


The Catholic University of Eastern Africa

TITLE	AUTHOR
PROCEDURE FOR TEACHING PRACTICE CUEA/DVC ACD/TCH/01	DEAN, FACULTY OF EDUCATION
	NO. OF APPENDICES:
	FOUR 7.1 – 7.4
AUTHORIZATION This Standard Operating Procedure is issued under the authority of:	
TITLE	DEPUTY VICE CHANCELLOR ACADEMIC AFFAIRS AND RESEARCH
SIGNATURE	
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0. CONTENTS AND RECORD OF CHANGES

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0.2 Record of Changes

No.	Date	Details of Changes		Authorization
	(dd-mm-yy)	Page	Clause/subclause	Title
1.	14.01.2020	All	To adhere to review of the reviewed ISO 9001:2015 QMS requirement	Dean, Faculty of Education


0.3 Distribution / Circulation

This Standard Operating Procedure is available at relevant functions for authorized users.

1.0 PURPOSE

The procedure describes the steps that shall be followed in the preparation, conducting and finalization of quality Teaching Practice (TP)

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2.0 SCOPE

The procedure applies to all lecturers who shall participate in the supervision and mentoring of Undergraduate, Postgraduate Diploma in Education, and Postgraduate Diploma in Teaching Higher Education student teachers (STs) during Teaching Practice (TP)

3.0 REFERENCES

The procedure makes reference to the documents indicated below:


- 3.1 Postgraduate Diploma in Teaching in Higher Education Programme, CUEA, (2017)
- 3.2 Student Assessment Policy
- 3.3 Distribution of units per trimester, third trimester
- 3.4 Practical Guide to Teaching Practice for Students and Lecturers (CUEA, 2000)
- 3.5 CUEA Quality Management Manual
- 3.6 CUEA Strategic Plan 2012-2022

4.0 DEFINITION OF TERMS

For the purposes of this procedure, the following terms shall apply:

- 4.1 **Teaching Practice:** This is the period in which a student teacher gets attached to a secondary school, college or an institution of higher learning in order to practice the teaching skills that he/she has learned.
- 4.2 **Teaching Observation Session:** This is the assessment of a student teacher's teaching session in school, college or an institution of higher learning by a lecturer for purposes of helping the student teacher improve his/her teaching skills and understanding, and also to evaluate the student teacher.
- 4.3 **Supervisors/Mentors:** These are experts in pedagogy, which is the art of teaching and learning, who are assigned to assess and mentor student teachers during the Teaching Practice session.
- 4.4 **External Supervisors/Mentors:** These are experts in pedagogy which is the art of teaching and learning outsourced from other Universities and assigned to assess a representative sample of student teachers for purposes of validating the entire teaching practice for quality assurance.

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4.5 HoD - Head of Department

4.6 PGDTHE – Postgraduate Diploma in Teaching in Higher Education

4.7 AMIS - Academic Management Information System

4.8 TP – Teaching Practice

4.9 PGDE – Postgraduate Diploma in Education

5.0 PRINCIPAL RESPONSIBILITIES

5.1 The Dean, Faculty of Education shall ensure that this procedure is adhered to.

6.0 METHOD


Pre-qualification for teaching Practice / practicum observation

6.1.1 Bachelor of Education Students: Upon completion of second and third year course work, and having met all other programme course requirements, BED three year and four year programme students respectively shall be expected to undertake Teaching Practice as stated in both the Students’ Assessment Policy page 6 no. 1.4 c, and the Practical Guide to Teaching Practice for Students and Lecturers (CUEA, 2000).

6.1.2 Postgraduate Diploma in Education Students: Upon completion of the first two Trimesters, and having met all other programme course requirements, PGDE students shall be expected to undertake Teaching Practice as stated in both the Students’ Assessment Policy page 6 no. 1.4 c, and the Practical Guide to Teaching Practice for Students and Lecturers (CUEA, 2000).

6.1.3 PGDTHE Students: Upon completion of the first two trimesters, and having met all other programme course requirements, PGDTHE students shall be expected to undertake Teaching Practice as stated in both the Students’ Assessment Policy page 6 no. 1.4 c, and the Practical Guide to Teaching Practice for Students and Lecturers (CUEA, 2000).

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6.2 Preparation of the Students

- 6.2.1 A trimester before the proposed teaching practice, the Head, TP Coordination shall convene a TP briefing and mentoring session for all students proceeding on TP. During this session, and upon registration, students shall be given a School Choice Form/letter of introduction and two School Placement Forms.
- 6.2.2 Upon filling in the required student's demographics, he/she will use the former form to introduce himself/herself to the institution and to request for a teaching practice placement.
- 6.2.3 Once accepted, he/she will request the school principal, or the HoD for higher education institutions to sign and stamp the two School Placement Forms as a confirmation that the said student will do teaching practice in the institution.
- 6.2.4 The Principal/HoD shall retain one School Placement Form for their records.
- 6.2.5 Students already working in tertiary institutions as instructors, lecturers or tutors shall be allowed to do the teaching practice in their institutions if they so wish.
- 6.2.6 Three months before the actual teaching practice, all students proceeding on teaching practice shall be expected to submit the School Choice and one School Placement Form to the Head, TP Coordination for processing and school placement.
- 6.2.7 A month before the actual TP session, the Head, TP coordination shall convene a final TP briefing/mentoring session. In this session, he/she shall prepare the final list of all students proceeding on TP in the upcoming term/trimester.
- 6.2.8 All students who have met all the TP and programme requirements at this level, and have paid for TP supervision/mentoring, and at Zero university fee balance, shall be supplied with TP materials (Scheme of Work and Lesson Plan Booklets, and/or sample templates for those preferring to use soft copies). Other TP materials required shall be supplied.

6.3 Preparation of the Supervisors/Mentors

- 6.3.1 A month before the actual TP session, the Head, TP Coordination shall organize a seminar to brief supervisors/mentors on their responsibilities as supervisors/mentors to the student teachers. During this session, they shall be supplied with the necessary documents to use in the implementation of the TP session in the field. Such documents are TP observation Guide and STs' areas of improvement forms among others. (See Appendices)

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6.3.2 **Mid-Term Review/Monitoring Session:** Half way in the TP fieldwork session, the Head, TP coordination shall convene a review/monitoring session where all STs and supervisors/mentors will have a common session at the campus to review and monitor the TP progress. During this session, STs shall also be supplied with clearance forms to use during clearance at the end of the term/trimester. The Head TP coordination shall thereafter send confidential report forms to the respective schools/institutions for the respective principals/HODs report on the ST's overall performance and or any other information as need be.

6.4 Actual Teaching Practice/Fieldwork

6.4.1 At the beginning of the school/institution's term/trimester, STs shall be expected to report to the institutions where they shall do the TP. As STs, they assume their roles and join other staff and faculty in their respective schools/institutions from the opening to the closing day of the term/trimester.

6.4.2 During this period, the ST shall be observed while teaching by assigned supervisors/mentors for a minimum of six times, and four times by three, and two different supervisors/mentors for the BED, PGDE and PGDTHE STs respectively. Towards, the end of the session, a sample of STs shall be observed by an external assessor for purposes of validating the entire TP session for quality assurance.

6.4.3 On arrival in the institution, the supervisor/mentor shall seek permission from the institution's authority to observe the student teacher.

6.4.4 After obtaining permission, the supervisor shall have a brief pre-observation/supervision session with the student before going to class., and a post-supervision and feedback session at the end of the class session.


6.4.5 The supervisor/mentor shall conduct the supervision/observation according to the Practical Guide to Teaching Practice for Students and Lecturers

6.5 Finalization of the TP Fieldwork Session

6.5.1 **Student Teachers:** Upon completion of the TP session, the ST shall obtain a clearance letter from the institution where he/she did the TP. This shall be handed over to the Head, TP Coordination at the beginning of the trimester.

6.5.2 A confidential report form shall also be sent to the respective institutions for the respective principals, HoDs or their designates to give a report on the overall performance of the ST.

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6.5.3 **Supervisors/Mentors:** The supervisors/mentors shall process and submit marks of the STs they supervised/mentored to the Head, TP Coordination a week after the end of the TP session.

6.5.4 **Computation, Moderation and Entering of TP Marks:** The Head TP Coordination shall convene a meeting of the TP committee members who shall review TP mark sheets and related documents from all the supervisors/mentors.

6.5.5 After computing marks for all STs, the Head, TP coordination shall convene a Faculty Examination Board meeting (FEB) to moderate marks. Moderated marks shall be submitted to respective HoDs (UGSE and PGSE), who upon signing and stamping, shall submit to the Dean Faculty of Education for approval and subsequent submission to the Registry.

6.5.6 The Head TP coordination shall enter moderated marks to the student Portal/AMIS.


7.0 APPENDICES

7.1 CONTEXT

7.1.1 External / Internal Factors

(a)	External Factors	Identified Risk / Opportunity
(i)	Student Teachers placement because of stiff competition from other universities and colleges	-Continued thorough training and mentoring of our pre-service teachers -Good legacy from our former student teachers in our feeder schools and other working environments
(ii)		
(iii)		
(b)	Internal Factors	Identified Risk / Opportunity
(i)	Financial constraints due to obvious demographics among students such as Social Economic Status, nationalities...	Marketing and improvement of volunteers and agencies to support needy students through bursaries, scholarships, grants and donations from funds such as the Cardinal Otunga Scholarships fund for needy students among others

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(ii)	Financial Facilitation for fieldwork/ school visitation	Encourage students to request placement within the inner and middle zones Qualified and committed supervisors/mentors
(iii)		

7.1.2 Relevant Interested Parties

	Party	Needs and Expectations
(i)	Schools and Other Academic Institutions	Highly trained, ethical and professional teacher trainees
(ii)	Parents and Guardians	Highly trained and employable individuals
(iii)	Employers	Highly trained, ethical, professional and employable graduates
(iv)	Religious Institutions and Society	Highly trained, ethical, professional and employable graduates


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7.2 RISK ANALYSIS AND CONTROL

No	Risk	Cause	Risk Assessment			Risk Level	Control / Treatment
			Likelihood	Impact	Likelihood / Impact		
1	Delayed facilitation	Financial constraints	3	3	9	High	Start the process early
2	Choice of schools in outer zone	Convenient to the students	3	1	3	Low	Encourage students to choose
3	Stiff Competition	Many schools of education	2	2	4	Medium	Quality education

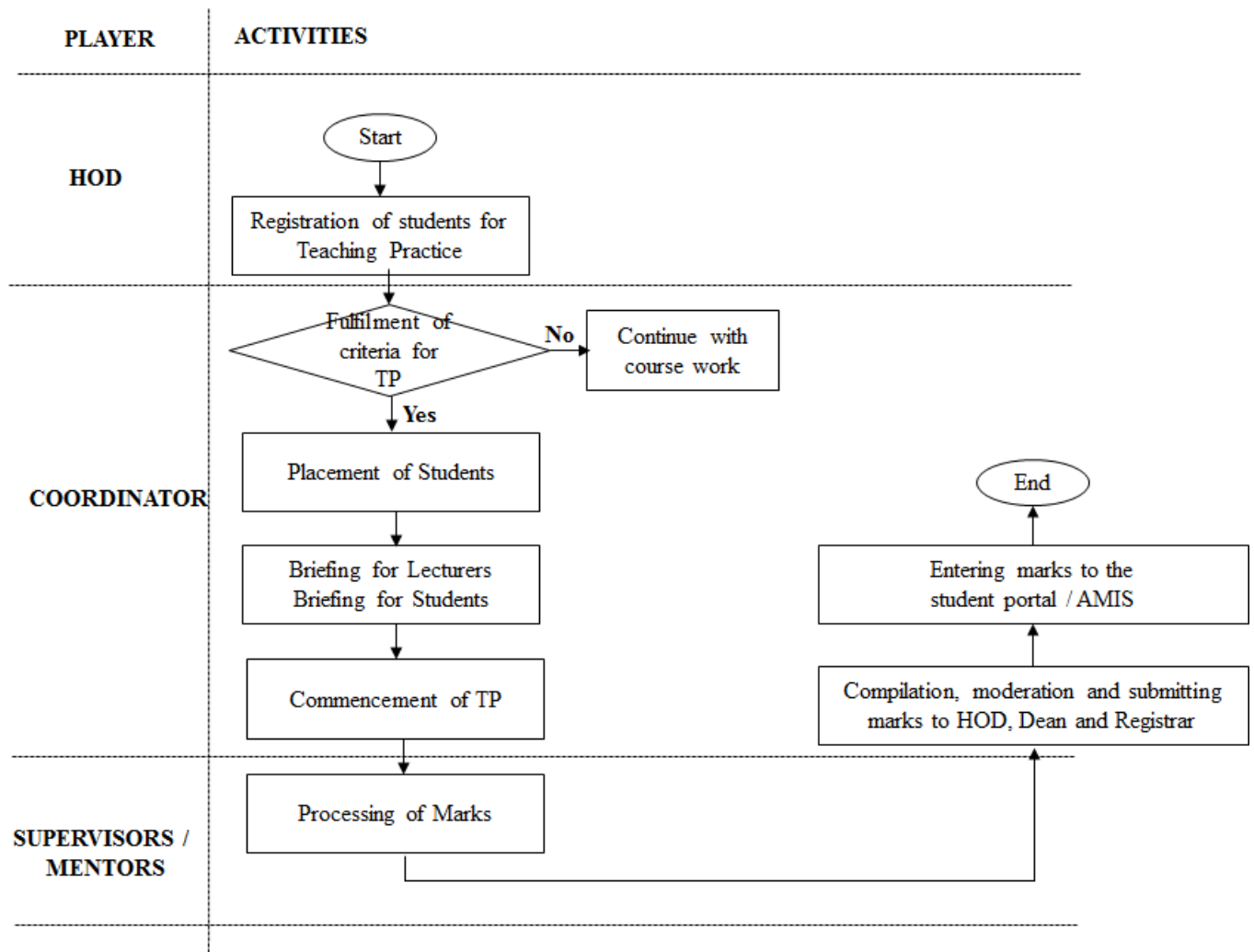
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7.3 REQUIRED ORGANIZATIONAL KNOWLEDGE

Compliance to requirements from the approving bodies such as commission to the university education and employer (Teachers Service Commission)

7.4 PROCESS MAP



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