



# 2026-2028 Pre-Course Information for Applicants to the Part Time Courses

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

## Postgraduate Certificate in Education and Training (PGCE) (Further Education and Skills Sector)

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### 1. Welcome to Initial Teacher Education

The University of 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 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 have 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 can apply these to your professional practice. In the second stage of your course, you will undertake your own research around policy and professionalism which you will present at a peer conference, and you will design your own research project which may be selected for publication in our academic journal; *Through the Looking Glass*.

The Certificate in Education and Postgraduate Certificate in Education (further education and skills sector) 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 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 Lancashire: Mission

We are 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, and 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 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 Lancashire: Values

### Achieving Together

We achieve our ambitions through teamwork and collaboration.

### Being Proud

We take responsibility for and professional pride in the quality of our work.

### Creating Opportunity

We proactively create and seize every opportunity to flourish in education, at work and for life.

### Supporting All

Everyone matters. We show support, respect and compassion for our students, colleagues and communities.

## Student Charter

Our mission is to help people seize every opportunity to flourish in education, at work and for life. We are 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 <https://www.lancashire.ac.uk/about-us/student-charter>

## 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 we 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 of Lancashire using the following link: <https://www.lancashire.ac.uk/values-and-initiatives/equality-diversity-inclusion>

## **Information for Partner Students**

At the University of 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: <https://www.lancashire.ac.uk/welcome/partners>

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 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 Lancashire ITE provision is to support the professional development of trainee teachers within the further education and skills (FES) sector. The course will equip trainees with the knowledge, skills and behaviours 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 PGCE and the Certificate in Education courses have been designed in order that trainee teachers on the two courses share curriculum. It is the intention of the University and college Course Leaders, that the two cohorts should be integrated as much as possible, as both groups have much in common and much to offer each other.

Our courses are designed with the expectation that trainees will develop the knowledge, skills and behaviours to pursue long, successful careers in the FES sector where you will inspire your learners with your passion for your subject.

The aims of the courses are as follows:

### **Certificate in Education (Further Education and Skills Sector)**

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

### Post Graduate Certificate in Education (Further Education and Skills Sector)

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

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

**Both courses are for those wishing to teach in the further education and skills sector.**

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

If you wish to see more detailed information specific to your chosen course of study in the form of a 'programme specification' please ask the college admissions team, 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 an application for their academic year of study.

If there are any material changes to a course, you will be notified after the change has been 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.

## 1.2 Entry Requirements

The part-time courses are open to new applicants to teaching who wish to work as teachers, trainers or tutors in adult, community, work-based and further education and the wider further education and skills sector, and who, at the time of starting the course, meet the following minimum entry requirements:

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

### Certificate in Education (Further Education and Skills)

1. A minimum of a Level 3 qualification in all the specialist subjects they will be teaching<sup>1</sup>
2. GCSE English at grade C/4 or above (or Ofqual approved equivalent)<sup>2</sup>
3. GCSE mathematics at grade C/4 or above (or Ofqual approved equivalent)<sup>2</sup>
4. 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)<sup>3</sup>
5. A teaching contract or a voluntary placement across two institutions, which includes:
6. A minimum of 150 hours of teaching practice<sup>4</sup>
7. A minimum of 100 hours of non-teaching practice<sup>4</sup>
8. A named subject specific mentor in the primary placement location<sup>5</sup>
9. A named pastoral mentor
10. Completion of a satisfactory course interview<sup>6</sup>
11. Completion of a satisfactory subject interview<sup>6</sup>
12. Provide confirmation of an Enhanced Disclosure and Barring Service (DBS) check. Pre-service applicants wishing to teach in a sixth form attached to a school, or in 14-16 alternative provision, will also be checked against the prohibition list.

### Post Graduate Certificate in Education (Further Education and Skills)

1. UK honours degree (normally 2:2 or above) or equivalent related to your specialist area
2. A minimum of a Level 3 qualification in all the specialist subjects they will be teaching (if different to degree subject)<sup>1</sup>
3. GCSE English at grade C/4 or above (or Ofqual approved equivalent)<sup>2</sup>
4. GCSE mathematics at grade C/4 or above (or Ofqual approved equivalent)<sup>2</sup>
5. 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)<sup>3</sup>
6. A teaching contract or a voluntary placement across two institutions, that includes:  
A minimum of 150 hours of teaching practice<sup>4</sup>  
A minimum of 100 hours of non-teaching practice<sup>4</sup>
7. A named subject specific mentor in the primary placement location<sup>5</sup>
8. A named pastoral mentor
9. Completion of a satisfactory course interview<sup>6</sup>
10. Completion of a satisfactory subject interview<sup>6</sup>
11. Provide confirmation of an Enhanced Disclosure and Barring Service (DBS) check  
Pre-service applicants wishing to teach in a school, or sixth form attached to a school will also be checked against the prohibition list

Applicants wanting to teach English and applicants wanting to teach mathematics (without a mathematics 'A' Level/degree) are required to successfully complete an additional entry assessment to demonstrate their content knowledge and skills.

This may impact on the acquisition of a suitable teaching practice placement and therefore additional time must be factored in for this.

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

<sup>2</sup> 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) )

<sup>3</sup> IELTS certification date must be within two years of the point of application.

#### <sup>4</sup>Teaching Hours

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

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

Effective teaching practice experience should ideally include:

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

<sup>5</sup> Applicants will not source their own subject specific mentors. The college that you are applying to will work to do this and discuss with you their progress in securing a subject specialist mentor. You may not enrol to the course if a subject specialist mentor has not been allocated.

<sup>6</sup>Applicants also need to demonstrate at interview and through references that they have the potential to become a good teacher. Where applicants have non-standard qualifications, please contact the University ITE team to enquire about equivalences.

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

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

Applicants are required to show original qualification certificates and proof of ID.

## 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 college admissions team. 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
- Placement interview (for pre-service applicants)
- Placement/ employment suitability check
- Confirmation of teaching/placement hours
- Confirmation of a subject specific mentor
- Two references (which must be provided before you are interviewed)

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

### 1.2.2 Pre-course study pack

If you are a successful applicant, before embarking on your course, the college will share access to a 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.

### 1.2.3 ITE bursaries

The government have committed to providing tax free bursaries for those training to teach STEM shortage subjects, those training to teach SEND and those training to teach English. This will be discussed with you at interview, including an outline of the eligibility criteria and application process. [FE funding: initial teacher education bursary, 2026 to 2027 - GOV.UK](#)

## 1.3 Mentoring and Subject Specific Support

Initial Teacher Education courses require that every trainee teacher is supported by a subject specific mentor and a pastoral mentor. This arrangement must be confirmed before enrolment.

The subject specific mentor must have the availability to meet regularly with their trainee (we recommend at least 30 minutes each week with part time trainees) and to carry out a minimum of six observations of the mentee during their teacher training.

Both the subject specific and pastoral mentors are required to attend training to ensure that they understand the roles and responsibilities of being a mentor to a trainee teacher.

### **Subject Specialist Mentor**

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

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

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

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

### **Pastoral mentor**

You will also be assigned a pastoral mentor. This mentor will be available for more general areas of advice and support about teaching that fall outside of your subject specialist teaching, but that help you to understand and develop all aspects of teaching in the further education and skills (FES) sector.

## **1.4 Professional Status and Progression**

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 is 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 FES 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 FES sector. QTLS may be an option in exceptional cases if you secure employment in a school or sixth form attached to a school after qualification 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 Lancashire:

- Certificate in Education provides 180 credits you may use as RPL for the BA (Hons) Education
- PGCE provides 60 credits you may use as RPL towards the Masters Professional Practice in Education.

For more information, please contact Dr Clare Winder, [clwinder@lancashire.ac.uk](mailto:clwinder@lancashire.ac.uk).

## 1.5 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. It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children and young people. Further information about this can be accessed here:

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

The college where you are applying may undertake a range of checks on your suitability in line with part 3 of the above statutory guidance.

As part of Hugh Baird College's commitment to safer recruitment, we will ask all trainees to complete an application form to start their journey. We require original documents as part of your enrolment process; this includes all documents for qualification and identity checks. If offered a place on the course, we will ask you to sign a declaration of suitability which will stand until we receive confirmation that you have been sent a clear enhanced DBS certificate.

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

#### Why do I have to complete this declaration?

The purpose of this declaration is to ensure that college admissions teams have access to all relevant information when making a judgement about an applicant's capability and suitability to join the teaching profession. This will be requested from you if you are successful at both the course and placement interviews.

Initial Teacher Education at the University of 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 college admissions team following your interview.

### 1.5.2 Disclosures and Barring Service

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

If your DBS certificate is returned with any conviction noted, your application will be referred to the University's DBS panel for deliberation.

The school or college where you are on placement are legally entitled to and can insist to see a student's DBS certificate if they wish to do so. In most cases this will mean that the individual will need to be prepared to present their certificate on request. If an individual is unwilling to do so, the school or college is legally permitted to turn them away/ terminate the placement offer without further reason.

**Please be aware that you may not enrol until you have DBS clearance.**

## 1.6 Course Costs and Finance

### Fees

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

The fees for 2026-2027 can be found on the college webpage here: [University Centre Tuition Fees | Hugh Baird College | Officially Outstanding](#)

### Other costs

- **Through the Looking Glass:** The Partnership produces an annual professional academic publication of trainees' action research. This is a valuable opportunity for trainees to have their work published and copies cost approximately £10. It is also a useful learning resource for you, when you carry out your own research.
- **Printing:** The academic poster for the TS2005/ TS4005 Policy and Professionalism module requires a paper copy for the presentation you will undertake.
- **Travel** to and from your placement and to the observations of peers and other teachers is at your own cost.

## 1.7 Course Team

Director of Higher Skills (standards)	Delyth Coles	<a href="mailto:Delyth.coles@hughbaird.ac.uk">Delyth.coles@hughbaird.ac.uk</a>
Manager of Teacher Education & Training	Diane Flynn	<a href="mailto:Diane.flynn@hughbaird.ac.uk">Diane.flynn@hughbaird.ac.uk</a>
ITE Lecturer	Lisa Chedgzoy	<a href="mailto:Lisa.chedgzoy@hughbaird.ac.uk">Lisa.chedgzoy@hughbaird.ac.uk</a>

Initial Teacher Education is led at the University by Dr Clare Winder who may be contacted by email at [clwinder@lancashire.ac.uk](mailto:clwinder@lancashire.ac.uk)

## 1.8 Expertise of Staff

Diane Flynn	<p>I have worked with the University of Lancashire delivering the PGCE and Certificate in Education courses for over 10 years. My master's in education research examined the impact of formal teaching observations on trainee teachers' development and the impact on their progress in teacher training in the Further Education and Skills sector (FES). I am now taking this research further and examining the impact of formal observation processes under the new Diploma in Teaching (DiT) on subject specific mentors for my Doctoral studies. I have worked in Higher Education for 12 years delivering Sociology and Criminology degree programmes and supervising dissertation students. I have a good background in curriculum design and development and have written a criminology degree for Cumbria University. I continue to work with the University of Lancashire in the development of assessment currently used in teacher training.</p>
Lisa Chedgzoy	<p>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.</p>

## 1.9 Administration Details

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

The important thing to remember 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 at the University 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://msuclanac.sharepoint.com/sites/StudentHub/SitePages/Academic-Registry.aspx>

## 1.10 Communication

The staff at Hugh Baird College and the teacher education team are always happy to help, you can contact us via email, phone, or Teams messaging. We endeavour to respond to all messages and enquiries in a timely manner. However, due to teaching hours and work commitments it may take up to 48 hours for the staff members to respond, excluding holidays and weekends. Staff will utilise their Out Of Office notifications to provide relevant contact information in case of emergencies. The University expects you to use your 'lancashire.ac.uk' email address and check regularly for messages from staff. If you send email messages from other addresses, they risk being filtered out as potential spam and discarded unread.

## 1.11 Data Protection

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

## 2. Structure of ITE Provision

The University of Lancashire's 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 Part-Time CertEd/PGCE Structure

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

#### YEAR ONE: CertEd and PGCE

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

#### YEAR TWO: Cert Ed

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

#### YEAR TWO: PGCE

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

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

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

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

### 2.1.1 Course design

The course has been designed to offer an integrated, ambitious curriculum that will support you in developing your subject knowledge and pedagogy (the knowledge and approaches to teach your specialist subject).

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

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

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

## 2.2 Course Modules

### YEAR ONE

TS2000	Teaching, Learning and Assessment in the Further Education and Skills Sector
The aim of the module is to provide trainee teachers with the necessary foundational skills for teaching, learning, and assessing in the further education and skills sector.	
TS2001	Developing Subject Specialist Practice
The aim of the module is to develop trainee teachers' professional skills and behaviours as reflective subject-specialist practitioners in the further education and skills sector: To develop trainees' confidence and independence in meeting the changing demands of teaching, learning and assessment and explore and develop an evidence-based approach to the teaching of their subject.	
TS2002	Designing and Developing an Inclusive Curriculum
The aim of the module is to develop trainees' knowledge and skills for curriculum planning, review, and development, so they can develop a holistic, inclusive, and evidence-based approach to their curriculum decisions and practice.	

## YEAR TWO

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

### 2.2.1 Module Registration Options

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

### 2.3 Course Requirements and Assessment

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

There are three integrated aspects of assessment on the course:

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

### 2.3.1 Professional Conduct and Professionalism

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

As a 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:

- Skills England: Learning and Skills Teacher Occupational Standard
- Society for Education and Training Ethics and Conduct procedures
- The Society for Education and Training's *Professional Standards*
- University *Regulations for the Conduct of Students* and *Fitness to Practice Procedure*
- The Education (Health Standards) (England) Regulations 2003
- Keeping Children Safe in Education statutory guidance.

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.

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

In addition to meeting the module learning outcomes, trainee teachers are required to meet the **attendance requirements** of the course, the required standards of **professional conduct** in every aspect of your course, practice and behaviours (See the bottom of the previous page).

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

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal verbal warning, and the University will support staff by invoking formal procedures where necessary. You can read more about university 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 (FES) sector are being prepared effectively to successfully meet the needs of the learners they are teaching and to have a long and successful teaching career. 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 FES 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 as a minimum.

You can access the document via the following link:

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

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 about making sure you can identify concerning 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 subject mentor and course tutor (if you are pre-service) or to your safeguarding lead (if you are in-service).

### 2.4 Study Time

This course consists of one half-day or evening of centre-based training/study at your chosen college and at least one day a week in your placement setting, where you will be supported by a subject specialist mentor and a pastoral mentor.

The placement requirement includes a minimum of two locations. This is to improve the breadth of experience as practices vary. The second placement must be for at least 20 hours and ideally would be at a different provider.

You will be expected to observe other teachers in different settings or locations, at times which may be outside your own working hours, and any travel will be at your own cost.

#### 2.4.1 Weekly timetable

The course days/times for 2026-28 at Hugh Baird College are given below:

Monday	Tuesday	Wednesday	Thursday	Friday
Placement	Placement	Placement	College	Placement
Placement	Placement	Placement	College	Placement

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

**N.B – You do not need to follow the placement days set out above, your placement days should be agreed upon with your mentor in your first meeting.**

### 2.4.2 Expected hours of study

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

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 your time effectively to give appropriate time to your studies during the course. Your course tutors will support and monitor you carefully and provide you with lots of help in managing your workload as a trainee teacher.

### 2.4.3 Attendance Requirements

You are required to attend all timetabled learning and placement 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	<a href="mailto:Delyth.coles@hughbaird.ac.uk">Delyth.coles@hughbaird.ac.uk</a>
Manager of Teacher Education & Training	Diane Flynn	<a href="mailto:Diane.flynn@hughbaird.ac.uk">Diane.flynn@hughbaird.ac.uk</a>
ITE Lecturer	Lisa Chedgzoy	<a href="mailto:Lisa.chedgzoy@hughbaird.ac.uk">Lisa.chedgzoy@hughbaird.ac.uk</a>

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 the centre-based session.

### 2.5 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 (FES) 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 <https://www.lancashire.ac.uk/> and click on the **Student** tab on the top red bar. This will take you to the Student Hub pages 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

[LIscustomersupport@lancashire.ac.uk](mailto:LIscustomersupport@lancashire.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 and are able to use these with your own students. They are also very experienced observers and will discuss your teaching with you to help you improve and become the best teacher you can be.

All trainee teachers on the course are required to have a Subject Specialist Mentor: This is a non-negotiable condition of continued enrolment. (See Entry criteria on the programme specification in appendix 2, and in your pre-course handbook). If you do not have a Subject Specialist Mentor in place, you will be required to interrupt your studies.

#### Subject Specialist Mentor

Subject specialist Mentors need to be qualified teachers themselves holding a teacher training qualification that is the equivalent to the Cert Ed/PGCE and have appropriate teaching experience with student groups in their own curriculum area.

You will meet with your Subject Specialist Mentor for at least 30 minutes each week. In your first meeting, you should use the mentor agreement in your Portfolio of Professional Achievement (PoPA) as the basis for how you will work together. The agreement explains the expectations we have for both people involved in this working relationship.

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

Your Subject Specialist Mentor will observe six of your assessed sessions. These observations will be focused on your subject specialism and pedagogy. A day or two after the observations, you'll meet for the post observation discussion, and they will provide you with a written feedback report. They will also write your interim progress review at the halfway stage of your course. Towards the end of your course, they will write your summative review and join your Course Tutor for your professional discussion where you will evidence that you have met the Occupational Standard.

## Pastoral Mentor

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

You will meet with your Pastoral Mentor for half an hour each week. The role is separate to that of your Personal Tutor (see section 3.1).

## 3.1 Personal Tutors

All trainees will be assigned a personal tutor (it could be that your personal tutor is also your pastoral mentor). Trainees must have at least one formal tutorial per semester and personal 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:

- Whether you are making the required progress
- Reviewing your Reflective Progress Review log actions about 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@lancashire.ac.uk](mailto:inclusivesupport@lancashire.ac.uk)

The college will make reasonable adjustments to accommodate your needs where appropriate and will provide 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 practice 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 and Professionalism Agreement (Appendix 1) 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 provide 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. Access the web page for more information using the following link: <https://www.uclan.ac.uk/students/index.php>

#### 3.3.1 Student Support and Wellbeing

Everyone will experience barriers to wellbeing at times in their life. If this happens whilst you are studying at college, they are here to help.

You might want 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 they aim to do this every day through their wide range of services, activities and opportunities. You can find out more information by clicking on the following link: <https://www.lancashiresu.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 the above website for full details on what they 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

## Trainee Teacher Personal and Professional Conduct Agreement

You are embarking on a professional training course and need to behave as a professional throughout. 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 course tutors and mentors advance notice of and reasons for any reasonable absence from my teaching practice or centre-based ITE lessons.
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 subject specialist mentor and other tutors to plan, maintain records, collect and mark learners' work and prepare for examinations.
14. I understand that I may only record centre-based ITE lessons with the prior permission of the ITE course 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 learners, 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 of Lancashire's 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 and agree to the standards included in the links below.

**You are also referred to the following key documents and regulations:**

- Learning and Skills Teacher Occupational Standard: [Learning and skills teacher / Skills England](#)
- Education and Training Foundation *Professional Standards 2022* [Professional Standards for Teachers and Trainers \(et-foundation.co.uk\)](#)
- Society for Education and Training Code of Professional Practice <https://set.et-foundation.co.uk/membership/code-of-professional-practice/>
- University of Lancashire's *Regulations for the Conduct of Students and Fitness to Practise Procedure* <https://www.lancashire.ac.uk/legal/student-policies/taught-courses>
- Department for Education *Keeping Children Safe in Education* <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>