



University of
Central Lancashire
UCLan

Pre-Course Information for Applicants

Preparatory Certificate in Further Education and Skills (Further Education and Skills Sector)

Part Time course

2025-26

Partner Institution - Hugh Baird College
Course Leader - Diane Flynn

School of Psychology and Humanities

1. Welcome to 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 college, 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.

Our ITE courses offer a purposefully integrated approach that is designed to support you to develop your subject specific teaching skills, research informed approaches, and academic and critical skills so that you are able to apply these to your professional practice.

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 the University of Central Lancashire 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

University of Central Lancashire: 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.

University of Central Lancashire: Values

 University of Central Lancashire
UCLan

Our Values

 <p>Achieving Together</p> <p>We achieve our ambitions through teamwork and collaboration.</p>	 <p>Being Proud</p> <p>We take responsibility and professional pride in the quality of our work.</p>
 <p>Creating Opportunity</p> <p>We proactively create and seize every opportunity to flourish in education, at work and for life.</p>	 <p>Supporting All</p> <p>Everyone matters. We show support, respect and compassion to our students, colleagues, and communities.</p>

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](#)

Supporting Diversity

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 the University on webpage using this link [Equality, diversity and inclusion - 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](#)

Although you will be undertaking your Initial Teacher Education (ITE) at a validated 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 or log in to the Student Hub.

1.1 Rationale, aims and learning outcomes of the course

The over-riding aim of the University of Central Lancashire ITE provision is to support the professional development of trainee teachers within the Further Education and Skills Sector. The course will equip trainees with the knowledge and skills to enable them to plan and teach dynamic stimulating lessons, embed literacy, numeracy, digital and sustainability skills in the curriculum, and to assess and evaluate, teaching, learning and assessment effectively and efficiently.

The Preparatory Certificate in Further Education and Skills is a Level 5 course that provides an introduction to teaching and learning in the Further Education and Skills sector.

This course is particularly suitable for those wishing to teach primarily in Further Education and Skills, or who have a role in training, instructing and tutoring in apprenticeship teaching and in private training providers, or where teaching is not the main part of your job, or for those who would like an introduction to teaching in 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 where you will inspire your learners with your passion for your subject.

The aims of the Preparatory Certificate are as follows:

1. To enable trainees to develop awareness and understanding of the professional role, responsibilities, and boundaries of teachers in the Further Education and Skills Sector.
2. To introduce the trainee to the teaching, learning and assessment cycle and begin the development of personal presence and practical classroom management skills.
3. To acquire underpinning core skills to support their learners with English, maths and digital skills and educational technology.
4. To support the trainee's professional development towards becoming an inclusive, responsive, and reflective teacher.

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 your course offer.

Please Note: The University of Central Lancashire courses do not confer Qualified Teacher Status (QTS).

1.2 Entry Requirements

The Preparatory Certificate is open to new applicants to teaching who wish to work as teachers, trainers or tutors in the Further Education and Skills sector who, at the point of entry meet the following entry requirements:

1. A minimum of a Level 3 qualification in all the specialist subjects they will be/wish to teach¹
2. GCSE English at grade C/4 or above (or Ofqual approved equivalent)²
3. Where English is not the applicant's first language: The ability to communicate fluently, accurately, and effectively in professional spoken English. A current (IELTS 7.5 with no element lower than 7.0 (or equivalent)³
4. Completion of a satisfactory course interview⁴
5. Where the trainee is studying the in-service route: Provide confirmation of an Enhanced Disclosure and Barring Service (DBS) check

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.

⁴ Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher.

If applicants have non-standard qualifications, they should contact the college course leader to enquire about equivalences.

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

Applicants for placements in academic subjects are usually expected to have a degree in the subject

Applicants are required to show original qualification certificates.

Applicants also need to demonstrate at interview that they have a strong interest in teaching and the potential to become a good teacher. If you have non-standard qualifications, please contact the college course leader to enquire about equivalences.

Please note that if you continue your teacher education onto the following courses, Intermediate Certificate, Certificate in Education or PGCE, you will be required to

show evidence that you have achieved GCSE mathematics at grade C/4 or above (or Ofqual approved equivalent).

In addition, those applicants wishing to teach English and those applicants wanting to teach maths (without a degree/'A' Level in maths) will have to 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 in for this.

Recognition of Prior Learning (RPL)

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 RPL.

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
- Two references

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

Please note that if you continue your teacher education onto the following courses, Intermediate Certificate, Certificate in Education or PGCE you will need confirmation of teaching hours and a subject specific mentor.

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' which you will complete in preparation for course induction.

In 'On your marks', we have put together a selection of reading based on the Further Education and Skills Sector together with some useful activities to get you started on your new career path.

1.3 Professional Status and Progression

If you chose to continue your studies to the PGCE or Certificate in Education (120 credits), once you have graduated from this further study, you may be eligible to apply for QTLS (Qualified Teacher Learning and Skills) status.

Once you have successfully completed a full Certificate in Education or PGCE (120 credits) with the University, you may be eligible to apply for QTLS.

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 (SET).

The professional formation programme enables you to show your progression and commitment to excellence within the Further Education (FE) and Skills sector. Once you achieve QTLS, you'll be added to the professional status register where future employers can check your status.

In addition, QTLS holders who are maintaining this professional status through SET membership, will also be issued with a Teacher Reference Number (TRN) and will appear on the Department for Education's (DfE's) central record of qualified teachers managed by the Teaching Regulation Agency (members can choose to opt out of both). SET is currently working with the DfE to facilitate this; further communications will be sent in due course to all eligible members.

QTLS is designed for teachers and trainers working in the FE and Skills sector.

If once qualified, you teach in a school or a sixth form attached to a school, you should undertake Qualified Teacher Status (QTS) as this is specifically designed for teachers in schools.

However, QTLS may be an option in exceptional cases if you work in a school or sixth form attached to a school but teach a technical subject to post-14 learners or maths and English to post-16 learners.

For information on fees and how to apply please see the information on the QTLS webpages which you can access via this link: [QTLS - Qualified Teacher Learning and Skills | Society for Education and Training](#)

Academic Progression

Our courses also put you on the fast track to achieving your progression qualifications with University of Central Lancashire. Once you have successfully completed the Preparatory Certificate you may continue to:

- Intermediate Certificate in Teaching, Learning and Assessment (Further Education & Skills Sector)
- Introductory Certificate (Further Education and Skills Sector)
- Certificate in Education (Further Education and Skills Sector)
- PGCE (Further Education and Skills Sector)

For more information, please contact your Course Leader at the college.

1.4 Safeguarding

Further Education settings should be a safe space for all learners that provide an environment where they feel secure and supported. Therefore, as part of our recruitment and selection process, we ensure that all successful applicants are suitable to work in the Further Education and Skills Sector.

1.4.1 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.

Initial Teacher Education at the University of Central Lancashire 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 Course Costs and Finance

Fees

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

The fees for 2025-2026 can be found on the College webpages here:

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

N.B - this link currently displays the 2024/25 fee information but is updated frequently so please do keep checking. This link should still take you to the right page when the update is complete but note that 2025/26 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. £10. It is also a useful learning resource for you.

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

1.6 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	Lisa Chedgzoy	Lisa.chedgzoy@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

1.7 Expertise of Staff

Diane Flynn	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 am taking this research further and engaging in more studies examining observation processes for my Doctorate. 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 currently used in teacher training.
Lisa Chedgzoy	Having previously worked as a specialist support worker I decided to change my career and moved into teaching. I have worked at Hugh Baird College since 2021 as a lecturer, I have in a short space

	of time delivered on a range of courses, including my most recent post as the curriculum lead for our 16-19 and 19+ health and social care course. I am now a lecturer in Initial Teacher Education, and I deliver both the full and part-time cohorts. I also teach other adult provision, the Access to Higher Education in Healthcare and the Foundation Degree in Health. My previous roles have given me good knowledge from a variety of settings, teaching a variety of learners. This has inspired me to engage in further study, and I am now pursuing my Master's in Education with a particular interest in Special Educational Needs. I am interested in assisting SEN learners with their own academic pathway and to progress into their chosen career by supporting future teachers to be able to support their learners.
Aisling McCann	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.
Tahaney Alghrani	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.

1.8 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 is do not worry. We are here to help and support you through every part of your story - from questions about courses 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.

Academic Registry provides a range of services to support the student journey from enrolment to graduation. The Academic Registry is responsible for course administration and supports the University's academic Schools and Faculties. Teams in the Academic Registry provide information and guidance on student records, change of circumstances and academic appeals. Services within Academic Registry operate from **8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays**. Contact information can be found at: https://www.uclan.ac.uk/students/support/course_admin_service.php.

1.9 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. Staff will utilise their out of office notifications to provide relevant contact information in case of emergencies.

The University expects you to use your uclan.ac.uk 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.

1.10 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 ITE Provision

The University of Central Lancashire ITE provision is designed so that all courses share all of 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 Preparatory Certificate Structure

The Preparatory Certificate is a single module, studied over one semester. (All modules are 20 credits.)

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 Sector.	

This course consists of one half-day or evening of centre-based training/study at your chosen college.

2.1.1 Course design

The course is designed to give you a taster of teaching and to prepare you to teach and will introduce you to teaching and learning as a process and will introduce you to subject pedagogy.

The course aims to develop the personal and practical skills that you will need in a teaching or training role. It also allows you to progress onto the Full Award (Certificate in Education or PGCE) at a later date should your teaching role and responsibilities change.

2.1.2 Module Registration Options

The course consists of one compulsory module. There are no module options.

2.2 Course Requirements and Assessment

Assessment is varied and aligns to the expected outcomes for the module, as well as demonstrating good practice in both assessment of learning and assessment for learning on the programme.

Over the duration of the course, you will compile a Portfolio of Professional Achievement (PoPA) which curates all assessment of academic and teaching practice, with the supplementary documentation that records the breadth of their experience (e.g., observation of experienced teachers).

Examples of assessment activity include:

Portfolio: professional development, breadth of experience, the wider role and responsibility of teachers in the Further Education and Skills Sector.

Observation of teaching practice: Simulated micro/mini teach activity, (plus observation of teaching practice for in-service).

Observations of others: subject specialist teachers and other advanced practitioners.

Written assessments: assignments, rationale for teaching practice, reflective essay, and professional reflective journal.

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

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

- Society for Education and Training Ethics and Conduct procedures
- Department for Education *Teachers' Standards 2011*
- University *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.

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 Department for Education *Teachers' Standards* (part 2), University 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). This document refers to placement activity, which you may not be undertaking on your Preparatory Certificate. However, it is important that you read and understand the professional conduct required of those training to teach in the Further Education and Skills Sector.

If there are concerns regarding your professionalism or behaviour you may be subject to the University procedure for the consideration of Fitness to Practice process.

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 the University's 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.

If you continue your training to the CertEd or PGCE, during an inspection you may be asked to meet inspectors to discuss your course and how well you are being prepared to teach your specialist subject in the [Further Education and Skills Sector](#) and your progression towards this.

2.3.3 Safeguarding and Prevent Duty

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 trainees are required to confirm they have read and understood part one of Keeping Children Safe in Education during their induction.

You can access the document via these links:

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

[Keeping Children Safe in Education](#)

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).

2.3 Study Time

This course consists of one session (day or evening) per week of study at your chosen college.

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**.

2.3.1 Weekly timetable

The course days/times for 2025-26 are given below:

Monday	Tuesday	Wednesday	Thursday	Friday
	College 9am - 1pm			

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

2.3.2 Expected hours of study

This course has 20 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.

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 this important year.

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

2.3.3 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	Lisa Chedgzoy	Lisa.chedgzoy@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 and 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 your last day of attendance at centre-based.

2.4 Study Skills

It is important to recognise that teaching is a challenging, complex, intellectual and ethical endeavour and we must remember that Teacher Education has an intellectual base. Your tutors will introduce you to the literature and evidence base for teaching in the Further Education and Skills Sector and will support you to develop your academic and critical thinking 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.

To access the University's study skills and library training, go to [Library and IT training](#).

There are also useful resources available to you via this link:

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

To access, please use your University username and password.

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 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 LScustomersupport@uclan.ac.uk or ring them on 01772 895355.

3. Student Support, Guidance and Conduct

Your course team are experienced teachers and teacher educators in the FES Sector and have the experience and expertise to guide you in becoming a successful teacher. They will model a wide range of teaching, learning and assessment methods so that you have experience of them.

3.1 Personal Tutors

All trainees will 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/withdraw as required.

In addition to your tutorials, you will also have progress reviews at 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 the University - 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 the University 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 the University. 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 do not 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 we aim to do this every day through our wide range of services, activities and opportunities. You can find out more information on our website: <http://www.uclansu.co.uk/>

As one of the thousands of students who are not studying on the main University campus in Preston, the Students Union is still your union, please see our website for full details on what we 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 University 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:
---------------------------	-------------------------	--------------

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*
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>