

University of Plymouth

Faculty of Arts and Humanities

Plymouth Institute of Education

Programme Specification

Post-Graduate Certificate in Education

(incorporating the Diploma in Education and Training)

Professional Graduate Certificate in Education

(incorporating the Diploma in Education and Training)

Certificate in Education

(incorporating the Diploma in Education and Training)

Definitive Document Approved: 13.6.19

Implementation Date: September 2019

Amended by Minor Change: 12.05.21

1. PGCE/PrGCE/Cert Ed (incorporating the Diploma in Education & Training)

Generic programme

The programme consists of three core modules and one enhancement module of 30 credits each. Over the four modules, students will explore and analyse current ideas related to learning and teaching in post compulsory education and training, also known as the Further Education and Skills Sector. The programme will offer a balance of practical skills, reflection and related education theories. The core modules will be concerned with the processes and theories of learning, teaching and assessment, curriculum and society and development of wider professional practices. The opportunity to consider all these areas specifically in the light of the students' own teaching practice, subject specialisms and experience will be central to their professional development. Through a Professional Portfolio, the programme gives students the chance to evidence their developing practical skills, knowledge and understanding in relation to a range of aims and targets, and also to reflect upon the complex relationships between practice and theory.

UCAS code X341(NA for Cert Ed or contracted out provision)

HECoS code 100508

2. Awarding Institution: University of Plymouth

Teaching institutions for PGCE, PrGCE and Cert Ed (Inc DET)

Plymouth Institute of Education

Cornwall College

Bridgwater and Taunton College

Truro and Penwith College

Yeovil College

Petroc (Cert Ed Inc DET only)

3. Accrediting body

The generic programme is a 120 credit teacher training award. These programmes are for graduate teachers in the Further Education and Skills Sector. University of Plymouth has been successfully offering the generic programme in conjunction with partner colleges for the last twenty two years. These programmes are subject to OFSTED inspections of Initial Teacher Education. These programmes comply with the mandatory requirements detailed in Education and

Training Foundation 2016 DET guidance document¹ (formerly the Learning and Skills Improvement Service), the [Learning and Skills Apprenticeship](#) DET technical certificate and are underpinned by the Professional Standards for Teachers and Trainers in Education and Training (SET 2015), within the Framework for Higher Education qualifications in England, Wales and Northern Ireland (QAA, 2008).

4. Distinctive Features of the Programme and the Student Experience

University of Plymouth is the main provider of Initial Teacher Education (ITE) for trainee teachers in the Further Education and Skills Sector in the far South-West. The PGCE/Cert Ed (inc DET) has the following distinctive features:

- This qualification fully meets the current level 5 DET teacher apprenticeship technical certificate requirement and can be used as part of this framework by delivery centres.
- This programme serves a wide range of audiences with trainee teachers in this sector teaching on programmes from pre-entry level for students with learning difficulties, to higher education level for students on foundation and first degrees.
- In line with the Education and Training Foundation (ETF) Professional Standards and the importance of the link between theory and practice, the practical teaching element of the Programme is integrated into all modules.
- Theorised professional practice lies at the heart of the programme and trainees are encouraged to develop as reflective practitioners as they explore the theory underpinning their continually developing teaching practice
- Each module of the generic Programme is 30 credits to comply with the mandatory requirements for qualifications of teachers in the Further Education and Skills Sector
- The PGCE has a dual outcome of level 7 Postgraduate Certificate of Education or a level 6 Professional Graduate Certificate of Education
- The programme has Education for Sustainable Development embedded throughout and trainees are also encouraged to demonstrate innovation, creativity and enterprise
- Plymouth Institute of Education also contracts out the full-time programme to the following partner colleges: Cornwall College, and Truro and Penwith College.
- Plymouth Institute of Education also contracts out the part-time in-service generic programme to the following partner colleges: Cornwall College,

¹ ETF Guidance document

<https://www.feAdvice.org.uk/sites/default/files/Guidance%20for%20Qualifications%20in%20Education%20and%20Training%20November%202016.pdf>

Bridgwater and Taunton College, Yeovil college, Truro and Penwith College and Petroc (Cert Ed Only)

The partnership recognises that the trainees voice is an integral part of programme development and the maintenance of high quality outcomes. The trainee's perspective and voice is systematically captured within the end of module feedback process, student/staff liaison meetings (within the partner college Local Programme Committees), PGT survey, 'You said, we did' statements within module handbooks and regular visits to partnership cohorts by the programme leader. This feeds into the partnership Centre Tutor Meetings (CTM) for discussion and informs any programme changes in terms of delivery or management.

5. Relevant QAA Subject Benchmark Group(s)

The overall programme aims and objectives have been devised from the QAA Level 5 Foundation Degree, Level 6 Honours Degree descriptors, and from Level 7. The PGCE programme is mapped to the QAA (2008) descriptors for Levels 7, 6 and 5, for use in all modules as appropriate. These are shown in appendix 1 of this document.

6. Programme Structure

Full-Time Programme

Autumn Term AU/M	DLLS 490/690 Learning, Teaching and Assessment (Core Module Level 4/6 - 30 credits)
	DLLS 579/679/779 Curriculum and Society (Core Module Level 5/6/7 - 30 credits)
Spring/ Term SP/M	<u>Generic Programme</u> Enhancement Module (Level 5/6/7 - 30 credits)
	DLLS 580/680/780 Wider Practice and Professional Development (Core Module Level 5/6/7 - 30 credits)

Centre Running the Full-Time programme

University of Plymouth
Truro and Penwith College
Cornwall College

Part-Time Programme

Autumn Term Year 1 AU/M	DLLS 490/690 Learning, Teaching and Assessment (Core Module Level 4/6 - 30 credits)
Spring Term Year 1 SP/M	<u>Generic Programme</u> Enhancement Module (Level 5/6/7 - 30 credits)
Autumn Term Year 2 AU/M	DLLS 579/679/779 Curriculum and Society (Core Module Level 5/6/7 - 30 credits)
Spring Term Year 2 SP/M	DLLS 580/680/780 Wider Practice and Professional Development (Core Module Level 5/6/7 - 30 credits)

Centre Running the Part-Time course

Truro and Penwith College
Cornwall College
Bridgwater and Taunton College
Yeovil College
PETROC

* Enhancement Modules

Delivery Centre	Enhancement Module
University of Plymouth	DLLS 584/684/784 Theories and Principles of Managing Learning Environments
Cornwall College	DLLS 582/682/782 Principles of Teaching and Innovation, Enterprise and Employability
Truro and Penwith College	DLLS 583/683/783 Investigating Theories of Learning and Teaching
Bridgwater and Taunton College	DLLS 581/681/781 Theories of Learning and Managing Behaviour
Yeovil College	DLLS 584/684/784 Theories and Principles of Managing Learning Environments
Petroc	DLLS 586 Theories and Resources for Teaching and Learning

Each College decides which enhancement module to run at their particular centre. This is decided by the centre tutor and is in line with the broader college teaching and learning priorities and initiatives.

7. Programme Aims

In line with the ETF Professional Standards and FHEQ descriptors, the programme aims to enable trainees:

Cert Ed Level 5

1-L5 to become reflective practitioners who develop and apply their factual knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;

2-L5 to develop a degree of autonomy through their reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;

3-L5 to explore the concepts of professionalism and professional values and engage with education for sustainable development, as they develop their understanding and practice in relation to the professional standards;

4-L5 to develop collaborative relationships which enable the demonstration of innovation, creativity and enterprise.

Professional Graduate Level 6

1-L6 to become reflective practitioners who develop and apply their comprehensive knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;

2-L6 to develop of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;

3-L6 to explore the concepts of professionalism and professional values and engage with education for sustainable development, in relation to their comprehensive understanding and practice in relation to the professional standards;

4-L6 to develop collaborative and sustainable relationships which enable the demonstration of innovation, creativity and enterprise.

Postgraduate Level 7

1-L7 to become reflective practitioners who develop and apply their deep and systematic knowledge of teaching and learning theories and critically engage in professional and curriculum issues to their teaching practice.

2-L7 to develop a high degree of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;

3-L7 to critically explore the concepts of professionalism and professional values and engage with education for sustainable development, in relation to their deep and systematic understanding and practice in relation to the professional standards;

4-L7 to develop collaborative and sustainable relationships which enable the demonstration of innovation, creativity and enterprise.

Programme Intended Learning Outcomes

Cert Ed Level 5

<p>Knowledge and Understanding On completion graduates should have developed:</p> <ol style="list-style-type: none"> 1. Factual knowledge of teaching and learning theories 2. Factual knowledge of professional and curriculum issues 	<p>Teaching and Learning Strategies and Methods: Lectures, directed study and interactive discussions Assessment Strategies: Coursework</p>
<p>Cognitive and Intellectual Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 3. The ability to analyse, with guidance, own teaching and learning theories of learning to practice 4. Autonomy, with guidance, in own personal development 	<p>Teaching and Learning Strategies and Methods: Directed study, seminars, teaching practice and presentations Assessment Strategies: Coursework, Portfolio, Practice</p>
<p>Key and Transferable Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 5. The ability to engage in critical reading, research and investigation, and reflective practice 6. The ability to demonstrate engagement with education for sustainable development in own studies 7. The ability to demonstrate innovation, creativity and enterprise skills in own studies 	<p>Teaching and Learning Strategies and Methods: Creative problem solving and directed study Assessment Strategies: Coursework Professional Portfolio</p>
<p>Employment Related Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 8. Subject specific teaching skills 9. The ability to develop own professional practice with guidance 	<p>Teaching and Learning Strategies and Methods: Supervised teaching practice by a subject specialist mentor Assessment Strategies: Practice, Portfolio and Teaching observations and reports by a subject specialist mentor</p>
<p>Practical Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 10. Generic teaching skills 11. Reflective practice skills 	<p>Teaching and Learning Strategies and Methods: Supervised teaching practice by a course tutor Assessment Strategies: Teaching observations by course tutor Professional Portfolio</p>

PrGCE Level 6

<p>Knowledge and Understanding On completion graduates should have developed:</p> <ol style="list-style-type: none"> 1. Comprehensive knowledge of teaching and learning theories 2. Comprehensive knowledge of professional and curriculum issues 	<p>Teaching and Learning Strategies and Methods: Lectures, directed study and interactive discussions Assessment Strategies: Coursework</p>
<p>Cognitive and Intellectual Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 3. The ability to apply knowledge of teaching and learning theories to teaching practice with minimum guidance 4. A high degree of autonomy in own personal development 	<p>Teaching and Learning Strategies and Methods: Directed study, seminars, teaching practice and presentations Assessment Strategies: Coursework</p>
<p>Key and Transferable Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 5. The ability to critically engage in critical reading, research and investigation, and reflective practice 6. The ability to demonstrate a high degree of engagement with education for sustainable development in own studies 7. The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies 	<p>Teaching and Learning Strategies and Methods: Creative problem solving and directed study Assessment Strategies: Coursework Professional Portfolio</p>
<p>Employment Related Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 8. Subject specific teaching skills 9. The ability to develop own professional practice without guidance 	<p>Teaching and Learning Strategies and Methods: Supervised teaching practice by a subject specialist mentor Assessment Strategies: Teaching observations and reports by a subject specialist mentor</p>
<p>Practical Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 10. Generic teaching skills 11. Reflective practice skills 	<p>Teaching and Learning Strategies and Methods: Supervised teaching practice by a course tutor Assessment Strategies: Teaching observations by course tutor Professional Portfolio</p>

PGCE Level 7

<p>Knowledge and Understanding On completion graduates should have developed:</p> <ol style="list-style-type: none"> 1. Deep and systematic knowledge of teaching and learning theories 2. Deep and systematic knowledge of professional and curriculum issues 	<p>Teaching and Learning Strategies and Methods: Lectures, directed study and interactive discussions Assessment Strategies: Coursework</p>
<p>Cognitive and Intellectual Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 3. The ability to critically apply knowledge of teaching and learning theories to teaching practice without support 4. A high degree of autonomy in own personal development 	<p>Teaching and Learning Strategies and Methods: Directed study, seminars, teaching practice and presentations Assessment Strategies: Coursework</p>
<p>Key and Transferable Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 5. The ability to critically engage in reading, research and investigation, and reflexive practice 6. The ability to demonstrate a high degree of engagement with education for sustainable development in own studies 7. The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies 	<p>Teaching and Learning Strategies and Methods: Creative problem solving and directed study Assessment Strategies: Coursework Professional Portfolio</p>
<p>Employment Related Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 8. Subject specific teaching skills 9. The ability to develop own professional practice without guidance 	<p>Teaching and Learning Strategies and Methods: Supervised teaching practice by a subject specialist mentor Assessment Strategies: Teaching observations and reports by a subject specialist mentor</p>
<p>Practical Skills On completion graduates should have developed:</p> <ol style="list-style-type: none"> 10. Generic teaching skills 11. Reflexive practice skills 	<p>Teaching and Learning Strategies and Methods: Supervised teaching practice by a course tutor Assessment Strategies: Teaching observations by course tutor Professional Portfolio</p>

8. Admissions Criteria, including APCL, APEL and DAS arrangements

All appropriately qualified candidates will be given equal consideration during the selection process. University of Plymouth does not tolerate discrimination on the grounds of gender, ethnicity, colour, disability, religion, nationality, age, sexual orientation or any other irrelevant distinction.

Academic requirements:

PGCE/PrGCE (Inc DET)

- A bachelor's degree (or equivalent) relevant to the subject the student is planning to teach.

Cert Ed (Inc DET)

- A level 3 qualification or relevant industry experience

For all pathways

- Literacy skills at Level 2
- Numeracy at Level 2 and ICT skills

Non-academic requirements:

An interview is a pre-requisite for entry onto this Programme.

Part-Time In-service Programme: applicants are responsible for obtaining a suitable teaching placement for the duration of the course. They will be required to provide evidence from an employer or placement provider of 100 hours of teaching in the Further Education and Skills Sector in a full teaching role for the duration of the Programme and confirmation that a satisfactory Enhanced Disclosure and Barring Service and cross-phase compliance check has been carried out and the student is fit to teach.

Full-Time Pre-Service Programme: students will not be permitted to start the Programme unless a suitable placement can be secured. They must have a suitable placement for the duration of the programme. Should it become necessary to move placement, the University of Plymouth and its partner colleges will make reasonable and proportional effort to identify a suitable placement. However, if no suitable placement can be found the student will be required to interrupt until one is found. All students will be required to complete a satisfactory Enhanced Disclosure and Barring Service (DBS) and a cross-phase compliance check and complete a criminal convictions self-declaration form. All students must be deemed fit to teach (see Fitness to Teach Policy – Appendix 2).

Accreditation of Prior Certificated Learning

Plymouth Institute of Education will consider claims for Accreditation of Prior Learning (APL). Students wishing to apply for APL will be referred to the University of Plymouth's [APCL](#) Guide.

Typical examples that would be considered are:

- Undertaking of a level 4 CTLLS (Certificate of Teaching in the Lifelong Learning Sector)

- Part of a Level 5 awarding body DTLLS (Diploma of Teaching in the Lifelong Learning Sector) or DET (Diploma of Education and Teaching)
- LTHE(Learning and Teaching in Higher Education)
- PGCAP (Post-graduate Certificate of Academic Practice)

9. Progression criteria for Final and Intermediate Awards

N/A

10. Exceptions to Regulations

There is a dual outcome (Level 6 or 7) for those trainees following the PGCE route. If their work has not met the level 7 requirements, it will be remarked at level 6. If it meets these requirements it will be awarded a level 6 pass with an option for the trainee to resubmit the work at level 7 if the award board recommends. If the resubmitted work fails to meet the level 7 requirement, then the original level 6 grade remains. If a trainee fails to get 60 credits at level 7 they may exit with a level 6 Professional Graduate Certificate of Education (PrGCE). The regulatory framework for Postgraduate education awards and Cert Ed are to be found [here](#)

11. Mapping:

Appendix 1 - Programme Intended Learning Outcomes Map

Appendix 2 - Fit to Teach policy

Appendix 3 - Moderation and standardisation strategy

Appendix 1

QAA Descriptors for qualifications at Level 7	PGCE (inc DET) Programme Aims	PGCE (inc DET) Programme outcomes (linked to the ETF mandatory content for the Diploma in Education and Training)	Relevant Module
PGCEs are awarded to students who have demonstrated:	'... the PGCE (inc DET) programme aims to build student teachers' practical, conceptual and research capacity to: '	'On completion student teachers should have developed ... '	Through successful completion: Coursework Components Portfolio Components Teaching Practice Components
i a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	1-L7 to become reflective practitioners who develop and apply their deep and systematic knowledge of teaching and learning theories and critically engage in professional and curriculum issues to their teaching practice.	<p>Knowledge/understanding of</p> <p>Deep and systematic knowledge of theories and principles of learning.</p> <p>Deep and systematic knowledge of curriculum theories and principles within own subject specialist area.</p> <p>Deep and systematic knowledge and understanding of the theories and policies of Education for Sustainable Development</p> <p>Deep and systematic knowledge of issues of professional conduct and accountability</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

<p>ii a comprehensive understanding of techniques applicable to their own research or advanced scholarship;</p>	<p>2-L7 to develop a high degree of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;</p>	<p>Cognitive/intellectual skills to:</p> <p>The ability to apply theories and principles of learning to practice.</p> <p>The ability to critically investigate the range of roles and responsibilities of a teacher in the Further Education and Skills learning sector.</p> <p>The ability to critically evaluate the social cohesion of curricula with regards gender, transgender, age, ethnicity, race, religion and sexual orientation.</p> <p>The ability to critically analyse systems of quality assurance and quality improvement</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development module</p>
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<p>iii originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;</p>	<p>3-L7 to critically explore the concepts of professionalism and professional values and engage with education for sustainable development, in relation to their deep and systematic understanding and practice in relation to the professional standards; 4-L7 to develop collaborative and sustainable relationships which enable the demonstration of innovation, creativity and enterprise.</p>	<p>Cognitive/intellectual skills to:</p> <p>The ability to apply theories and principles of learning to practice</p> <p>The ability to critically investigate the range of roles and responsibilities of a teacher in the Further Education and Skills sector</p> <p>The ability to critically evaluate the social cohesion of curricula with regards gender, transgender, age, ethnicity, race, religion and sexual orientation</p> <p>The ability to critically analyse systems of quality assurance and quality improvement</p> <p>Key transferable skills to:</p> <p>The ability to critically engage in critical reading, research and investigation, and reflective practice.</p> <p>The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies.</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
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<p>iv conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • to evaluate critically current research and advanced scholarship in the discipline; and • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 	<p>2-L7 to develop a high degree of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills; 1-L7 to become reflective practitioners who develop and apply their deep and systematic knowledge of teaching and learning theories and critically engage in professional and curriculum issues to their teaching practice.</p>	<p>Knowledge/understanding of:</p> <p>Deep and systematic knowledge of theories and principles of learning</p> <p>Deep and systematic knowledge of curriculum theories and principles within own subject specialist area</p> <p>Deep and systematic knowledge and understanding of the theories and policies of Education for sustainable Development</p> <p>Cognitive/intellectual skills to:</p> <p>The ability to apply theories and principles of learning to practice</p> <p>The ability to critically investigate the range of roles and responsibilities of a teacher in the Further Education and Skills sector</p> <p>The ability to critically evaluate the social cohesion of curricula with regards gender, transgender, age, ethnicity, race, religion and sexual orientation</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
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Typically, holders of the qualification will be able to:			
<p>a deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</p>	<p>1-L7 to become reflective practitioners who develop and apply their deep and systematic knowledge of teaching and learning theories and critically engage in professional and curriculum issues to their teaching practice.</p> <p>2-L7 to develop a high degree of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;</p>	<p>Cognitive/intellectual skills to:</p> <p>The ability to apply theories and principles of learning to practice</p> <p>The ability to critically investigate the range of roles and responsibilities of a teacher in the Further Education and Skills sector</p> <p>The ability to critically evaluate the social cohesion of curricula with regards gender, transgender, age, ethnicity, race, religion and sexual orientation</p> <p>The ability to critically analyse systems of quality assurance and quality improvement</p> <p>Practical skills</p> <p>Demonstrate continued development through breadth of teaching practice</p> <p>Demonstrate proficiency and capacity in teaching practice</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

<p>b demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;</p>	<p>4-L7 to develop collaborative and sustainable relationships which enable the demonstration of innovation, creativity and enterprise.</p>	<p>Cognitive/intellectual skills to:</p> <p>The ability to apply theories and principles of learning to practice</p> <p>The ability to critically investigate the range of roles and responsibilities of a teacher in the Further Education and Skills sector</p> <p>Practical skills:</p> <p>Demonstrate continued development through breadth of teaching practice</p> <p>Demonstrate proficiency and capacity in teaching practice</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
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<p>c continue to advance their knowledge and understanding, and to develop new skills to a high level;</p>	<p>3-L7 to critically explore the concepts of professionalism and professional values and engage with education for sustainable development, in relation to their deep and systematic understanding and practice in relation to the professional standards;</p>	<p>Key transferable skills to:</p> <p>The ability to critically engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies</p> <p>Practical skills:</p> <p>Demonstrate continued development through breadth of teaching practice</p> <p>Demonstrate proficiency and capacity in teaching practice</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
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and will have:			
<p>d the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable situations; and • the independent learning ability required for continuing professional development. 	<p>3-L7 to critically explore the concepts of professionalism and professional values and engage with education for sustainable development, in relation to their deep and systematic understanding and practice in relation to the professional standards;</p> <p>4-L7 to develop collaborative and sustainable relationships which enable the demonstration of innovation, creativity and enterprise.</p>	<p>Key transferable skills</p> <p>The ability to critically engage in critical reading, research and investigation, and reflective practice.</p> <p>The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies</p> <p>Employment Related:</p> <p>The ability to critically analyse and develop own strengths and weaknesses against the Minimum Core.</p> <p>The ability to critically reflect on teaching performance using the Professional Standards.</p> <p>The ability to identify ways to improve own approaches to planning and enabling learning</p> <p>Practical skills</p> <p>Demonstrate continued development through breadth of teaching practice.</p> <p>Demonstrate proficiency and capacity in teaching practice</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

QAA Descriptors for qualifications at Level 6	PrGCE (inc DET) Programme aims and objectives	PrGCE (inc DET) Programme outcomes (linked to the ETF mandatory content for the Diploma in Education and Training)	Module
Honours degrees are awarded to students who have demonstrated:	‘... the PrGCE (inc DET) programme aims to build student teachers’ practical, conceptual and research capacity to: ’	‘On completion student teachers should have developed ... ‘	Through successful completion: Coursework Components Portfolio Components Teaching Practice Components
i a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;	1-L6 to become reflective practitioners who develop and apply their comprehensive knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;	Knowledge/understanding of: Comprehensive knowledge of the initial role of a teacher in the Further Education and Skills sector. Comprehensive knowledge of assessment strategies Comprehensive knowledge of theories and principles of learning. Comprehensive knowledge and understanding of the theories and policies of Education for Sustainable Development.	Learning Teaching and Assessment module Enhancement Module Curriculum and Society Module Wider Practice and Professional Development

<p>ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline;</p>	<p>3-L6 to explore the concepts of professionalism and professional values and engage with education for sustainable development, in relation to their comprehensive understanding and practice in relation to the professional standards;</p> <p>4-L6 to develop collaborative and sustainable relationships which enable the demonstration of innovation, creativity and enterprise.</p>	<p>Cognitive/intellectual skills to:</p> <p>The ability to analyse own assessment practices and make reasonable adjustments for a range of disabilities.</p> <p>The ability to apply theories and principles of learning to practice.</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
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<p>iii conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and • to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline; 	<p>1-L6 to become reflective practitioners who develop and apply their comprehensive knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;</p> <p>2-L6 to develop of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;</p>	<p>Knowledge/understanding of:</p> <p>Comprehensive knowledge of assessment strategies</p> <p>Comprehensive knowledge of theories and principles of learning</p> <p>Comprehensive knowledge and understanding of the theories and policies of Education for Sustainable Development</p> <p>Cognitive/intellectual skills to:</p> <p>The ability to analyse own assessment practices and make reasonable adjustments for a range of disabilities.</p> <p>The ability to apply theories and principles of learning to practice.</p> <p>Key Transferable Skills:</p> <p>The ability to critically engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
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<p>iv an appreciation of the uncertainty, ambiguity and limits of knowledge;</p>	<p>1-L6 to become reflective practitioners who develop and apply their comprehensive knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;</p>	<p>Cognitive/intellectual skills to: The ability to analyse own assessment practices and make reasonable adjustments for a range of disabilities. The ability to apply theories and principles of learning to practice.</p>	<p>Learning Teaching and Assessment module Enhancement Module Curriculum and Society Module Wider Practice and Professional Development</p>
<p>v the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).</p>	<p>1-L6 to become reflective practitioners who develop and apply their comprehensive knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;</p> <p>2-L6 to develop of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;</p>	<p>Cognitive/intellectual skills to: The ability to analyse own assessment practices and make reasonable adjustments for a range of disabilities. The ability to apply theories and principles of learning to practice.</p>	<p>Learning Teaching and Assessment module Enhancement Module Curriculum and Society Module Wider Practice and Professional Development</p>

Typically, holders of the qualification will be able to:			
<p>a apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;</p>	<p>1-L6 to become reflective practitioners who develop and apply their comprehensive knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;</p> <p>2-L6 to develop of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills</p>	<p>Cognitive/Intellectual Skills to:</p> <p>The ability to analyse own assessment practices and make reasonable adjustments for a range of disabilities</p> <p>The ability to apply theories and principles of learning to practice</p> <p>Key Transferable Skills:</p> <p>The ability to critically engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
<p>b critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;</p>	<p>2-L6 to develop of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;</p>	<p>Key Transferable Skills:</p> <p>The ability to critically engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a high degree of innovation, creativity and enterprise skills in own studies</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

<p>c communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;</p>	<p>1-L6 to become reflective practitioners who develop and apply their comprehensive knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;</p> <p>2-L6 to develop of autonomy through their critical reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills</p>	<p>Cognitive/Intellectual Skills to:</p> <p>The ability to analyse own assessment practices and make reasonable adjustments for a range of disabilities</p> <p>The ability to apply theories and principles of learning to practice</p> <p>The ability to effectively and coherently apply lesson planning concepts and assessment strategies to individual teaching sessions</p> <p>The ability to improve own subject specialist teaching</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
<p>and will have:</p>			

<p>d qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable contexts; and • the learning ability needed to undertake appropriate further training of a professional or equivalent nature. 	<p>3-L6 to explore the concepts of professionalism and professional values and engage with education for sustainable development, in relation to their comprehensive understanding and practice in relation to the professional standards;</p> <p>4-L6 to develop collaborative and sustainable relationships which enable the demonstration of innovation, creativity and enterprise.</p>	<p>Key Transferable skills:</p> <p>The ability to effectively and coherently apply lesson planning concepts and assessment strategies to individual teaching sessions</p> <p>The ability to improve own subject specialist teaching</p> <p>Employment Related:</p> <p>The ability to critically analyse and develop own strengths and weaknesses against the Minimum Core</p> <p>The ability to critically reflect on teaching performance using the Professional Standards</p> <p>The ability to identify ways to improve own approaches to planning and enabling learning</p> <p>Practical skills</p> <p>Demonstrate continued development through breadth of teaching practice.</p> <p>Demonstrate proficiency and capacity in teaching practice</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
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QAA Descriptors for qualifications at Level 5	Cert Ed (inc DET) Programme aims and objectives	Cert Ed (inc DET) Programme outcomes (linked to the ETF mandatory content for the Diploma in Education and Training)	Module
Foundation degrees are awarded to students who have demonstrated:	'... the Cert Ed (inc DET) programme aims to build student teachers' practical, conceptual and research capacity to:	'On completion student teachers should have developed ... '	Through successful completion of: Coursework Components Portfolio Components Teaching Practice Components
i. knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	1-L5 to become reflective practitioners who develop and apply their factual knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support;	<p>Knowledge and Understanding:</p> <p>Factual knowledge of the initial role of a teacher in the Further Education and Skills Sector</p> <p>Factual knowledge of assessment strategies</p> <p>Factual knowledge of theories and principles of learning</p> <p>Factual knowledge and understanding of the theories and policies of Education for Sustainable Development</p> <p>Cognitive/Intellectual skills:</p> <p>The ability to analyse, with guidance, own assessment practices and make reasonable adjustments for a range of disabilities</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

		The ability to apply, with guidance, theories and principles of learning to practice	
ii. ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	2-L5 to develop a degree of autonomy through their reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;	<p>Cognitive/intellectual skills: The ability to analyse, with guidance, own assessment practices and make reasonable adjustments for a range of disabilities</p> <p>The ability to apply, with guidance, theories and principles of learning to practice</p> <p>Key transferable skills: The ability to engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a degree of innovation, creativity and enterprise skills in own studies</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
iii. knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study	2-L5 to develop a degree of autonomy through their reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;	<p>Cognitive/intellectual skills: The ability to analyse, with guidance, own assessment practices and make reasonable adjustments for a range of disabilities</p> <p>The ability to apply, with guidance, theories and principles of learning to practice</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

		<p>Key transferable skills: The ability to engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a degree of innovation, creativity and enterprise skills in own studies</p>	
iv. an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge	3-L5 to explore the concepts of professionalism and professional values and engage with education for sustainable development, as they develop their understanding and practice in relation to the professional standards;	<p>Knowledge and Understanding:</p> <p>Factual knowledge of the initial role of a teacher in the Further Education and Skills Sector</p> <p>Factual knowledge of assessment strategies</p> <p>Factual knowledge of theories and principles of learning</p> <p>Factual knowledge and understanding of the theories and policies of Education for Sustainable Development</p> <p>Cognitive/Intellectual skills:</p> <p>The ability to analyse, with guidance, own assessment practices and make reasonable adjustments for a range of disabilities</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

		The ability to apply, with guidance, theories and principles of learning to practice	
Typically Holders will be able to:			
a. use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	<p>1-L5 to become reflective practitioners who develop and apply their factual knowledge of teaching and learning theories and professional and curriculum issues to their teaching practice with support</p> <p>2-L5 to develop a degree of autonomy through their reading, research, investigation and reflective practice to develop their subject specialist and generic teaching skills;</p>	<p>Cognitive/Intellectual skills:</p> <p>The ability to analyse, with guidance, own assessment practices and make reasonable adjustments for a range of disabilities</p> <p>The ability to apply, with guidance, theories and principles of learning to practice</p> <p>Practical Skills:</p> <p>The ability to effectively and coherently apply lesson planning concepts and assessment strategies to individual teaching sessions.</p> <p>The ability to improve own subject specialist teaching with guidance from a mentor and course tutor.</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
b. effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist	4-L5 to develop collaborative relationships which enable the demonstration of innovation, creativity and enterprise.	<p>Cognitive/Intellectual skills:</p> <p>The ability to analyse, with guidance, own assessment practices and make reasonable</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p>

<p>audiences, and deploy key techniques of the discipline effectively</p>		<p>adjustments for a range of disabilities</p> <p>The ability to apply, with guidance, theories and principles of learning to practice</p> <p>Practical Skills:</p> <p>The ability to effectively and coherently apply lesson planning concepts and assessment strategies to individual teaching sessions.</p> <p>The ability to improve own subject specialist teaching with guidance from a mentor and course tutor</p>	<p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>
<p>c. undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</p>	<p>3-L5 to explore the concepts of professionalism and professional values and engage with education for sustainable development, as they develop their understanding and practice in relation to the professional standards;</p>	<p>Key Transferable Skills:</p> <p>The ability to engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a degree of innovation, creativity and enterprise skills in own studies</p> <p>Practical Skills:</p> <p>The ability to effectively and coherently apply lesson planning concepts and assessment strategies to individual teaching sessions.</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

		The ability to improve own subject specialist teaching with guidance from a mentor and course tutor	
And holders will have			
d. the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	3-L5 to explore the concepts of professionalism and professional values and engage with education for sustainable development, as they develop their understanding and practice in relation to the professional standards;	<p>Key Transferable Skills:</p> <p>The ability to engage in critical reading, research and investigation, and reflective practice</p> <p>The ability to demonstrate a degree of innovation, creativity and enterprise skills in own studies</p> <p>Practical Skills:</p> <p>The ability to effectively and coherently apply lesson planning concepts and assessment strategies to individual teaching sessions.</p> <p>The ability to improve own subject specialist teaching with guidance from a mentor and course tutor</p>	<p>Learning Teaching and Assessment module</p> <p>Enhancement Module</p> <p>Curriculum and Society Module</p> <p>Wider Practice and Professional Development</p>

Appendix 2 – Fitness to Teach Policy (Note-This policy is currently being reviewed to provide a cross-phase Fit to teach policy)

Contents

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1. Introduction

Purpose

Initial Teacher Education (ITE) providers have a responsibility to ensure trainee teachers have the health and physical capacity to teach and will not put children and adults at risk of harm.

Statutory basis

[The Education \(Health Standards\) \(England\) Regulations 2003](#) (the 2003 Regulations) state that training providers and employers must ensure that a person has the health and physical fitness to teach. These regulations explain that a “relevant activity” may only be carried out by a person if, having regard to any duty of his/her employer under Part II of the Disability Discrimination Act 1995 (DDA), he/she has the health and physical capacity to carry out that activity. If it appears to an employer/training provider that a teacher/trainee teacher may no longer have the health or physical capacity to carry out a relevant activity the employer/training provider must follow the procedures under the 2003 regulations.

“Relevant activity” is undertaken throughout the following courses and therefore any student enrolled on the course is required to demonstrate their fitness to teach before and during their period of study:

- BEd Primary (all subject pathways)
- PGCE Secondary (all subject pathways)
- PGCE Primary (Early Years)
- PGCE Primary
- PGCE (incorporating the Diploma in Education and Training)
- Certificate of Education (incorporating the Diploma in Education and Training)

This policy should be read in conjunction with the following University of Plymouth documents: University of Plymouth Code of Conduct and Student Disciplinary Procedure, Faculty of Arts & Humanities Safeguarding Policy and the University of Plymouth Academic Regulations.

This policy will be reviewed and updated annually.

Protecting the Health, Education and Welfare of Children and Adults

Trainee teachers need a sufficient standard of health and physical fitness to enter or remain in the teaching profession. Teaching is a demanding yet rewarding career and teachers have a duty of care for the children and adults in their charge. The health, education, safety and welfare of children and adults are important factors in deciding on an individual's health and physical capacity to train to and subsequently to teach. Applicants with a disability should not be deterred from considering teaching as a career, Initial Teacher Education providers and employers have a duty under the DDA to make reasonable adjustments.

Reasonable adjustments in the workplace

Under the DDA, employers/training providers have a duty to consider making ‘reasonable adjustments’ to ensure employees/trainees are not put at a disadvantage by employment policies, practices and procedures or any physical feature of the workplace.

Medical advisers must consider whether applicants with disabilities will be able to carry out their duties effectively once any necessary reasonable adjustments have been made.

2. Medical Fitness for Entry to Initial Teacher Education (ITE) – information relating to applicants

Procedure for Fitness to Teach

The Secretary of State's requirements on providers of Initial Teacher Education include the provision to satisfy themselves that entrants are fit to undertake teacher training and subsequently to teach.

The Faculty of Arts & Humanities has a contract with Industrial Medical and Safety Services Limited (IMASS) 'Fit 2 Teach' to carry out medical assessments and provide recommendations of fitness to teach. It is the partner college responsibility to ensure that they make an assessment of their trainees' fitness to teach trainees. The process should be broadly similar to the one outlined within this appendix Fig 1.

The outcomes of these assessments not only determine the future careers of teachers and lecturers but also ensure the safeguarding and learning of children and adults. The Faculty of Arts & Humanities will, therefore, base their decisions on objective evidence and advice from IMASS, the University's Disability Assist Services and Occupational Health Service. When appropriate this will involve a case conference.

The following chart shows the procedure followed by the Faculty of Arts & Humanities in assessing whether an applicant has the health and physical capacity required of entrants to teacher education

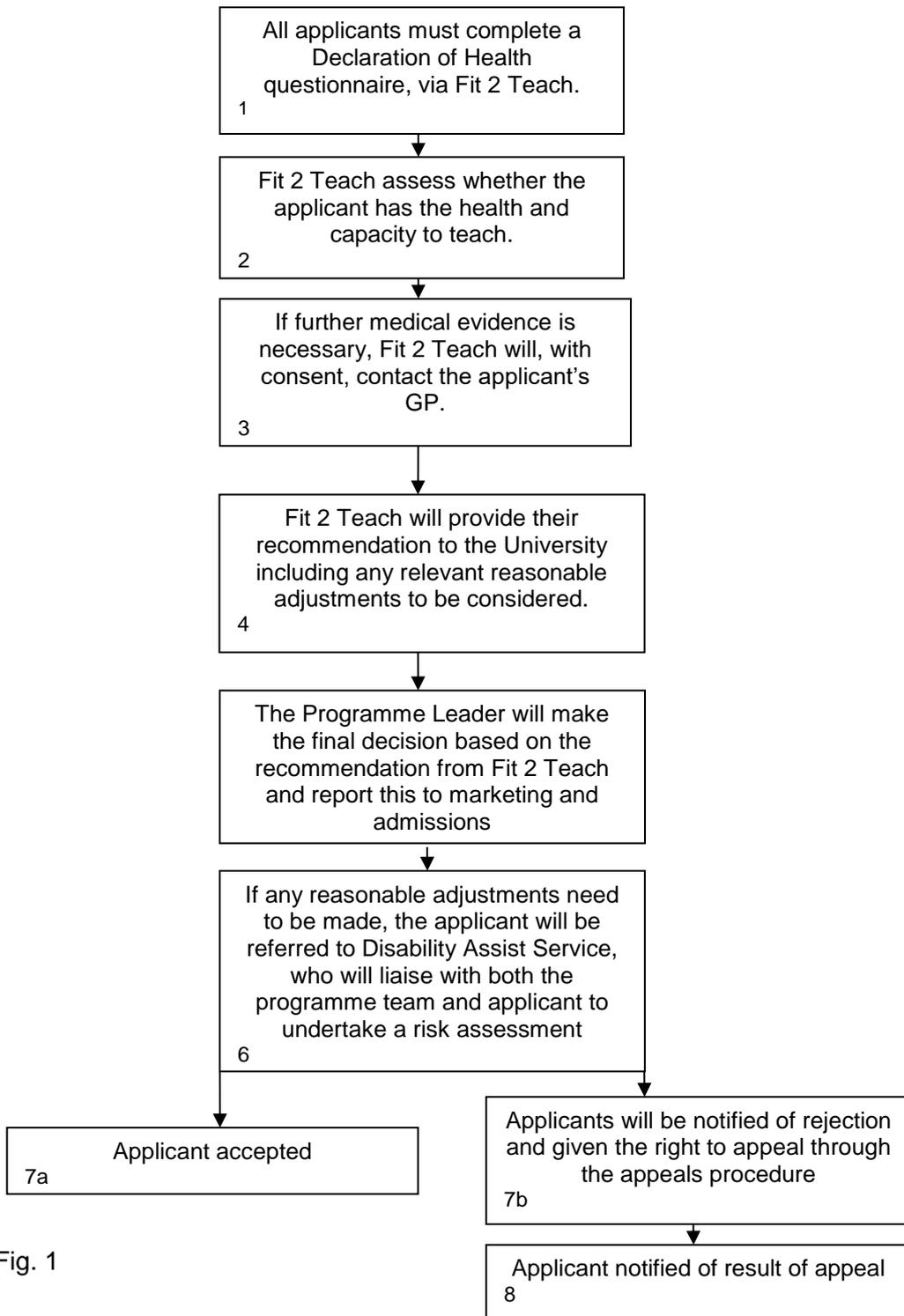


Fig. 1

Declaration of health: administration of applications

Before final acceptance onto a course, all applicants holding firm offers are required to complete a declaration of health questionnaire via the Fit 2 Teach website (1). Applicants are encouraged throughout the admissions process to disclose any disability or health condition so that the University can assess any support that may be needed. Where the medical adviser considers that further assessment is necessary before a decision can be reached, a medical examination will be arranged in consultation with the applicant (3).

An applicant will not be permitted to start their course unless a medical assessment has been completed (via Fit 2 Teach). An applicant will only be permitted to start a teaching placement if they have been confirmed fit to teach (or reasonable adjustments have been agreed).

An applicant (whether deemed medically fit or not), who for some reason unconnected with medical fitness, defers their entry to the ITE course will be required to complete a new and satisfactory declaration of health before admission.

Confidentiality

Medical advisers are responsible for the confidentiality and privacy of the procedures under medical ethical practice. All information provided by an applicant to a health professional is also subject to the common law duty of confidence. The University will not use information for any purpose, in line with the Data Protection Act, other than the one for which it was provided without the consent of the individual concerned. Medical information will not be passed to third parties without the consent of the individual unless there is some overriding public interest in doing so, such as the need to protect others from harm.

Outcomes of the fitness to teach assessment

There are three possible outcomes of the fitness to teach assessment:

- The applicant is fit to teach
- The applicant is fit to teach, with reasonable adjustments
- The applicant is not fit to teach

In cases where the applicant is deemed fit to teach with reasonable adjustments, the Faculty of Arts & Humanities will arrange an information meeting with the applicant, members of the course team and the University's Disability Assist Service. This meeting will serve to discuss adjustments that can be reasonably made. The Programme Leader will make the final decision on whether to accept the applicant based on evidence supplied from the medical advisor in conjunction with evidence obtained from the information meeting.

In cases where the applicant is deemed not fit to teach, the Programme Leader will make the decision on whether to accept the applicant based on evidence supplied from the medical advisor. The applicant will be informed of this decision by the admissions office.

Procedure for appeals

The applicant may appeal against a decision that has not been conducted in accordance with the current Fitness to Teach Policy; or if some other demonstrable material irregularity relating to this procedure has occurred. An appeal cannot be made against academic or professional judgement.

The appeal will be to the Dean of the Faculty and will be lodged in writing within 28 days of the decision.

3. Medical fitness whilst on course – information relating to enrolled students

Concerns about a student's fitness to teach may be raised from any source, including any member of University staff, fellow students, placement staff, and member of the public or other agencies such as the police, Social Services or Occupational Health Service.

These may include concerns about a student's:

- Health or well-being
- Failure to recognise limits and abilities or a lack of insight into health conditions that may put the student or other people at risk
- Attitude or behaviour on campus or in placement settings
- Poor or non-attendance on campus or in placement settings
- Poor time-keeping

This list provides examples and is not exhaustive.

Students are required to declare, to the programme leader, any medical condition that worsens or occurs during the period of study.

Students may be referred to the Occupational Health Service if concerns are raised regarding a student's good health. Students may also be required to undertake a fitness to teach medical assessment; if this is required the student will follow the procedure for applicants outlined above. The Plymouth Institute of Education Senior Tutor is available as a source of information, advice and guidance for those trainees that are on course. The Senior Tutor can be contacted via the PGCE/Cert Ed (Inc DET) Programme Leader at University of Plymouth.

Medical fitness after an interruption of study

If a student interrupts his or her training, for any length of time, because of a condition that may jeopardise fitness to teach, or if a condition arises during the period of interruption, the University has the right to request a further fitness to teach assessment; if this is required the student will follow the procedure for applicants outlined above.

Failure to disclose relevant medical information and providing false information

If a student is found to have:

- failed to disclose information which would otherwise have made them ineligible;
- given false information, including appropriate information about medical problems which arise during training;
- failed to comply with conditions imposed by the provider's medical adviser such as regular monitoring or check-ups during the course;

the Faculty of Arts & Humanities will invoke the University of Plymouth Student Disciplinary Procedure.

4. **Key documentation**

- [Obtaining Occupational Health Advice on Fitness to Teach](#) - A Guide for Teacher Employers and Managers and for College Admissions and Pastoral Care Tutors (75KB, PDF format)
- [Fitness to Teach](#) - Occupational Health Guidance for the Training and Employment of Teachers (164KB, PDF format)
- Able to Teach – Training and Development Agency, 2007

Related University of Plymouth documents

- Faculty of Arts & Humanities Safeguarding Policy

The following documents can be found on the University portal:

- Academic Regulations
- Code of Conduct and Disciplinary Procedure for Students

5. Administrative procedure

1. Fitness to teach instructions are only issued to applicants once they are holding a CF status
2. Groups of applicants (50+) can be uploaded onto the Fit2Teach system via the template spreadsheet. Individual applicants can be added directly onto the Fit2Teach system.
3. Each applicant will be assigned a personal Access Key and Passphrase. These details can be emailed to them (either via a mail merge or separately via Fit2Teach) along with instructions on how to access the online questionnaire.
4. Fit2Teach will send tracking updated via email on each application detailing each stage of the assessment. Applicants can also be tracked via the Fit2Teach system.
5. Following the assessment applicants will be considered either:
 - Fit for a career in teaching
 - Fit with reasonable adjustments
 - Not fit for a career in teaching
6. The majority of applicants will be classed as fit to teach with no specific comments. These can be recorded as so on the relevant course spreadsheet.
7. Some assessments may include additional guidance for the University. This guidance usually falls into one of three categories:
 - a) Details of a health condition with no action required
 - b) Details of a health condition and a recommendation that the applicant would benefit from accessing the University support services (DAS)
 - c) Details of a health condition and a recommendation of reasonable adjustments to be put in place
8. The above guidance is to be recorded on the relevant course spreadsheet and passed on to the relevant Programme Leader. In the cases of b) and c) the information should also be passed on to DAS as an information meeting may have to be arranged.

Appendix 3 - Outline of the Moderation and standardisation strategy

Introduction

All submitted work will be assessed and assured in line with the university's marking and moderation policy found [here](#).

The outline of the PGCE/Cert Ed (Inc DET) is as follows:

