate this to your subject and learner groups. These meetings are designed to provide you with a safe space to talk about how you are using theory in practice to develop your own approach to subject pedagogy, the progress you are making and what you need to do to enhance your development further: Together you'll create actions for you to work on.

Pastoral mentor

Whilst on placement you will also be provided with a pastoral mentor (who may be supporting a group of trainee teachers). This mentor will be available for more general areas of advice and support about teaching that fall outside of your subject specialist teaching, but that help you to understand and develop all aspects of teaching in the Further Education and Skills (FES) Sector.

Notes for placement / employment providers regarding mentors

Initial Teacher Education courses require that every trainee teacher is supported by a subject specialist mentor and a pastoral mentor.

The subject specialist mentor must have the availability to meet regularly with their trainee (we recommend at least 30 minutes each week) and to carry out a minimum of two observations of the mentee during their teacher training. Both the subject specialist and pastoral mentor will need to attend training to ensure that they understand the roles and responsibilities of being a mentor to a trainee teacher.

What does being a subject specialist mentor involve?

1. Allow your mentee to observe your teaching.
2. Work with your mentee each week during their course to:
 - Support their induction into the institution/department.
 - Advise them on materials, lesson planning, schemes of work and assessment.
 - Support them in developing their subject knowledge.

- Support them to develop their pedagogical content knowledge and subject teaching skills.
3. Set times for regular meetings with your mentee. Your mentee will keep a record of these meetings and co-created actions will be added to their Reflective Progress Records.
 4. Provide support for curriculum planning: What works well in your subject and why?
 5. Support your mentee to meet the needs of all learners, including those who are part of a minority group in your subject and those who are underprivileged (Duckworth, 2015).
 6. Complete two formal observations of your mentee's teaching practice (including the associated paperwork) over the two stages of the course.
 7. Attend mentor meetings during the year with the college ITE team, to liaise on your mentee's progress and create actions to boost their development further.

What does being a pastoral mentor involve?

1. Meet with the trainee regularly to provide insights and understandings into the broader aspects of teaching in the Further Education and Skills (FES) Sector that may fall outside of the subject specialist mentor's role.
2. Provide support for the trainee to develop strategies to maintain a healthy work/life balance and to manage their workload effectively.
3. Provide opportunities for trainees to meet and learn from the range of other professionals working within your organisation so that they deepen their knowledge and understanding of working with a wide range of professionals.

1.4 Professional Status and Progression

QTLS is a Professional Status recognised in the Education sector, which is gained after successfully completing a six-month period of Professional Formation and maintained through membership to the Society for Education and Training. QTLS status is the badge of professionalism for teaching and training in the post-14 education sector.

Once you have graduated from your course, you are eligible to apply for QTLS (Qualified Teacher Learning and Skills) status.

Professional Formation enables you to show your progression and commitment to excellence within the Further Education and Skills (FES) Sector. Once you achieve QTLS, you'll be added to the professional register where future employers can check your status.

Since becoming law in 2014, QTLS has the same status as QTS, including equal pay and conditions. Achieving QTLS will widen the scope of career opportunities open to you including teaching in secondary schools on the same terms as teachers with QTS.

More than 24,000 professionals have achieved QTLS since its introduction in 2008.

This is available through the [Society for Education and Training](#) and currently costs £525.

Our courses also put you on the fast track to achieving your progression qualifications:

- Certificate in Education: providing 180 credits you may use as APL for the BA (Hons) Education
- PGCE: providing 60 credits you may use as APL for the Master's in Professional Practice in Education

1.5 Safeguarding

1.5.1 Declaration of suitability for Initial Teacher Education: Guidance for Applicants

Why do I have to complete this declaration?

The purpose of this declaration is to ensure that Admission Tutors have access to all relevant information when making a judgement about an applicant's capability and suitability to join the teaching profession.

UCLan Initial Teacher Education wishes to preserve entry to a wide range of people from diverse backgrounds and does not seek to automatically exclude students who have a criminal or disciplinary record, have a disability, or have previously experienced poor health. We recognise that in many instances, there is no simple criterion of suitability. Therefore, each case will be considered individually and where possible the College will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies successfully.

The information we are requesting is essential for the application process. Our courses are approved by the Education Training Foundation. To maintain that approval, we are required to comply with the standards set by the professional body, including ensuring the suitability of applicants in terms of their character, conduct and health. We ask for information on this form to help us comply with these standards.

For further information about how we use the information you provide to us during the application process, please see the [applicant privacy notice](#) on the University website. If you are unsure how to proceed or have any queries, discuss the matter with the Admission Tutor following your interview.

1.5.2 Disclosures and Barring Service

As you will be working with groups of learners in a position of public trust, you will need to apply for a Disclosure and Barring Service (DBS) check through your college, who will give you an application form. Notes for applicants can be found here: [Applicant Guidance](#). Your certificate will be posted to you and not to the college. The DBS record for your college needs to be signed by your tutor or college representative to confirm that your DBS certificate has been seen. As of 2013, you can subscribe to the new Update Service when you next apply for a DBS check, and you may never need to apply for another one again. See the [DBS Update Guide](#).

The school or colleges where you are on placement are legally entitled to and can insist to see a student's DBS certificate if they wish to do so. In most cases this will mean that the

individual will need to be prepared to present their certificate on request. If an individual is unwilling to do so, the school or college is legally permitted to turn them away/ terminate the placement offer without further reason.

Please be aware that you will not be allowed to teach or have contact with students without supervision, until you have DBS clearance.

NB. If your DBS discloses any previous conviction that disbars or precludes you from entering the teaching profession your course offer will be withdrawn and your enrolment at the college and the University will be terminated.

1.5.3 Keeping Children Safe in Education

Keeping children safe in education is **statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children**. It is essential that everybody working in a school or college understands their safeguarding responsibilities.

All UCLan trainees are required to confirm they have read and understood part two of Keeping Children Safe in Education.

You can access the document via this link:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

1.6 Course Costs and Finance

Fees

As validated providers, each college charges its own set fees for the course.

<https://www.hughbaird.ac.uk/university-centre-tuition-fees>

N.B - this link currently displays the 2023/24 fee information, but is due to be updated, this link should still take you to the right page when the update is complete but note that 2024/25 fees are not yet confirmed.

Other costs

Through the Looking Glass: The Partnership produces a professional academic publication of trainees' Action Research reports annually. This is a valuable opportunity for trainees to have their work published and copies cost approx. £8. It is also a useful learning resource for you when you carry out your own research.

Printing Academic Poster for the Policy and Professionalism module

Travel to and from your placement and to observations of peers / other teachers is at your own cost.

1.7 Course Team

Director of Higher Skills (standards)	Delyth Coles	Delyth.coles@hughbaird.ac.uk
Manager of Teacher Education & Training	Diane Flynn	Diane.flynn@hughbaird.ac.uk
ITE Lecturer	Lee Ferguson	Lee.ferguson@hughbaird.ac.uk
ITE Lecturer	Aisling McCann	Aisling.mccann@hughbaird.ac.uk
ITE Lecturer	Tahaney Alghrani	Tahaney.alghrani@hughbaird.ac.uk

Initial Teacher Education (ITE) is led at the university by Dr Clare Winder who may be contacted by email at clwinder@uclan.ac.uk

1.8 Expertise of Staff

<p>Diane Flynn</p>	<p>I have worked with UCLan delivering the PGCE and Certificate in Education courses for 10 years. I have spent the last year completing my M.Ed. Research focussing on the impact of observations on trainee teachers and the impact on their progress in teacher training. I have worked in Higher Education for 11 years delivering Sociology and Criminology degree programmes and supervising dissertation students. I have a good background in curriculum design and development as I have written a criminology degree for Cumbria University, and I continue to work with UCLan in the development of assessment used in teacher training.</p>
<p>Lee Ferguson</p>	<p>I have a wide range of experience in both education and engineering. I've been teaching since the year 2000. For the last two years I have been working at Hugh Baird college delivering the PGCE and Certificate in Education courses. Before transitioning into education, I attained my degree in engineering, specialising in Computer Aided Design. Since graduating as a teacher, I've invested in my professional growth through programs such as the Advanced Skills Teacher programme and Emerging Leaders courses, with a focus on assessment, curriculum planning, and leadership development. In my previous role as a Head of Department, I have had overseen performance management, conducted training sessions, managed budgets, and quality analysis.</p>
<p>Aisling McCann</p>	<p>I work across several courses at Hugh Baird, delivering the Children and Young People's Services foundation degree, Children, Schools, and Families BA Top Up Degree and most recently, the PGCE. I have worked in education as a teacher since graduating in 2017. Since then, I have gained a master's in educational leadership and Post-Graduate Diploma in Education (PDGE). My research interests are primarily on the topic of educational inequality and improving student experiences through fairer education.</p>
<p>Tahaney Alghrani</p>	<p>I have been teaching in Higher Education for 7 years at the University of Liverpool and Liverpool Hope. Currently I am Criminology Lead and Lecturer at Hugh Baird. I have a PhD in Criminology which I obtained in 2022 and an Associate Fellow of Higher Education (AFHEA) from the University of Liverpool. Prior to my teaching in Higher Education, I taught at both secondary and primary schools with my PGCE in History and Citizenship. I also have a TEFL - Teacher of English as a Foreign Language and a BA (Hons). I have a wealth of teaching experience and awareness of pedagogy in teaching and learning which I can impart on trainee teachers.</p>

1.9 Administration Details

Whenever you need any kind of help or advice during your time at Hugh Baird College, or if you just need a friendly face to chat to, our experienced Student Support team in The POD are here for you.

The important thing to remember don't worry. We're here to help and support you through every part of your story - from questions about courses and financial help, to advice on personal issues and future career opportunities.

The POD operate from **8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays.**

Contact information can be found at: <https://www.hughbaird.ac.uk/student-support>

Our friendly and experienced team love helping students like you, every single day. If you've got any kind of question, worry or problem - no matter how big or small - you can always talk to them.

1.10 Communication

The staff at Hugh Baird College and the Teacher education team are always happy to help, you can contact us via email, phone, or Teams messaging. We endeavour to respond to all messages and enquiries in a timely manner. However, due to teaching hours and work commitments it may take up to 48 hours for the staff members to respond, excluding holidays and weekends.

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses, they risk being filtered out as potential spam and discarded unread.

1.11 Data Protection

All the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Structure of UCLan ITE Provision

The UCLan ITE provision is designed so that all courses share all the curriculum. It is the intention of the University and college Course Leaders, that course cohorts should be integrated as much as possible, as this creates rich learning environments where trainees from a wide variety of subjects and curriculum areas are able to share valuable practice experience with each other.

2.1 Part-time CertEd/PGCE Structure

On the part-time route, you will take three modules in each year of the course. (All modules are 20 credits.) Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. (A standard module is worth 20 credits.) The PGCE and CertEd courses have 120 credits in total. All modules are core/mandatory.

YEAR ONE: CertEd and PGCE

TS2001 Developing Subject Specialist Practice	
TS2000 Teaching, Learning and Assessment in the Further Education and Skills Sector	TS2002 Designing and Developing an Inclusive Curriculum

YEAR TWO: Cert Ed

TS3000 Advancing Subject Specialist Practice	
TS2004 Research Informed Practice	TS2005 Policy & Professionalism

YEAR TWO: PGCE

TS3000 Advancing Subject Specialist Practice	
TS4004 Research Informed Practice (PGCE)	TS4005 Policy & Professionalism (PGCE)

This course consists of one half day or evening of centre-based training/study at your chosen college and at least one day a week in your placement setting, where you will be supported by a subject specialist Mentor. If you are an in-service trainee teacher you may well have a full teaching timetable and be working five days a week as well as studying for your PGCE/Cert Ed.

You are expected to take full part in the life of the department/setting, attending staff meetings, taking part in student inductions, assessments, and tutorials wherever possible and observing both your placement classes and a wide range of different teachers, so that you gain a full picture of working life as a teacher. This is your opportunity to explore aspects of your subject that you may feel less confident about teaching, for example by observing other teachers, familiarising yourself with relevant teaching resources or reading and discussing student assignments with your mentor.

Your placement setting and mentor will be aware of these requirements but if you feel there are any misunderstandings, please discuss this with your Course Leader at the college where you are completing your teaching qualification. Indeed, if you have any problems or concerns in general about your placement, you should raise these with your course leader as soon as possible so that they can be quickly resolved.

2.1.1 Course design

The course is designed to support you in developing your subject knowledge and pedagogy (the knowledge and approaches to teach your specialist subject).

First and foremost, you will work with your course tutors, a subject specialist mentor who will support you to develop your specialist knowledge and teaching skills, and a pastoral mentor who will help you to develop your understanding of working in the Further Education and Skills (FES) Sector more broadly.

- The course team will teach you to apply the literature and theory base to the teaching of your subject through centred-based training (in classes with your peers), through formal observations of your teaching and through your written and practical assessments.
- Your subject specialist mentor will observe you teaching, and they will report formally towards the end of each stage of your training to feedback on your progress.
- Your subject specialist mentor will provide support for you in weekly meetings, where you can discuss in more detail what you have learned in class and relate this to your subject and learner groups. These meetings are designed to provide you with a safe space to talk about how you are using theory in practice to develop your own approach to subject pedagogy, the progress you are making and what you need to do to enhance your development further: Together you'll create more actions for you to work on.
- Your pastoral mentor will meet with you regularly to support you to develop your knowledge and understanding of working in the Further Education and Skills (FES) Sector and to provide strategies to help you maintain a health work/life balance.

The course is structured to support you to develop your subject specialist knowledge and pedagogy and it is vital that you use all of the opportunities and resources provided and engage with all of the activities and mentor opportunities that are made available to you throughout your training.

2.2 Course Modules

YEAR ONE

TS2000	Teaching, Learning and Assessment in the further Education and Skills Sector
The aim of the module is to provide trainee teachers with the necessary foundational skills for teaching, learning, and assessing in the Further Education and Skills (FES) Sector.	
TS2001	Developing Subject Specialist Practice
The aim of the module is to develop trainee teachers' professional skills and behaviours as reflective subject-specialist practitioners in the Further Education and Skills (FES) Sector: To develop trainees' confidence and independence in meeting the changing demands of teaching, learning and assessment and explore and develop an evidence-based approach to the teaching of their subject.	
TS2002	Designing and developing an inclusive curriculum

The aim of the module is to develop trainees' knowledge and skills for curriculum planning, review, and development, so they can develop a holistic, inclusive, and evidence-based approach to their curriculum decisions and practice.

YEAR TWO

TS3000		Advancing subject specialist practice
		The aim of the module is to advance the link between educational theory and its practical application to the development of subject specialist knowledge, pedagogic content knowledge and pedagogy, to enable trainees to evidence the Occupational Standard and develop their full potential as successful, independent teachers.
TS2004		Research Informed Practice
TS4004		Research Informed Practice (PGCE)
		The aim of this module is to develop trainees' critical insight and proficiency in research-informed practice, using both the literature base and their own empirical research of their subject specialist teaching.
TS2005		Policy and Professionalism in the Further Education and Skills Sector
TS4005		Policy and Professionalism in the Further Education and Skills Sector (PGCE)
		The aim of this module is to develop trainees' critical insight in the role policy plays in shaping education practice from policy processes, enshrinement in law, implications for institutional policy and how these impact and translate to the professional practice of teachers in the Further Education and Skills (FES) Sector.

2.2.1 Module Registration Options

All six modules on the courses are core, compulsory modules. There are no module options.

2.3 Course Requirements and Assessment

- The teaching, learning and assessment strategies used on the course are varied and dependent upon active participation and interaction within groups. There are no examinations, so assessment is continuous and is based upon the completion of appropriate assignments, the observation of your teaching and the general gathering of evidence to demonstrate that the IfATE Learning and Skills Teacher Occupational Standard has been achieved. This evidence must be collated in your Portfolio of Professional Achievement (PoPA) which contains the various proformas required for logging your evidence of experience and learning, and for reflecting on your achievement.

There are three integrated aspects of assessment on the course:

- Teaching practice - assessed through teaching observations and the development of an **extensive** Portfolio of Professional Achievement (PoPA).
- Coursework assignments - assessed by the course tutors. No assignments are graded: all are assessed on a pass or refer basis. Details are shown in the table below.
- Professionalism - assessed through your participation in classroom activities, performance in teaching and general attitude and approach to your role as a trainee teacher.

Requirements to pass the Part-time PGCE or Certificate in Education

Requirements of the course	Year 1	Year 2
Complete a minimum of 75 hours of teaching (to include 10 hours of online synchronous teaching) and a minimum of 50 hours non-teaching practice activity in each year of the course which must be recorded in your Portfolio of Professional Achievement (PoPA)	ü	ü
For pre-service teachers: Attend all designated placement sessions/days reliably and regularly, as agreed with the Course Leader and placement setting	ü	ü
Formal assessment on five occasions in each year of the course in observations of a practical teaching situation, by your Teacher Education tutor and your subject specialist mentor	ü	ü
Complete to a satisfactory level all assessment activities for the Teaching Practice requirements using the documentation provided in your PoPA.	ü	ü
Satisfactorily complete all of the assignment tasks for modules using the assignment briefs and documents provided.	ü	ü
Produce evidence to show your development and achievement of the expected professional use of English, maths and digital capabilities.	ü	ü
Meet the college's attendance requirement for the course.	ü	ü
Participate in such class activities as the course may reasonably require.	ü	ü
Attend an Accreditation Panel within the college at the end of Year One	ü	
Demonstrate professional conduct in all aspects of practice and behaviour (IfATE Learning and Skills Teacher Occupational Standard, Department for Education Teachers' Standards (part 2), UCLan professional conduct agreement)	ü	ü
A cross reference matrix demonstrating where the occupational standards have been met and evidenced in their professional practice and PoPA,	ü	ü
Successfully participate in a final assessment involving a 30-minute oral discussion relating to any aspect of professional practice.		ü

2.3.1 Professional Conduct and Professionalism

You are embarking on a professional course and need to behave in a manner appropriate to the teaching profession throughout.

As a trainee teacher undertaking this course, you are bound by the following regulations:

- IfATE Learning and Skills Teacher Occupational Standard
- Society for Education and Training Ethics and Conduct procedures
- Department for Education *Teachers' Standards 2011* (for schoolteachers)
- UCLan *Regulations for the Conduct of Students and Fitness to Practise Procedure*
- The Education (Health Standards) (England) Regulations 2003

Depending on the subject you are teaching, there may be other regulatory requirements. Your course tutor and placement provider will be able to advise you on this.

You are also required to comply with the regulations and expectations for conduct of the university, the college, and your placement institution.

For part of the time, you are a teacher (in your placement setting and whilst teaching) and for part of the time you are a student (whilst attending your course). However, the professional standards expected of you apply consistently and are higher than if you were on many other courses.

In addition to meeting the module learning outcomes, trainee teachers are required to meet the attendance requirements of the course, the required standards of professional conduct in every aspect of your course, practice and behaviours (See (IfATE Learning and Skills Teacher Occupational Standard, Department for Education Teachers' Standards (part 2), UCLan professional conduct agreement).

Professionalism is assessed throughout the course: All course applicants are required to sign a '*Trainee Conduct and Professionalism Agreement*' in advance of joining the course (see Appendix 1) and may be subject to the UCLan procedure for the consideration of Fitness to Practise process if there are concerns regarding your professionalism or behaviour.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.

2.3.2 Ofsted inspection

ITE courses are inspected by Ofsted, to ensure that teachers in the Further Education and Skills Sector are being appropriately prepared to successfully meet the needs of the learners that they are teaching. Currently, Ofsted gives three working days' notice of inspections, so your portfolio must always be kept up to date. During an inspection you may be asked to meet inspectors to discuss your course and your progress.

2.3.3 Safeguarding and Prevent Duty

All trainees should have read and understood Part 1 of [Keeping Children Safe in Education](#) during their induction. In addition, they should be aware of their role in identifying and reporting knife crime, county lines, preventing [Sexual Violence and Sexual Harassment](#), online sexual abuse, and forced marriage.

Since July 2015, teachers have a legal responsibility to “have due regard to the need to prevent people from being drawn into terrorism”. The Prevent duty: departmental advice for schools and childcare providers [offers guidance on this](#).

As part of your course, you will undertake Prevent training that will help you to:

- Protect learners from radicalising influences
- Build your learners’ resilience to extremist narratives
- Identify any vulnerabilities or worrying changes in behaviour
- Know what to do if you have concerns about a learner.

Prevent is not about spying on learners or intruding unnecessarily into their families. It’s about making sure you can identify worrying behaviour and know how to refer those who may be at risk of radicalisation for appropriate support.

If you have a concern about any of your learners, you must report this immediately to your Mentor and course tutor (if you are pre-service) or to your safeguarding lead (if you are in-service).

2.4 Study Time

This course consists of a minimum of a half day of centre-based training/study at your chosen college and **at least one day a week in your placement setting**, where you will be supported by a subject specialist mentor and a pastoral mentor to complete a minimum of **150 hours** of teaching practice and a further **100 hours** of non-teaching practice, the hours for both will be evenly split across the two years of study.

The placement requirement includes a minimum of two locations: the teacher trainee should gain experience in more than one teaching location. This is to improve the breadth of experience as practices vary. The second placement must be for at least 20 hours over the two years of the part-time course and ideally would be at a different provider. You will be expected to **observe other teachers** in different settings or locations, at times which may be **outside your own working hours**, and any travel will be **at your own cost**.

2.4.1 Weekly timetable

The course days/times for 2024-25 at Hugh Baird are given below:

Monday	Tuesday	Wednesday	Thursday	Friday
			College 1pm - 5pm	

Timetables with dates, times and teaching rooms will be given at your enrolment event.

2.4.2 Expected hours of study.

Undertaking a teaching qualification is a significant commitment and requires a lot of time in planning lessons, completing assignments, and observing other teachers, as well as attending your college sessions and your teaching hours. The normal amount of work involved in achieving a successful outcome on a university course is to study for 10 hours for each credit you need to achieve, which includes attendance at college and time spent in private study. **This means that for a 20-credit module you need to set aside about 200 hours of both college based and private study.** If you have recently studied for a degree, you may find the workload much higher on your ITE course. You should plan to spend significant time in the evenings and weekends on your studies during these important years.

This course has 120 credits and has been carefully designed to provide the best tuition and support to help you develop into a subject expert teacher - this takes time and commitment.

Your course tutors will support and monitor you carefully and provide you with lots of help in managing your workload as a trainee teacher.

2.4.3 Attendance Requirements

You are required to attend **all** timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Director of Higher Skills (standards)	Delyth Coles	Delyth.coles@hughbaird.ac.uk
Manager of Teacher Education & Training	Diane Flynn	Diane.flynn@hughbaird.ac.uk
ITE Lecturer	Lee Ferguson	Lee.ferguson@hughbaird.ac.uk
ITE Lecturer	Aisling McCann	Aisling.mccann@hughbaird.ac.uk
ITE Lecturer	Tahaney Alghrani	Tahaney.alghrani@hughbaird.ac.uk

If you have not gained the required authorisation for leave of absence, do not respond to communications from the college or University or if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

2.5 Study Skills

Your Course Tutors will work with you to develop your academic skills.

All assignment briefs have detailed information and some offer writing frameworks to help you develop your work. All offer guidance to support the development of your academic work. Please read the briefs carefully.

For UCLan study skills and library training, go to [Library and IT training](#).

There are also useful resources available to you via UCLan, which you can access with your UCLan username and password including WISER:

<https://msuclanac.sharepoint.com/sites/StudentStudySkills/SitePages/Academic-Writing-Skills.aspx>

You will be sent your login details to your personal email address before enrolling online. Go to www.uclan.ac.uk and click on the **Student** tab on the top red bar.

You are on the [Student Hub](#) page where you can find most of the UCLan information that you might need.

If you have any login problems or any other technical issues, please access the Student Hub home page here <https://msuclanac.sharepoint.com/sites/StudentHub/>

Or email LIScustomersupport@uclan.ac.uk or ring them on 01772 895355.

3. Student Support, Guidance and Conduct

Lecturer in Academic Higher Skills	Francesca Garner	Francesca.Garner@HUGHBAIRD.AC.UK
I am a University Centre lecturer in Higher Academic Skills, with more than 30 years' experience working both in Further and Higher Education settings. During this time, I have delivered a wide range of study skills sessions to support students. I am enthusiastic about supporting students to achieve their academic goals. I have a master's degree in education and library and information management.		

3.1 Personal Tutors

All trainees are to be assigned a personal tutor. Trainees must have at least one formal tutorial per semester and tutors are also to be available for additional tutorials at other times, either as part of scheduled contact hours or by appointment.

Tutorials are used to check-in about personal development, wellbeing, progression, employment and provide guidance and direction to support as required to enable you to realise your potential.

ITE requires trainees to have regular progress reviews which are concerned with:

- Are you making the required progress?
- Reviewing your progress review log actions re teaching practice/subject knowledge and pedagogy/functional skills/academic skills.
- Action planning with you to promote progress.
- Action course change/withdrawal as required.

In addition to your tutorials, you will also have progress reviews at four formal points in the year.

3.2 Students with Disabilities

We make every possible effort to support students with disabilities and have a very strong, dedicated team of professionals who are here to help you.

If you have a disability that may affect your studies, please contact the Disability Advisor at your chosen college or let one of the course team know as soon as possible: With your agreement, information will be passed on to the Disability Advisor. You may also contact the Inclusive Support Team at UCLan - inclusivesupport@uclan.ac.uk

The college will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your studies successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

You have the right not to disclose your disability or to request that the existence or nature of your disability be treated as strictly confidential and therefore not shared with relevant staff across the college. However, if your disability impacts upon professional fitness to train or fitness to practise standards, you are personally responsible for disclosing relevant information about your disability in line with professional accreditation requirements. Regardless of disability, you are required to sign and comply with the Trainee Conduct & Professionalism Agreement throughout the course.

Students who declare their disability as early as possible will be able to access a range of support and adjustments as soon as they start their classes. You aren't alone - over 4,000 students at UCLan have a disability and get the support they deserve. Once you have told your college about your disability, their Student Services will be in contact to advise on the adjustments which may be appropriate for you.

3.3 Student Services

Student Services provides all the non-academic student support services at UCLan. You can get support by visiting our <i> staff in the Student Information and Support Centre. Our friendly and approachable team will ensure you receive the help you need. Come and have a chat with us if you have a query on any aspect of student life and study or see the web page for more information <https://www.uclan.ac.uk/students/index.php>

3.3.1 Student Support and Wellbeing

Everyone has ups and downs in life. We are here to help when that happens. You might just need some general advice, or you may need one of our one-to-one services.

Whenever you need any kind of help or advice during your time at Hugh Baird College, or if you just need a friendly face to chat to, our experienced Student Support team in The POD are here for you.

The important thing to remember don't worry. We're here to help and support you through every part of your story - from questions about courses and financial help, to advice on personal issues and future career opportunities.

The POD operate from **8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays.**

Contact information can be found at: <https://www.hughbaird.ac.uk/student-support>

Our friendly and experienced team love helping students like you, every single day. If you've got any kind of question, worry or problem - no matter how big or small - you can always talk to them.

3.4 Students' Union

The Students' Union is here to 'make life better for students' and the SU aims to do this every day through their wide range of services, activities, and opportunities. You can find out more information about the SU on their website: <http://www.uclansu.co.uk/>

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please see our website for full details on what may be running in your partner institution.

Life at Hugh Baird College isn't just about the courses you choose to take. There's so much more to get involved with outside of the classroom, with loads of opportunities to learn new skills, get active, be creative and enjoy your time with friends.

You can find more information on our website: <https://www.hughbaird.ac.uk/student-life>

3.5 Health and Safety

As a student at the University, you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in their [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Initial Teacher Education qualifications do not have a classification. All courses are awarded on a Pass or Fail basis.

Appendix 1: Professional Conduct Agreement

You are embarking on a course of professional training and need to behave as a professional throughout your course. For part of the time, you are a teacher (in your placement setting and while teaching) and for part of the time you are a student (whilst attending your course). However, the professional standards expected of you apply consistently and are higher than if you were on many other courses. You are also required to comply with the regulations and expectations for conduct of the university, the college, and your placement institution.

You therefore need to read and agree to the following:

1. I agree to act with integrity and trustworthiness as a teaching professional and comply with the code of professional practice and all relevant professional standards - see links below.
2. I understand that I am expected to attend the whole course. Absence from the course could jeopardise my chances of successfully meeting the assessment criteria.
3. I will give my tutor and mentor advance notice of and reasons for any reasonable absence from my teaching practice or input sessions.
4. I understand that if I am absent because of illness or some unavoidable reason, it is my responsibility to make up the work I have missed.
5. I am aware that on my placement I am representing the college and the teaching profession, and that my conduct and behaviour reflects on them as well as on me.
6. I will arrive on time to all my teaching practice and course input sessions.
7. I will arrive at all my teaching practice lessons fully prepared, with a completed session plan and all my materials and equipment.
8. I will be responsible for all college/placement materials and equipment used in the teaching practice classroom/workshop and for their safe storage.
9. I will be responsible for maintaining registers for the sessions I teach.
10. I will not arrive at my teaching practice or course sessions under the influence of drugs or alcohol.
11. I will dress appropriately for all my teaching practice sessions, following the dress code of my placement setting.
12. I will behave respectfully and quietly when observing other teachers' classes and respect confidentiality.
13. I will work co-operatively with my mentor and other tutors to plan, maintain records, collect, and mark students' work and prepare for examinations.
14. I understand that I may only record input sessions with the prior permission of the tutor, and that this recording may only be used for personal academic purposes.
15. I will obtain informed consent from my learners before audio or video recording my own teaching (see course handbook).
16. I will show respect to students, staff, and fellow course members regardless of race, disability, religion, politics, sexual orientation or gender, respecting equality, and diversity.
17. I will maintain appropriate standards of honesty and integrity in management and administrative duties, including in the use of institutional property and finance.
18. I understand that I need to maintain a professional personal internet presence and will adhere to the UCLan partnership social networking guidelines and those of my placement.
19. I will not misuse or misrepresent my professional position, qualifications, or experience, or otherwise bring the reputation and standing of the teaching profession into disrepute.

20. I accept that this list is non-exhaustive, and I agree to comply with further requirements providing they are reasonable and within the conduct and/or standards expected of a teacher.

I have read and agreed the points above.

Trainee signature:	Tutor signature:	Date:
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You are also referred to the following key documents and regulations:

- IfATE Learning and Skills Teacher Occupational Standard
<https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher-v1-2>
- Society for Education and Training Ethics and Conduct procedures <https://set.et-foundation.co.uk/help/set-policies-and-procedures/set-code-of-professional-practice-and-procedures>
- Department for Education *Teachers' Standards 2011* (for school teachers)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers_Standards_2021_update.pdf
- UCLan *Regulations for the Conduct of Students and Fitness to Practise Procedure*
<https://www.uclan.ac.uk/assets/student-contracts/2023-24/fitness-to-practise-2324.pdf>
- The Education (Health Standards) (England) Regulations 2003
<https://www.legislation.gov.uk/uksi/2003/3139/contents/made>