PROGRAMME QUALITY HANDBOOK 2023-24

L4 Introduction to Teaching

Contents

Welcome and Introduction to L4 Introduction to Teaching.

1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here https://www.ucsd.ac.uk/student-life/student-handbook. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

The level 4 Introduction to Teaching micro-credit module will cover a range of core topics to introduce you to the role of teaching in Further Education (FE) and Higher Education (HE). The module is designed to build knowledge, understanding and confidence in taking next steps into a career in teaching in FE /HE. You will be assessed through a reflective account and a practical micro-teach assessment to inform next steps. This PQH alongside your course handbook will provide you will all the information your require.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Kath Burrows	kathburrows@southdevon.ac.uk
Higher Education Coordinator	Katy Joy	katyjoy@southdevon.ac.uk
Curriculum Head	Katy Joy	katyjoy@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3   Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Your personal tutor is Kath Burrows. Kath has been teaching for 30 years, teaching trainee teacher and other subjects such as philosophy and ethics, religious education, health and social care and extended projects. She has been involved with teacher training for over 20 years, supporting NQTs and PGCE students on placements whilst working in both secondary and further education. Kath has also been a tutor in HE assessing trainee teachers on placements across a number of schools in the South West. Kath has been working at South Devon College as part of the teacher training team for over 6 years.

1.4   Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. The integrated tutorial model ensures all students have a personal tutor and access to personal development resources, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

1.5   Course Contact List

Details of your modules leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link Initial Teacher Education - University Centre South Devon (ucsd.ac.uk)

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Kath Burrows	Introduction to Teaching	kathburrows@southdevon.ac.uk	09:00 – 17:00 Monday to Friday during term time.

1.6   Preparing for your programme

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Recommended books/eBooks:
- Sherrington T – Rosenshine's Principles in Action - (John Catt, 2019) ISBN 1912906201

Other materials:
- Society for Education and Training – FREE Student membership - https://set.et-foundation.co.uk/membership/free-student-membership-offer/
- Professional Standards - https://set.et-foundation.co.uk/professionalism/professional-standards/

- Minimum Core Guidance - [The Minimum Core for teacher training qualifications Sept 22 V2.pdf (feadvice.org.uk)](#)

1.7 Curriculum design principles

Programme Rationale (summary)

The module was created to provide an opportunity for those who are new to teaching, or wanting to take their next steps into their teaching career, to develop their knowledge, understanding and skills in teaching in order to take their next steps. The module aims to support progression onto further training pathways suitable to the requirements of the individual's role in FE and/or HE. The module was developed in 2022/2023 academic year in response changes in the sector for Initial Teacher Education (ITE) and added to the long established portfolio for ITE courses at UCSD.

Context

The module was developed as a response to changes in the FE/HE sectors and the requirements for ITE support for new academic staff. The changes in the sector have opened a number of opportunities for individuals to start to teaching in FE/HE and it was recognised some of these individuals start as unqualified teachers. Therefore, the module was developed to create a stepping stone approach into more in-depth and lengthier training programmes for ITE. This L4 introduction to teaching module provides the opportunity to learn the key concepts of teaching and try those out in a supportive environment. This will then create an individualised action plan to support practitioners in their next steps in their teaching career.

Content

The module is sequenced to build knowledge and understanding of key topics in FE and HE, before developing practical skills in teaching. The key topics covered include: Principles of instruction; Evidence informed practice; Roles and responsibilities; Behaviour management; Inclusive practice; Assessment and feedback; Planning for teaching; Reflection. The content of the modules aims to introduce ideas and evidence-informed strategies that practitioners can use in their

teaching and develop as they progress in their teaching career. The knowledge, skills and behaviours developed in this module will support progression onto programmes such as the L4 Certificate in Education and Training and the L5 Diploma in Education and Training/L5 Learning and Skills Teacher apprenticeship.

1.8   Teaching and Learning Strategy

The programme is delivered over and 11-week period where there will be a mixture of scheduled lectures, tutorials, directed independent study and self-directed independent study to build 50 hours of study.

1.9   Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Professional Development - The ITE team are all highly qualified and experienced practitioners who are dedicated to maintaining their currency in practice through professional development.

Research and Scholarly Activity

Each member of the delivery team is engaged with research and scholarly activity, be that as part of a formalised qualification (Masters and Doctoral level) or as part of ongoing professional practice.

Industry liaison and engagement - We have high levels of engagement with industry with one of the team being chairs of the Education and Training in FE trailblazer team which involves monthly engagement with other providers in sector, Institute for Apprenticeships and Department for Education. Members of the team work as external examiners in education programmes up to level 7.

1.10   Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your course handbook you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

1.11   Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Assessment will be completed via two approaches: (1) written piece of work reflecting on own journey and practice; (2) through observation of practical micro-teach session. You will be supported throughout the 11 weeks with ongoing formative feedback. You may book a tutorial with your tutor prior to any assessment submission to discuss your work.

1.12   Student engagement in ongoing programme development

UCSD will actively seek feedback through course evaluation forms, upon completion of the module.

1.13   Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here

to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see

https://www.ucsd.ac.uk/employability-and-next-steps/ or contact
HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best outcome.

1.14 Becoming a South Devon Graduate

Upon successful completion of this module students will become a graduate from UCSD. Due to this being a micro-credit module it does not meet the threshold credit requirement for students to attend a graduation ceremony.

1.15 Preparation for employment and further academic study

This module could support progression onto the following courses, however this will be dependent on individual circumstances:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 5 Learning and Skills Teacher Apprenticeship

1.18   Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information
https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

3.   Module Records

South Devon College Module Record

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>*. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: TBC   **MODULE TITLE: Introduction to Teaching**

CREDITS: 5   **FHEQ LEVEL: 4**   **HECOS CODE:**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE: N**

SHORT MODULE DESCRIPTOR:

This micro-credit module will cover a range of core topics to introduce students to the role of teaching in Further Education (FE) and Higher Education (HE). The module is designed to build knowledge, understanding and confidence in taking next steps into a career in teaching in FE /HE. Students will be assessed through a reflective account and a practical micro-teach assessment to inform next steps.

ELEMENTS OF ASSESSMENT *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	Pass/Fail
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Initial Teacher Education

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to introduce those who are new to the teaching role, in Further Education or Higher Education settings, to design and deliver effective lessons for learners. By the end of the module students will be able to apply key principles of teaching, learning and assessment to inform the development of their own practice. Key principles and concepts will include current evidence informed approaches associated with curriculum planning, delivery, assessment and feedback. The module will encourage practitioners to reflect on their own practice to identify areas of strengths and development. It is the aim of this module to support progression both in practice and onto further training pathways suitable to the requirements of the individual's role.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Reflect on key principles and concepts of teaching in Further and Higher Education.	1. Reflect on key principles and concepts of teaching in Further and Higher Education.
2. Apply key principles and concepts of teaching in Further and Higher Education to own practice.	2. Apply key principles and concepts of teaching in Further and Higher Education to own practice.

DATE OF APPROVAL: TBC	**AWARDING BODY:** UCSD

DATE OF IMPLEMENTATION: April 2023	SEMESTER: Other – As programme scheduled in academic year
DATE(S) OF APPROVED CHANGE:	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/2023   **NATIONAL COST CENTRE:**

MODULE LEADER: Kath Burrows   **OTHER MODULE STAFF: Leigh Bower, Emma Corin, Paul Hooper, Katy Joy**

Summary of Module Content
Principles of instruction; Evidence informed practice; Roles and responsibilities; Behaviour management; Inclusive practice; Assessment and feedback; Planning for teaching; Reflection.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	27.5	2.5 hrs scheduled lectures for 11 weeks duration of module, with embedded personal development
Directed self-study	11	1 hour of directed self-study per week to prepare for assessment

Independent study	11.5	Just over 1 hour a week for independent study, such as researching and reading around subject area.
Total	**50**	

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective account	100%
Practical	Micro-teach	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective account	100%
Practical	Micro-teach	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	**Approved by**: Date: XX/XX/XXXX