

School of Education

PGCE Secondary

Initial Teacher Education and Training

Assessment Guidance

2021-22

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# Assessment Guidance Introduction

Handbooks are available on Blackboard (PGCE Secondary Course Admin) and on the Partnership section of the website <http://www.worcester.ac.uk/discover/education-secondary-partnership-placement-information.html>. The Blackboard site contains additional forms and supporting documents. Subject Guidance also provides additional subject specific guidance on assignments.

**PGCE Secondary Award Map**

The PGCE Secondary assignments are:

|  |  |  |  |
| --- | --- | --- | --- |
| Module | PSEC3000  Meeting the Teachers’ Standards | PSEC3002/4002  Developing teaching and learning  (30 credits) | PSEC3003/4003  Evidence informed teaching  (30 credits) |
| Assessment task 1 | Submission of a portfolio hyperlinked to a menu of tasks linked to the UW ITTE Curriculum | Learning resource and introduction 1,500 words equivalent (40%) | Critical literature review (2,000 words) (70%) |
| Assessment task 2 | A *viva voce* | Reflective commentary 2,500 words (60%) | Presentation 1,500 words equivalent (30%) |

Requirements for Awards

|  |  |
| --- | --- |
| Award | Requirement |
| Professional Graduate Certificate in Education with QTS: Secondary | Passed a minimum of 60 credits at level 6 including the professional practice ‘PSEC 3000Meeting the Teachers’ Standards’ module. |
| Postgraduate Certificate in Education with QTS(PGCE): Secondary | Passed a minimum 60 credits at level 7 including the professional practice ‘PSEC 3000 Meeting the Teachers’ Standards’ module. |
| Postgraduate Certificate of Educational Studies | Passed a minimum of 60 credits at Level 7 |

The awards of Professional Graduate Certificate in Education & Postgraduate Certificate in Education are not graded.

The course requires full attendance, participation in taught sessions and completion of any directed study tasks which are set. Full details of assessment requirements have been outlined in the course handbook and programme specification.

Additional guidance for each assignment will be given by university tutors.

### 

### Assignment Submissions Dates 2021-22

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Launch Date | Formative assessment opportunity | Markers | Deadline | Benchmarking meeting | QA meeting 9.15-10.15 (tutors) | Publish | Feedback/return | Resub 1 |
|  |  | **Assignment A PSEC3002/4002 – Module Leader - Isabelle Schafer** | | | | | | |
| 20th September 2021 | 19th November 2021 | Subject Tutors | Wednesday 26th January 2022 | Friday 28th January 2022  (**All tutors**) | Friday 18th Feb 2022  (**KHM, JMo, CR, EL, CW, SH)** | 23rd February 2022 | 2nd March 2022  Return of resources | TBC |
|  |  | **Assignment B PSEC3003/4003 – Module Leader – Ben Looker** | | | | | | |
| Literature Review  26th Jan 2022 | Poster presentation  14th March 2022 | Subject Tutors | 22nd April 2022 | 25th April 2021  (**All tutors**) | Wednesday 18th May 2022  (**DW, LB, RM, JMi, RD, AI)** | 20th May 2022 | 20th May 2022 | TBC |
| Digital presentation  26th Jan 2022 | In school – w/c 23rd May 2022 | Subject Tutors | 06th and 07th June 2022  Presentations uploaded by 3pm on 05th June 2022 |  |  | 27th June 2022 | 27th June 2022 | TBC |

**QTS deadlines and dates – PSEC3000 – Module Leaders – Suzanne Lawson and Sue Parker-Morris**

|  |  |  |  |
| --- | --- | --- | --- |
| PebblePad | | | |
| Launch Date | Formative assessment opportunity | Markers | Deadline |
| 16th September 2021 (in professional studies sessions) | 22nd October 2021, 17th December 2021, 18th February 2022, 8th April 2022, 27th May 2022 | Subject Tutors | End of course |
| Transition Plans | | | |
| Date arranged by subject tutors | To be confirmed | Subject Tutors | End of course |
| UWCEP | | | |
| Launch UWCEP – Friday 20th May 2022 | | | |
| Submit by 17th June 2022 | | | |
| School Reports | | | |
| |  |  | | --- | --- | | First Report | Friday 10th December 2021 | | Second Report | Wednesday 30th March 2022 | | Final Report | Wednesday 15th June 2022 | | | | |
| Viva Voce | | | |
| End of course | | | |

### 

### Assignments - Why write on a PGCE course?

Trainees sometimes find it difficult to understand why they should be writing academic essays when they are on a teacher training course. On a PGCE course you are getting more than your ‘licence to teach’ or Qualified Teacher Status (QTS); you are getting an internationally recognised professional qualification as well, and this inevitably makes academic as well as practical demands on you. In any case, a good teacher is an enquiring one who has the capacity to explore professional issues and concerns with an open mind. The processes of reflecting on and writing about the university-based elements of the course alongside the school-based work serve to help you to think and make sense of your reading and your experiences – it is one way that you confirm to yourself and others that you understand key issues, such as how people learn.

Academic writing is a form of communicating ideas that is central to most university courses. Wallace and Wray (2016) argue that writing is central to learning an area of study and that learning to write for a particular subject is one way that you learn to make sense of the subject itself. On a PGCE course, you have a new subject to come to terms with; you are a student of Education rather than of your earlier degree subject. Writing about this will help you to understand these new and complex ideas.

During the course, you are going to have to develop your own ‘professional voice’. This means that you are going to use evidence from your reading and from your experiences in school and university to formulate opinions and professional judgements - which is why your assignments will usually require you to write in the first person. This is one of the ways in which the style of your writing on the course may be new to you.

We thought it would be useful to share this feedback from a past student teacher who successfully passed the course and who talks about the relevance of the written work she undertook.

*‘In terms of feedback I feel that Worcester provided a much more rounded and relevant training than that received by my counterparts who attended different institutions. In many respects I feel ideas on teaching and learning are much more advanced through a focus on educational theory and practical ideas on bringing learning into the twenty-first century. The assessments have been of particular use as I have been able to apply them to my current position and my knowledge in these areas has been of benefit to both the department and the school as a whole. In contrast, NQTs (ECTs) who have studied at different institutions have found little or no use for their essays that took a much more traditional academic approach. In short, the training received from Worcester was outstanding!’*

# About the Assignments

The programme operates under the [Postgraduate Regulatory Framework](http://www.worcester.ac.uk/registryservices/649.htm) (PRF) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the award is classified. The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry Services website](http://www.worc.ac.uk/registryservices/) or see the Student Handbook.

### Assessment Criteria

Each assessment item has published specific marking criteria contained in the assessment guidance.

A\*- to E mark is used for the work submitted at level 7. At level 7 a D- is a pass.

### Master’s Level (M level)

All trainees are initially registered for the Post- Graduate Certificate in Education. Some trainees who find the demands of level 7 (Masters’) work too challenging may opt, in negotiation with their tutor and the course leader, for the 60 credit level 6 route gaining the Professional Graduate Certificate in Education. Both routes lead to QTS status. There is a more detailed section on M-level work later in this Guidance.

**Note:** An F grade at level 7 means that you have not met the criteria for level 7 (Masters’) neither have you have met all the criteria for level 6 PASS. You can resubmit it at Level 7 to gain the Masters’ credits if you wish (your work will be capped at D-). Alternatively you can resubmit at level 6.

An E at level 7 means that you have met the level 6 criteria but not the level 7. It is up to you if you wish to accept this or resubmit. Either way, you will need to book at tutorial with your tutor.

### Word Limits and Drafts

Word limits apply to the assignments but additional material may be included in appendices. Assignments should not exceed the word limit by more than 10%. If work does exceed the word limit tutors will only mark up to the maximum limit.

Tutors will be happy to review outline plans or initial drafts with you prior to submission. You will be given guidance on the word count for drafts; it is not a complete assignment. You must check with individual tutors that they are available to read drafts (tutors have other commitments, attend conferences and take annual leave so they are not always available) during the ‘window of opportunity’ for formative submissions. These drafts are submitted in Turnitin and will be reviewed and annotated to support you with your final submission. Identifying a critical friend to read assignments is always a good idea.

Before assignment submission deadlines writing retreats are held at the Hive or on-line. These are voluntary. The retreats provide you with an opportunity to work independently but to have access to tutor and library staff support if needed. Details will be published ahead of each retreat.

### Using Turnitin

Developing your academic writing is key to success on the course. To ensure that you have the information needed to improve, each assignment uses Turnitin. This system analyses your work and lets you know how you can develop the way that you use references. On Blackboard each assignment has a link to the Turnitin submission portal (see details below). **It is important to note that Turnitin requires 24 hours between original and subsequent submissions**. Submitting your work through Turnitin will give you the opportunity to improve your academic writing and referencing skills. You are encouraged to share and discuss the originality report with your subject tutor. This will further support your understanding, development and execution of academic skills associated with referencing required for each assignment. Turnitin will also be used to assist academic staff in the detection of plagiarism.

**Turnitin Submission Portal (called ‘Submission Point’ on Blackboard)**

Assignments are submitted on Blackboard. Look for the **Submission Point** link in the menu on the left hand side of the page. For each assignment you can submit a formative draft and receive feedback before submitting your summative or final assessment.

**Formative**

* You will be able to submit your formative work once and receive an immediate (within 24 hours) similarity report from Turnitin.
* Tutors will add QuickMark comments and detailed feedback to your work.
* Tutors should fill in a score of zero out of nineteen to indicate it has been reviewed.
* No assessment rubric is completed for formative assessment (a rubric has not been attached) so you will not be able to get an indicative grade at this stage but tutors will support you if your work is not yet at a pass level.

**Summative**

* The summative assessment may be submitted as many times as required up to the deadline date. Each submission will return a similarity report (after three submissions, reports take at least 24 hours).
* Tutors will not start marking until the final deadline has passed.
* Tutors will not add Quickmarks or any detailed comments but will add a summary comment.
* The assessment rubric will be completed for all criteria.

**Resubmission**

If you do not pass the assignment first time please book a tutorial with you tutor as soon as possible. When you are ready to resubmit use the resubmission section on the ‘Submission Point’ portal on Blackboard

* The resubmission should be submitted once. It will return an immediate similarity report.
* You must email your tutor to let them know that you have resubmitted as Turnitin does not alert tutors

### Handing in Work

All written work for assignments A and B should be submitted electronically via Turnitin on Blackboard. Assignment A (resource) is also submitted as a hard copy and details for submission will be explained during the course. All work should be submitted by 3:00pm on the submission date using Turnitin on Blackboard. There is a video guide to help you on Blackboard. Please note that if you have any problems uploading work for e-submission you should contact [ICT Service Desk](https://www2.worc.ac.uk/ict/) (01905 85 7500) or FirstPoint or email [tel@worc.ac.uk](mailto:tel@worc.ac.uk). There are also resources on the UW TEL website - <https://uwtel.co.uk/>

**Under no circumstances should you email work directly to your tutor as this will not register on Blackboard and will be classed as non-submission.**

When submitting your resource for assignment A attach a front page with your name and subject and with the name of your subject tutor.

Submission Deadlines (on date of submission at 3:00 pm)

If you submit course work late but within 7 days (one week) of the due date you will have your work marked but the grade will be capped at D- (recorded as L1 grade). All assignments submitted later than 7 days (one week) will not be marked and a grade L2 will be recorded.

You are expected to submit all assignments by the due date. If you have [mitigating circumstances](http://www.worcester.ac.uk/registryservices/679.htm) preventing you from meeting the due date you should submit a claim within 7 days of the due date. You will be expected to provide evidence to support the claim which covers the period immediately leading up to the assessment.

**PLEASE NOTE**:

* You must submit all items of assessment for a module in order to pass.
* If you do not submit an item of assessment, you will automatically fail the module regardless of any overall mark achieved.

A transcript of results will be available on-line via your [Student Homepage](http://students.worc.ac.uk/) once marks have been agreed. To view your results click on the ‘My Results’ Tab when using your SOLE page.

**Reassessment**

If you fail a module, you will be given an opportunity to retrieve the failure. The formal reassessment period for 2021/22 academic year is late June/early July 2022.

If you did not submit the assignment at all, then the re-assessment will in most cases involve you in submitting the original assignment.

Module outlines in this handbook will provide you with information on the arrangements for reassessment for each module and its assignments.

We strongly recommend that any reassessment for assignment A (PSEC4002) is attempted whilst on placement and not left until the end of the course.

### Guidance on Presentation of Assessed Work

* Use a font (Size 12) which is easy to read and looks professional for example Arial and Times New Roman.
* Use 1.5 or double spacing.
* Assignments should be saved as word documents and not .pdf files
* Each assignment needs to be presented using good written English free from spelling, punctuation and grammatical errors. There should be a coherent structure to the assignment with a clear line of argument
* [Referencing](http://www.worcester.ac.uk/ils/992.htm) - use the Harvard referencing system accurately (see below)
* Make pages are numbered for easy reference
* Include a precise word count (excluding quotes) at the end of your work
* All items in the appendix should be numbered and referred to in the assignment. The appendix should also have a contents page

### Referencing Styles at the University of Worcester

For Guidance Documents the link to Library Services referencing information is:  <http://libguides.worc.ac.uk/guides/study-skills/referencing> Please note that this course uses the Harvard system for referencing.

Using a specific referencing style to refer to the work of others is an important element of your academic writing. The key principles underlying referencing are:

* Be consistent: you should use the same formatting throughout your piece of work
* Include all the relevant information your reader needs to trace that reference themselves
* Understand when (and why) to cite, i.e. to acknowledge the work of others

The UW policy regarding referencing states that: “It is recognised that accurate referencing following a defined style is part of good academic practice.  However, the primary focus of teaching and marking with regard to referencing should be on pedagogic principles:

* + Understanding of when and why to reference
  + Consistency of referencing style throughout assignment
  + Citations can be traced

You can therefore be marked down for contravening these basic tenets of referencing, but not for consistent use of a different version of Harvard, for example.”

### Programme Notices

Programme notices are relayed to you via email. It is essential that you check your university email at all times. Whilst on placement regular emails will be sent via Blackboard announcements. These announcements provide regular updates and reminders plus essential information such as university closure where necessary.

Other sources of information exchange include BlackBoard, through subject and professional study tutors during sessions, whole cohort sessions and university building notice boards, all of which are highlighted to you during Induction. Emails and letters are also used to relay messages to mentors in our partnership schools.

### Library Services and The Hive

Library Services supports students and staff and provides books, journals, online resources, and study spaces. The Hive is your library, and your student ID card is also your library card. You become a library member as soon as you are registered on your course. Find out more at [library.worc.ac.uk](http://library.worc.ac.uk). Library Services is on Facebook, Twitter and YouTube – search @uwlibservices.

**The Hive** is a joint academic and public library, and is open 8:30 – 22:00, 7 days a week (excluding bank holidays). The Hive provides books (level 3), has full wireless coverage (eduroam), laptop power stations, computers and plenty of printers. There is study space to suit different needs from group work (level 0) through to individual silent study (level 4).  There is a café, children’s library and teaching collection aimed at education practitioners on level 1. Find out more at [www.thehiveworcester.org](http://www.thehiveworcester.org).

For the latest information on how the covid-19 pandemic is affecting Library Services and The Hive, please see [library.worc.ac.uk/help/coronavirus](https://library.worc.ac.uk/help/coronavirus).

**Online resources and recommended reading**

Library Services provides access to a huge range of online books (ebooks), academic journals and other online resources, all available to access on or off-campus. Find recommended resources for your subject at [library.worc.ac.uk/subject-guides](http://library.worc.ac.uk/subject-guides). Academic Liaison Librarians maintain your subject guides, and they include contact details, recommended websites and subject-specific guidance.

For recommended reading for your modules, use your resource lists. Each module should have a resource list available through Blackboard, but you can also search for and access any list at [resourcelists.worc.ac.uk](http://resourcelists.worc.ac.uk). Your tutors will expect you to use your resource list to read beyond what you cover in lectures, and to find your starting point for any topics or assignment reading.

When you need to find literature to support your assignments and develop your thinking, contact your Academic Liaison Librarians.

**Academic Liaison Librarians**

The Academic Liaison Librarian Team work closely with your tutors to support you in locating and reading the best sources for your academic work. The librarians for the School of Education are Sarah Purcell, Jennifer Dumbelton and Alison Taylor.

* Sarah Purcell: [s.purcell@worc.ac.uk](mailto:s.purcell@worc.ac.uk)
* Jennifer Dumbelton: [j.dumbelton@worc.ac.uk](mailto:j.dumbelton@worc.ac.uk)
* Alison Taylor: [alison.taylor@worc.ac.uk](mailto:alison.taylor@worc.ac.uk)
* The askalibrarian team: [askalibrarian@worc.ac.uk](mailto:askalibrarian@worc.ac.uk) and Live Chat through the library website.
* See [library.worc.ac.uk/help/askalibrarian](https://library.worc.ac.uk/help/askalibrarian) for further details about our enquiries service.

**Using other libraries**

The SCONUL Access scheme enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other higher education libraries participating in the scheme. To check your eligibility, see member libraries, and apply online, visit [www.sconul.ac.uk/sconul-access](http://www.sconul.ac.uk/sconul-access).

### Ethical Issues

The university has a system of ethical consideration that applies where trainees undertake work with children and other members of the community. **Please ensure anonymity for pupils and staff in your writing.** This means obliterating names and obvious references to the school. This also applies to any material added to an appendix.

### How your work is marked and moderated

Your written work will be marked by your university tutors. Written feedback from tutors will provide formative guidance as well as a summative report on the quality of the work. Make sure you read this feedback very carefully and act on any advice given in subsequent work.

Some of the different types of feedback include:

* Written comments from your tutor, usually attached to your assignments/portfolio at the formative stage
* Verbal comments from your tutor/mentor associated with your work
* Generic feedback from tutors covering particular strengths/weaknesses found in the work of a particular trainee group
* Comments from other trainees about your work (peer feedback)
* Your own comments and reflections on your work (self-assessment and feedback).

Please see the [Study Skills page](http://www.worcester.ac.uk/your-home/study-support.html) on the Student Services website for information on how to use feedback to improve your work.

### Resubmission of work

Any resubmitted assignment should be submitted to the tutor marking your work via Turnitin on Blackboard (see notes on Turnitin above). Failure after one resubmission constitutes failure to meet the requirements for the course. For assignment A and B the resubmission deadline will be confirmed by the Course Leader/module lead.

Prior to marking, tutors agree feedback on an assignment. After first marking a 10% sample of work is also second marked by tutors and then these samples are standardised by the course review team. External Examiners and Course Moderators also read and moderate your written work. A diagram of this process can be seen in appendices of the course handbook.

### Return and Collection of Marked Work

Assignment feedback is published via Turnitin on Blackboard. Assignment results are published on SOLE. Where possible, assignments are returned on days when there are university sessions to allow opportunities for feedback and support. If you fail an assignment then you should book a tutorial with your tutor. They will explain the reassessment process.

### Mitigating Circumstances

It is a professional requirement that teachers manage their time effectively. You are expected to contact your subject or professional studies/SD tutor or the Course Leader if you are having difficulties in meeting deadlines. As a result of this contact you will be guided in the procedures to follow. Work handed in late will not be marked and will be treated as a non-submission, unless a successful exceptional [mitigating circumstances](http://www.worcester.ac.uk/registryservices/documents/Proceduresformitigatingcircumstances.pdf) claim is subsequently submitted.

The university regulations on mitigating circumstances do not apply to school experience. If you feel that your school experience is being negatively affected in any way, it is essential that you draw this to the attention of your mentors and university tutors in order that appropriate action can be taken.

**Mitigating Circumstances – some frequently asked questions**

Where is the first place to look about regulations and procedures concerning mitigating circumstances?

* You will have a direct link to mitigating circumstances when you log onto your SOLE page or can use this link: <http://www.worcester.ac.uk/registryservices/679.htm>
* Contact Complaints and Appeals Officer 01905 855396 for advice

What are mitigating circumstances?

The University defines mitigating circumstances as circumstances which are:

a) beyond the control of the student;

b) could not be reasonably accommodated by the student;

c) had a significant impact on performance immediately before or during an assessment.

The following represent potential grounds for the submission of claims:

a) significant illness during an assessment such as an exam or presentation;

b) significant illness lasting for several days and which is serious enough to prevent a student from making progress with or submitting an assessment;

c) Serious illness of a close family member which means a student needs to provide significant caring support and which has not been planned for;

d) a very close family member or friend dies;

e) the student is a victim of a crime;

f) being called for jury service which cannot be deferred;

g) Participation in sport at an elite level by either representing his/her country at a major international competition, preparation immediately preceding an international competition or participating in a major national championship;

h) Excessive employment demands which were substantial and temporary (it is not expected that full time students will claim on this basis);

i) Serious family difficulties;

j) Any other factor having a substantial effect on performance

How do I submit a claim via SOLE?

* All claims are submitted online via SOLE under the ‘Assessments’ tab.
* It must be clear if you are submitting the work late, not submitting it, not attending, or claiming that your performance has been affected**. Please speak to your tutor before doing this.**
* All assessment items are listed and you must select every item of assessment you wish to claim for. Further assessment items cannot be added to the claim at a later date.
* It is your responsibility to claim for all applicable items and ensure you have fully submitted the claim.

What evidence is required?

All claims must be supported by appropriate independent documentary evidence which is authentic and timely.

a) Claims in relation to late submission of coursework would normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and/or the published coursework due date;

b) Claims in relation to non submission of coursework would normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and/or the published coursework due date and must in addition demonstrate why it was not possible to submit the coursework within the late coursework period;.

d) Claims in relation to performance adversely affected would normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and/or the published coursework due date.

e) Requests for an extension would normally require evidence to demonstrate mitigating circumstances during the time of completing their study.

Evidence must be:

a) Genuine – the claim will be rejected if it is found that any of the evidence submitted is false, forged or has been tampered with in any way (see below);

b) Independent – letters from relatives or friends are not accepted;

c) Written in English – if the evidence was written in a language other than English, an official translated copy must be supplied;

d) Dated; and

e) On official, headed paper or have an official stamp or seal of the issuing authority

What circumstances are not accepted?

The following represent grounds which will not normally be approved:

a) Illnesses of a mild or short-term nature such as colds, headaches, stomach upsets.

b) A disability or chronic illness does not constitute exceptional mitigating circumstances unless there is medical evidence of a sudden and unforeseen deterioration or a particularly severe episode.

c) The usual financial difficulties experienced by most students do not constitute mitigating circumstances, unless there has been a significant, sudden and unexpected change in financial circumstances, such as redundancy, bankruptcy.

d) The usual professional commitments or employment demands do not constitute mitigating circumstances, unless there is evidence from an employer that commitments and demands have been exceptionally substantial and temporary.

e) The loss of material due to failure or theft of a computer or associated device (e.g. USB memory pen or printer) does not constitute mitigating circumstances as students are required to ensure that their work is adequately backed up.

f) Lack of access to University facilities as a result of an unpaid debt to the University.

g) Claims arising from poor time management or personal organisation (e.g. failure to plan for foreseeable events such as travel problems resulting in late submission of coursework; misreading the examination timetable; failure to follow the instructions regarding the submission of assessment items).

h) Claims relating to pregnancy do not constitute mitigating circumstances, unless there is evidence that there have been complications.

i) Claims relating to circumstances within a student’s control (e.g. family wedding or holiday; paid employment; booking an alternative flight; choosing to miss an assessment or coursework due date for something considered more important).

j) Claims relating to ‘assessment stress’. Experiencing an increase in anxiety leading up to and during an assessment(s) is a common experience for many students.

k) Claims where the problem is caused by English being an additional language.

l) being subject to Procedures such as Academic Misconduct, Disciplinary or Fitness to Practise.

### External Examiners

All courses delivered in Universities and Higher Education Institutions (HEI) in the UK have an external examiner.  An external examiner is normally an experienced academic from another University or HEI, or in some cases a senior professional practitioner.

The external examiners’ role is to provide confirmation that the academic standards of your course are similar to those on comparable courses at other Universities, and to give an external perspective on the quality of your course.  They do this in a number of ways:

* They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
* They are involved in moderating trainee work. They do this by receiving samples of work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on trainee achievements.
* They attend the University’s assessment boards, which is where grades for modules are confirmed.
* They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for your tutors but is also made available to trainees on the course, and is discussed with Course Reps. at Student staff liaison com meetings.
* They meet with the course team and trainees to talk about the course. They also visit trainees on placement.
* The trainee teachers they see are from a range of subjects and will be at different stages of development. No inferences should be drawn from the fact that a trainee has a visit; as far as possible we try to create a random sample.

Please note that it is not appropriate for you to contact the external examiner directly and that external examiners do not discuss individual trainee performance. If you have concerns, please refer them to your tutor or Course Leader in the first instance.

If you would like to know more about the external examiner system, then you may wish to look at the [University Handbook for External Examiners](http://www.worc.ac.uk/aqu/documents/EE_handbook_final.pdf).

External examiners’ reports are available for you to read on Blackboard.

### Academic Misconduct

Academic Misconduct is a serious offence and takes many forms including: -

* Collusion – working closely with someone else to produce an assignment that is meant to be the work of an individual
* Plagiarism- passing off the work of someone else as it if is your own. Any incidence of plagiarism is considered as a serious professional issue since it constitutes a form of Academic Misconduct. Impeccable honesty is a requirement of the profession as you will be responsible for children’s academic progress, recording and reporting marks and behaviour and having oversight of financial issues. Even if plagiarism is not punished by withdrawal from the course it will be recorded in references as we have a duty to schools and teachers.

The Internet is frequently used to download material to use in assignments. The university deals severely with students who cheat and penalties extend to suspension and withdrawal for a second (or particularly serious first) offence. The university provides information on how to avoid [plagiarism](http://library.worc.ac.uk/guides/study-skills/plagiarism).

In order to avoid an allegation of Academic Misconduct make sure that you follow guidance on conventions for referencing and for use of quotations. If you are in any doubt, check with your tutors who will be happy to advise you, and use Turnitin (available on Blackboard) as a diagnostic tool.

The university has set procedures for investigation of cases of alleged [Academic Misconduct](http://www.worcester.ac.uk/registryservices/documents/Proceduresforinvestigationofallegedacademicmisconduct.pdf). In the event that an allegation is made, you should familiarise yourself with these procedures.

### Complaints and Appeals

Sometimes things do go wrong. In most cases matters can be resolved quickly and informally at a local level. However, if you continue to be dissatisfied with the response then you should make an academic appeal or a complaint.

If you are appealing against an academic decision, you should follow the appeals procedure. The [complaints procedure](http://www.worcester.ac.uk/registryservices/662.htm) is designed to complement the appeals process and will consider any other subject relating to the trainee experience.

### Student Voice

Your views are very important to us and are a valuable way that we improve the course every year. You will be able to contribute to the evaluation and assessment of the impact of the course by:

* Making representations to your Course Rep at meetings. Course Reps also represent your views at Student staff liaison committee meetings. One Course Rep is also elected to act as an Institute representative on your behalf
* Completing periodic on-line evaluations
* Completing a module evaluation at the end of January and June\*
* Emailing the course leader with requests

\*the June evaluation is part of the Postgraduate Taught Experience Survey.

## PSEC3000 Assignment Guidance – Meeting the Teachers’ Standards

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| **Assignment:** | Meeting the Teachers’ Standards |
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| **Module code:** | PSEC3000 |
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| **Level:** | 6 |
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| **Credit rating:** | 0 - Recommendation for QTS |
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| **Submission procedure:** | Electronic (PebblePad) |
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| **Date due:** | Viva Voce at the end of the course |
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| **Notification of result:** | July 2022 |
|  | |
| **Return date:** | Not applicable |
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| **Resubmission 1:** | By negotiation |

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| **Essential Information** |  |
| |  | | --- | |  |   In completing this module, you will address ALL aspects of the Teachers’ Standards – parts 1 and 2. You will need to demonstrate that you are at least ‘competent’ against all of the Teachers’ Standards part 1 and at a pass level for part 2 to be recommended for Qualified Teacher Status (QTS).  The professional portfolio (PebblePad) is an evidence base of your progress throughout the year. It is where you store evidence that you have met the UW ITTE Curriculum, and it may be shared with a range of stakeholders including subject and professional mentors, subject tutors, Ofsted inspectors, external examiners and course moderators.  Quality assurance checks will be completed throughout the course to provide formative feedback.  **Introduction**  ‘Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct’ (DfE 2013). This module will focus on school experience and evidence to demonstrate meeting the Teachers’ Standards (DfE 2013)by the end of the course. Completion of a series of tasks will allow for reflections on learning and teaching including professional values. The module aims to make links between taught university and/or school sessions (subject and professional studies) and the time spent on placement thus making connections between theories of learning and the practice of teaching.  ‘Teachers must act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils’ (DfE 2013). A key focus will be on what makes good teaching and learning and how pupils make progress over a period of time. Periodic reviewing to critically evaluate progress against the Progression Booklet allows for the identification of further professional development through training and into the Early Career Teachers (ECT) phase.  A **completed professional portfolio** will provide the evidence for this module. The portfolio is in three sections:   * PebblePad – the repository for key compliance documentation * Weekly Reviews – reflections on the impact teaching is having on learning and Transition plans – periodic target setting and review of progress. * *Viva voce* – a summative assessment of the Teachers’ Standards   **Learning outcomes**  On successful completion of the module, you will be able to demonstrate that you have met the Teachers’ Standards (DfE 2013)  **Part One: Teaching**   1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment 7. Manage behaviour effectively to ensure a good and safe learning environment 8. Fulfil wider professional responsibilities   **Part Two: Personal and Professional Conduct**  **WHAT YOU NEED TO DO**  Produce a professional portfolio (PebblePad) with all relevant sections hyperlinked as detailed below to demonstrate evidence. This will be supported by a *viva voce* at the end of the course.  **Submit for this module**  **Term 1**   |  |  | | --- | --- | | Autumn term | Guidance | | Code of Conduct | This is signed on the first day of the course. Make sure you upload all pages. | | Safeguarding Certificate of Attendance | Safeguarding training is compulsory and attendance registers must be signed. Attendance certificates must be hyperlink on PebblePad. | | Prevent Training Certification | This will be online. Certificates must be hyperlinked by 31st September. | | Keeping Children Safe in Education | This guidance should be read and hyperlinked.  <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> | | Timetable | Timetable templates are on Blackboard – it is important that you use the correct template. It is your responsibility to keep timetables up-to-date as they will be used by tutors, external examiners and Ofsted (if needed). You need to teach at least 4 different year groups. | | Induction booklet | The tasks in this booklet are designed to help you to use your time in school effectively, to gain a high-quality experience, and to begin the process of focusing on the UW ITTE Curriculum. | | Attendance | Upload attendance registers each term – this is for university and school. Please see guidance below on attendance. Part-time trainees should upload this by February half term. This document also contains a log for post-16 contact for those on the 11-16 with post-16 enhancement route. Please note that as a guide you should aim to experience a minimum of 20 hours at post-16 solo and/or collaborative. University sessions also count. | | Tutor Visit 1 form | This is completed by your tutor after each visit as a quality assurance check and needs to be hyperlinked in your portfolio. | | School Report 1 (formative) | This is a formative assessment document that allows you, your tutor and mentor to assess your progress. The reports are cumulative but need uploading at the end of each term (or as applicable for part-time trainees). You will use targets from the first school report to write your spring term transition plan. | | Professional Studies in School Programme | The partnership agreement requires professional mentors (PM) to organise a ‘professional studies in school’ programme (although they may delegate sessions to other key members of staff). The outline for the sessions as provided by your PM should be hyperlinked in your portfolio. It is your responsibility to inform tutors if sessions are not scheduled or cancelled. |  |  |  | | --- | --- | | Autumn term | | | Weekly reviews | Complete one per school week. All sections must be completed | | Transition plan | As part of the progress review process use your school report to write a transition plan for the spring term. |  |  |  |  | | --- | --- | --- | | Spring term | Summer Term | Guidance | | Timetable | Timetable | This may vary over time but must be up-to-date using the template from blackboard. | | Attendance | Attendance | Record attendance at university and school. | | Tutor visit 2 | Tutor visit 3 | Paperwork will be emailed by the visiting tutor. Any additional visits can added as additional links. | | School report 2 (formative) | Final school report (summative) | School report 2 will set targets to be included in the final section of your training. The final school report will be used to write the UWCEP (see guidance below) | | Professional Studies in school (spring term) | Professional Studies in school  (summer term) | This may be added as a placement document or term by term. It is your responsibility to inform tutors if sessions are not delivered or cancelled. | |  | Primary/FE visit | Complete the form on Blackboard and hyperlink. See guidance below. | |  | UW Recommendation for QTS | UW Recommendation for QTS is completed at the viva voce |  |  |  | | --- | --- | | **Spring term** | | | Weekly reviews | Complete one per school week | | Transition plan | Review the targets from the spring term. As part of the progress review process use your school report to write a transition plan for the final phase of your training. See guidance below. |  |  |  | | --- | --- | | **Summer Term** | | | Weekly reviews | Complete every two weeks | | University of Worcester Career Entry Profile (UWCEP) | Review targets from the spring term transition plan.  Using the template on Blackboard complete the UWCEP. See guidance below. | | Signed ‘**UW Recommendation for QTS’** | Your tutor will sign this form for submission at the examination board when all elements of the module are complete. This is normally done during the *viva voce.* It will be uploaded to the key documents section of PebblePad | | |
|  | |
| **ADDITIONAL INFORMATION**  To be successful you will need to:   * Meet the Teachers’ Standards (DfE 2013) by the end of the course and be compliant with the [Initial Teacher Training (ITT): Criteria and Supporting Advice](https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice#c24-two-schools). Tutors will monitor your progress throughout the course and will sign the **UW Recommendation for QTS** form during your *viva voce*.   **Frequently asked questions**  **What needs to be in the ‘all about me’ section?**  The opening tab on PebblePad is called ‘about me’. You need to find an image and write between 150-300 words about you. This will be one of the first things a placement school will see about you so please be professional. An example is shown below:  *I graduated from Loughborough University in July 2018 with First Class Honours in Geography. From then, I went to pursue a career in the aviation industry. I joined EasyJet as a member of cabin crew hoping to get to know the industry and eventually take the next steps to pursuing my dream job as a pilot. Although still interested in flying, the lifestyle of the industry was not for me and therefore I decided to change my plans and get into teaching. Geography has always been a passion of mine and through my positive and creative teaching and learning experiences from when I was at school, sixth form and university, I would love to be able to inspire students in a similar way.*  Please remember that placement schools are potential employers so make sure that the statement is engaging and error free. You also need to insert an appropriate photograph. This could bea photograph of you or an image that reflects your subject or career aspirations. It could be a teaching and learning image or something that reflects what you would want a future employer to see. You will update the information as you progress through the course.  **What do I do if I am absent for Safeguarding training?**  Please email the course leader Sarah Emmerson  **What are the rules about school attendance?**  *You are expected to participate fully in your programme of study, engage actively with learning opportunities, and take responsibility for your learning.*  Our attendance and punctuality expectations ensure that you have the curriculum subject knowledge required for school experience and that you consistently demonstrate the professionalism required in Part 2 of the Teachers’ Standards (Department for Education, 2011). This also includes arriving at university sessions on time, attending the session as required by the tutor and engaging in sessions through completing any required prior reading or tasks.  Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored on an *individual basis* in order to support you. Persistent absence or lateness will result in you being interviewed by the Course Leader to ascertain your commitment to the course and to review progress. The Head of Department may also be informed and may be involved in this review process. Persistent failure to engage may result in termination of registration following investigation and consideration by department (stage 1) of the university [Fitness to Practice](https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf) procedure. Trainees are liable for tuition fee debts for periods during which they are registered. Trainees can find the full policy for attendance here: <https://www.worcester.ac.uk/registryservices/649.htm>.  All trainees must have the opportunity to work in two schools for a minimum of 120 days. You must record your attendance at university and school on the ‘PGCE Secondary Attendance Register’ and submit this on PebblePad. As noted in the Code of Conduct you have the following roles and responsibilities:   * There is a requirement for you to attend all days in University and in school unless you have agreed mitigating circumstances. You should arrive in good time and dress appropriately (following school advice as applicable). Some of your university and school experience may be on-line. See **Expectations in relation to web-based online learning** * If you are going to be absent from University (face-to-face or online) – contact your tutor. If you are going to be absent from school (face-to-face or online) – messages MUST be given to the appropriate member of staff following normal school procedures. You should also contact the course administrator and your subject tutor in University. **An absence of five days should be followed up by a Doctor’s note.** * Request for absences:normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your school mentor. If your absence is in relation to Covid-19 see the guidance below. * Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable. * Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.   **Expectations in relation to web-based online learning**   * When on-line remove distractions – turn off televisions and other media. Close emails and other tabs on computers. * Follow instructions concerning muting of microphones and turning off/on cameras. * Arrive at on-line sessions at least 5 minutes before the published start time. Late arrivals will be recorded as ‘late’ so please test systems in advance. * Stay on-line for the duration of the session unless there is an emergency. * Work in a calm, quiet environment if possible. Try to use a space where you can work uninterrupted. Try to sit somewhere where you can watch and write. A desk would be perfect. * Dress appropriately – if in school wear business dress. For university sessions wear smart casual clothes avoiding sleepwear. * Respect others and be professional at all times. Sessions will be recorded for people with mitigating circumstances.   **School closure** – Trainees on placement should follow the school protocols and procedures concerning school closure. If a school closes trainees should use the time for planning and preparation. This is counted as a school day on attendance records.  **What are the rules about University attendance?**  All university sessions are compulsory unless advised otherwise by your tutor. Missed sessions must be caught up. Attendance is monitored very closely by the course leader and remedial action is taken if you miss a significant amount of time that will impact on your ability to meet the UW ITTE Curriculum.  **Where do I find templates?**  Templates can be found on Blackboard (key documents) usually under the section ‘templates for school’ or ‘templates for university’. Speak to your tutor if you need any help in locating them.  **What do the grades on school reports mean?**  Mentors are asked to complete a cumulative school report at three points in the year; the first report in December (phase 1), the second at the mid-point of the spring/summer term (phase 2) and the third (cumulative to the second) at the end of the course (phase 3). These reports are formative and assess your performance against the ITTE curriculum. The final (phase 3) report is summative and assesses you against the Teachers’ Standards. It is acceptable for progress against the curriculum to be ‘emerging’ in the autumn term. If performance is ‘not on target’ meaning that there is a risk of not achieving this standard and progressing to the competent level by the end of the course, you will be given a support plan. An ‘emerging’ grade in the second school report again indicates a risk of failure and intervention will be needed to support your progress. You are expected to be demonstrating good or high performing characteristics in the spring and summer terms. Part 2 of the standards ‘Personal and Professional Conduct’ are graded ‘**pass**’ or ‘**fail**’.  **Why do I have to do weekly reviews and how many are needed?**  Weekly reviews are important as the first step in a lifelong reflective process. You are expected to reflect on your work with the help of evidence whether you are in your first year of teaching as an ECT, or when applying for a leadership role sometime in the future. You need to be able to select important events, explain them using your experience and the ideas of others in published literature. Well-organised and presented evidence along with thoughtful, reflective commentary are the tools of the professional teacher’s trade.  You need to complete all sections of the weekly reviews. In the final term weekly reviews become bi-weekly.  **I have been absent from school. What should I do about weekly reviews?**  If you are absent record this on the weekly review and ‘catch up’ as applicable. Supplementary weekly review sheets are available for extended placements.  **How do I write transition plans?**  Use the tab on the weekly review template on PebblePad and review them at the end of each term (autumn, spring and summer). Part-time trainees should refer to the dates on their training plans.  **Autumn term**: During the autumn term you will review your progress during weekly reviews. In December you will receive your first school report and review your progress. Based on the outcomes of these reflections you will identify two actions for the spring term. Targets will be focused with clear strategies that can be identified and measured with references to literature. Targets will also be clearly tracked against the UW ITTE Curriculum. The transition plan will be discussed at the first weekly review meeting of the Spring term.  **Spring term**: During the spring term you will review your progress during weekly reviews. In March/April you will receive your second school report and complete a second progress review. Based on the outcomes of these reflections you will identify two actions for the summer term. As with the first review these will be focused targets with clear strategies that can be identified and measured supported by evidence clearly tracked against the UW ITTE Curriculum. This transition plan will be discussed at the first weekly review meeting of the Summer Term.  **When writing transition plans please ensure you focus on possible targets relating to the UW ITTE Curriculum**  **Summer term**: Towards the end of the course, you will consider targets for your ECT year. These are recorded on your University of Worcester Career Entry Profile (UWCEP). This must be cross referenced to the Teachers’ Standards (2013) including reference to parts 1 and part 2. The UWCEP is a document that will be shared with your future employer and bridges the transition between the PGCE and ECT/employment phases.  **Reviewing transition plans**  This section reviews your progress against the targets. You need to evaluate the strategies employed for each individual target and provide evidence to support your claims. This will take the form of various documents to show how you have progressed against the targets. For example, you might cite positive feedback from lesson observations, your school report, assessed pupils’ work or your own records. This evidence should be hyperlinked where possible. Please note that evidence does not need to be extensive but it needs to illustrate claims that you make about progress in terms of the impact on pupil learning and your development as a teacher. This review will allow you to reflect holistically on your development and how it has impacted on pupil learning. It may be the case that you need to take the target forward for further action. An example is given below.   |  |  | | --- | --- | | Review (June) | I have provided stretch and challenge tasks to my top set GCSE group (hyperlink: lesson plan). The success of this was noted in the lesson observation and weekly review (hyperlink: lesson plan and resources). I have also created a resource pack that provides additional activities for two topics. These topics are not directly linked to the curriculum but stretch and challenge pupils to set their own goals and develop a self-assessment system to track progress. (hyperlink: lesson plan). This self-assessment systems rewards effort thus allowing more-able pupils to ‘get things wrong’ and not to focus on just getting things right. |   **Complete the University of Worcester Career Entry Development Profile (UWCEP).**  **Purpose and use of UWCEP:**  You will need to share the UWCEP with your first teaching post. The UWCEP forms part of the transition process as you progress from trainee to ECT and supports the following:   * Initial discussions about your targets with your induction mentor, based on your final school report, as you start your ECT year. * Consideration of how you may wish your career to develop.   **Process:**   * Refer to evidence in your portfolio (PebblePad) and cumulative target setting throughout the course to set targets for your professional development (remember SHARP targets state WHAT you need to develop and HOW you will achieve this). * Keep a copy of your UWCEP and email a copy from your UW email address to [c.rowlands@worc.ac.uk](mailto:c.rowlands@worc.ac.uk).   Information from your UWCEP will be shared with schools and OfSTED as requested and may be used to inform UW’s ECT programme.  Please note that even if you do not intend to immediately pursue a career in teaching this document must be completed.  **What is the primary/FE visit?**  The ITT Criteria states “providers must ensure trainees have the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range they are training to teach. This might include enhanced experiences in other age ranges”. See the PGCE Secondary Course handbook for details regarding primary and FE visits. Templates are on Blackboard.  **What is the viva voce and how do I prepare for it?**  The viva voce is a tutorial that forms part of the internal moderation process. It provides a system of checks and balances within the partnership to ensure that trainees in different settings are assessed accurately and reliably. It will typically last for half an hour and will include you, your tutor and, if possible, your school mentor, professional mentor or school direct alliance lead. It will involve the following:   * Checking of your PebblePad portfolio and signing of the **UW Recommendation for QTS** form for the examination board. This will include a review of your final school report. * Review of your subject knowledge audit and future targets (UWCEP) * A review of the impact your teaching has on the quality of the learning of pupils. This will include a review of evidence (3-5 examples) submitted on the ‘I made a difference’ tab on PebblePad. Further guidance on this tab is available on Blackboard. During the viva you will be asked the following questions: * What examples of teaching moments are you most proud of (you should have evidence in the form of hyperlinked documents or photographs to support this conversation) * When you were planning these, what were your intentions and what was the impact on pupil outcomes? How have you made a difference?   **Can I personalise my portfolio?**  Yes – you need to keep the core framework but you can add additional hyperlinks as needed. Photographs and images are welcome but do not waste time on this when you could be doing something more productive. Examples are available on Blackboard.  **Reading lists and resources.**  The reading list for this module and supporting PowerPoint can be found on Blackboard –Assignments.  **Summary checklist by route** | |

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| Autumn term | | |
| PGCE core | PGCE SD | PGCE PT |
| Code of Conduct | Code of Conduct | Code of Conduct |
| Photo consent form | Photo consent form | Photo consent form |
| Safeguarding Certificate of Attendance | Safeguarding Certificate of Attendance | Safeguarding Certificate of Attendance |
| Prevent Training Certification | Prevent Training Certification | Prevent Training Certification |
| Keeping Children Safe in Education | Keeping Children Safe in Education | Keeping Children Safe in Education |
| Timetable | Timetable | Timetable |
| Induction booklet | Induction booklet | Induction booklet |
| Attendance | Attendance | Attendance |
| Tutor visit 1 | Tutor visit 1 |  |
| School Report 1 | School Report 1 |  |
| Professional Studies in School Programme | Professional Studies in School Programme | Professional Studies in School Programme |
| Weekly reviews | Weekly reviews | Weekly reviews |
| Transition plan | Transition plan |  |

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| --- | --- | --- |
| Spring term | | |
| PGCE core | PGCE SD | PGCE PT |
| Timetable | Timetable | Timetable |
| Attendance | Attendance | Attendance |
| Tutor visit 2 | Tutor visit 2 | Tutor visit 1 |
| School report 2 | School report 2 | School report 1 |
| Professional studies in school | Professional studies in school | Professional studies in school |

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| Summer Term | | |
| PGCE core | PGCE SD | PGCE PT |
| Timetable | Timetable | Timetable |
| Attendance | Attendance | Attendance |
| Tutor visit 3 | Tutor visit 3 | Tutor visit 2 |
| School report 3 | School report 3 | School report 2 |
| Professional studies in school | Professional studies in school | Professional studies in school |
| Primary/FE visit | Primary/FE visit | Primary/FE visit |
| UW Recommendation for QTS | UW Recommendation for QTS |  |

Part time trainees will complete a fourth term

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| Part time – fourth term | | |
| PGCE core | PGCE SD | PGCE PT |
|  |  | Timetable |
|  |  | Attendance |
|  |  | Tutor visit 3 |
|  |  | School report 3 |
|  |  | Professional studies in school |
|  |  | UW Recommendation for QTS |

## PSEC4002 Assignment Guidance – Developing Learning and Teaching

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| **Assignment:** | Assignment A - Developing Learning and Teaching |
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| **Module code:** | PSEC3002 and 4002 |
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| **Level:** | 6 or 7 |
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| **Credit rating:** | 30 credits at level 6 or 7 |
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| **Submission procedure:** | Assessment 1 (resource): submitted as a hardcopy to tutors  Assessment 1 (photos /screenshots of the resource and an introduction) and Assessment 2 (reflective commentary): Upload to Turnitin |
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| **Date due:** | 19th November 2021 (formative assessment of resource)  26th January 2022 (summative assessment) |
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| **Notification of result:** | 23rd February 2022 |
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| **Return date:** | 23rd February 2022 |
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| **Resubmission 1:** | TBC |

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| **Essential Information** |  |

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| **Teachers’ Standards Focus**  In completing this assignment you are likely to address aspects of the following Teachers’ Standards:  TS 1a, 1b, 2a-e, 3a-c, 4a, 4b, 4d, 4e, 5a-d, 6a-d, 7a-d.  Core Content Framework  In completing this assignment you will to learn as a minimum that:  1.3 – Teachers’ expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  2.1 Learning involves a lasting change in pupils’ capabilities and understanding  3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial  6.3 Before using any assessment, teachers should be clear about the decisions it will be used to support and be able to justify its use.  8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.    **Assignment A - Developing Learning and Teaching**  **INTRODUCTION**  The overarching aim of the module is: to develop understanding of current subject or education specific pedagogy in relation to learning and teaching.  The purpose of this assignment is to develop your understanding as to what makes effective learning and teaching in your subject. You will produce an effective resource that shows a systematic understanding of some of the key aspects of teaching and learning in your subject. Please note that the resource refers to the stimulus material(s) and the accompanying learning task(s) that you will create for assessment 1. You will use the resource during your teaching in the autumn term. It is important that you analyse the effectiveness of the resource by deconstructing the learning.  Writing the assignment provides you with the opportunity to integrate what you have learnt from taught sessions at University and independent reading with your experiences in school. You are expected to engage with an appropriate range of literature about theories related to learning using subject and specific pedagogy. Furthermore, you must critically examine the impact that your resource and teaching has on learning. The reflective commentary needs to focus on **subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion**. The most important aspect of the assignment is your critical self-reflection on the use of evidence informed research and on how the experience will impact on your **future practice. At all times you must consider the impact your teaching has on learning** reflecting on pupil progress in the sense that pupils know more, remember more and can do more.You will communicate complex ideas, viewpoints and information throughout the assignment.    **WHAT YOU NEED TO DO**  **Assessment 1**   1. Create an effective resource that demonstrates your application of creative skills and shows originality of thinking. The resource is equivalent to you writing 500 words. 2. In a written introduction of up to **1000 words**, demonstrate your understanding of theories from subject or relevant literature to outline the context in which you are working, your intentions and your rationale for the resource and its design. 3. You will present your resource (or a prototype) to your peers, for formative feedback (10 minutes). Changes can be made subsequently and these changes should be explained in the reflective commentary (Assessment 2).  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment items** | **Word Length** | **Weighting** | **Learning Outcome** | **Who will assess and how?** | **Date for submission** | | **A high quality and creative resource and an introduction which outlines the context in which you are working, your intentions and your rationale for the resource and its design.** | 1,500 equivalent  (a written introduction of up to 1000 words plus a resource that is equivalent to 500 words) | 40% | 1 | Peer and Subject Tutor (formative) | 19th November 2021 (formative assessment of resource) | | Subject Tutor (summative) | 26th January 2022 |   **Assessment 2**  Whilst assessment 1 focused on intentions, assessment 2 focuses on implementation.  Before you write the commentary, you need to plan and teach using the resource produced for Assessment 1 above. This might be over one lesson or a sequence. In your planning and teaching you need to take into consideration how you will use what you have learned in university sessions and in your placement schools about effective learning, teaching and assessment in your subject.  You must then analyse how using the resource and associated tasks impacted on learning. To do this, you will need to draw on and discuss key issues with links to theoretical perspectives in relation to **subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion**. This will lead you to critically reflect on your future professional practice when identifying key decisions and their impact, grounded in research.  Include one full **reference list** (for assessment 1 and assessment 2) at the end of the assignment (before the appendices), using the Harvard system. Accurately record all published materials used in all parts of the assignment including images, recordings, books, web sites etc.    When submitting your assignment, you should include, in this order:   * 1. A quality photograph of the resource   2. The introduction   3. The commentary   4. A reference list (common to the introduction and to the commentary).   5. Appendices.     In your appendices, include as a minimum:   * Evidence of the teaching sequence either as a lesson plan / lesson plans or a unit of work with the relevant sections highlighted. * Include evidence of the impact of the resource. To measure this you will need to consider benchmark data before teaching and further evidence at the end of teaching. This may include examples of learners’ work and may also include other evidence, such as assessments before and after the task, lesson observation feedback, lesson evaluations and weekly reviews etc. * Formative feedback from your peers.     All appendices must be clearly cross-referenced in the text.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment items** | **Word Length** | **Weighting** | **Learning Outcome** | **Who will assess and how?** | **Date for submission** | | A **reflective, critically evaluative commentary** | 2,500 words. | 60% | 2, 3, 4, 5 | Subject Tutor (summative) | Electronic submission  26th January 2022 |     **LEARNING OUTCOMES**  **Level 7**  On successful completion of the module, trainees should be able to:  1. Produce an effective resource that demonstrates your application of creative skills showing originality of thinking, adequate sound advanced knowledge and understanding of some of the key aspects of teaching in your subject.  2.Review complex issues systematically and creatively. Show evidence of independent engagement with advanced research using subject and specific pedagogy to inform a response to the task in relation to subject knowledge and pedagogy (including common misconceptions), assessment and inclusion.  3.Analyse the effectiveness of the resource by deconstructing the learning and drawing on research at the forefront of your subject’s discipline. Make sound judgements and interpretation of outcomes with evidence of critical analysis.  4. Critically reflect on professional practice demonstrating independent learning ability to identify areas for future development.  5. Communicate competently, logically and coherently complex ideas, viewpoints and information. Include suitable evidence that is referenced and discussed. Reference work correctly using the Harvard System.  **Level 6**  On successful completion of the module, trainees should be able to:  1.Produce an adequate resource that demonstrates your application of creative skills and shows originality of thinking, adequate sound advanced knowledge and understanding of some of the key aspects of teaching.  2.Research issues clearly and effectively. Show evidence of some independent engagement with reading and research using subject and specific pedagogy to inform a response to the task in relation to subject knowledge and pedagogy (including common misconceptions), assessment and inclusion.  3.Reflect on the use of the resource by deconstructing the learning and drawing on research at the forefront of your subject’s discipline. Make a relevant response to the judgements of outcomes.  4.Demonstrate adequately how your reflections will impact on developing your future practice.  5.Communicate competently complex matters. Include suitable evidence that is referenced and discussed. Reference work using the Harvard System. | |
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**Assessment terms explained**:

“**effective resource**” – the resource may take any form you wish. It could be paper based, laminated, visual, a resource pack, digital.... there are no limits. The same rules concerning plagiarism apply *so all credit must be given if the resource originates from the work of another person*.

You will present your resource to peers and your Subject Tutor for formative feedback in November. Please note that the resource can be a prototype at this stage and that the introduction can be in draft form. You will use the feedback from your peers as part of the reflective commentary.

“**Creative skills/originality of thinking**” – creativity is the ability to think about a task or problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity in this context enables you to solve complex problems or find interesting ways to approach tasks. If you are creative, you look at things from an original or unique perspective.

‘**Sound advanced knowledge’** – this is specialised knowledge perhaps originating from research studies in academic journals or specialist books. You will need to use a range of reading and literature and show your critical awareness of knowledge issues in your specialist subjects. Remember to ‘question the given’ linking theory to practice.

‘**Complex issues’** – something that is complex has many different parts, and is therefore often difficult to understand

**“engagement with advanced research”** – published within the last 10 years where possible but can include authoritative literature from general theory or subject specific theory published prior to this if relevant.

“**Subject specific pedagogy**” – A subject’s culture is what makes it unique and goes beyond knowledge. You need to explore ways of thinking, acting and being that inform the processes by which teachers teach (your pedagogy) and learners learn.

**“Subject knowledge”** – there are many types of “knowledge”. You need to consider knowledge in terms of your subject including that prescribed by the National Curriculum (if applicable) or examination specifications. It may be procedural knowledge involving knowing how to do something, what the procedures involved in doing it are, and importantly, being able to actually do it. It could also be declarative knowledge.

**“Common Misconceptions”** – this term links to cognitive development and the process through which learners develop their knowledge, understanding, reasoning, problem solving and creative thinking - that is *their* thinking. A misconception is a view, opinion, thought etc. that is based on current thinking or understanding.

**“Assessment”** – assessment can take many forms and may be used in many contexts. The most important aspect of assessment in this work is that you do something useful or appropriate with the information it yields. You will want to make your assessments as reliable as you can make them so that you can make decisions and suggestions on the basis of your assessment data. Identify who your learners are. You could select the whole class or a small group. Identify what they know at the beginning of the sequence and the knowledge and skills developed. You will need to use a range of assessment strategies to measure this impact.

**“Inclusion”** – consider this in terms of setting suitable learning challenges, responding to learners’ diverse learning needs and overcoming potential barriers to learning and assessment.

**“deconstructing the learning”** – be explicit about the links between teaching and learning. Success should be measured on the impact that the learning sequence, and resource, have had on learners’ development of knowledge and skills. Talk about this in terms of them knowing more, remembering more and being able to do more.

**“research at the forefront of your subject’s discipline” –** in both aspects of the assessment (the introduction and the reflective commentary) you will need to refer to ideas from educators at the forefront of your discipline meaning specifically within *your subject* as well as ‘education generally’.

**“Critical analysis”** – the definition of this term might include the terms ‘musing, rumination, thoughtfulness, contemplation, reflexion, mediation, introspection and speculation’ (Savage and Fautley 2013). All or some would be useful!

**“Future practice”** – this is in relation to your own development over time. You need to consider the breadth and depth of this development using explicit examples that are specific and measurable. It is useful to set these within the context of your own teaching so that the reader understands the impact that the assignment has had on your own emerging practice.

**“References”** – for example refereed research articles and/or original materials related to learning and teaching. Typically a D grade will reference 7-10 sources, a C grade 10-14 and a B grade and above more than 15.

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| **Assessment criteria – PSEC3002 and 4002** | A | B | C | D | E | F | G | H |
|  | **To pass at Level 7 you will be able to:** | | | | **To pass at Level 6 you will be able to:** |  |  |  |
| Criteria 1  The resource – practical skills  The introduction - situating the resource | Produce an expertly designed learning resource that shows originality of thought and initiative and competency in creative skills.  Demonstrate an exceptional mastery of theories from subject or relevant literature and current issues to critically articulate a reasoned case in relation to your context intentions, rationale and design of the resource in your context. | Produce a very well-designed learning resource that shows originality of thought and initiative and command in creative skills.  Demonstrate a highly developed and systematic understanding of theories from subject or relevant literature and current issues to critically justify your intentions, rationale and design of the resource in your context. | Produce a well-designed learning resource that shows initiative and ability to apply creative skills.    Demonstrate a good systematic understanding of theories from subject or relevant literature and some awareness of current issues to justify your intentions, rationale and design of the resource in your context. | Produce an effective learning resource that shows some level of initiative at and ability to apply creative skills.    Demonstrate an adequate and sound understanding of theories from subject or relevant literature to justify your intentions, rationale and design of the resource in your context. | Produce a functional resource that shows an adequate application of creative skills.    Demonstrate some breadth and depth of understanding of theories from subject or relevant literature to justify your intentions, rationale and design of the resource in your context. | Produce a resource that shows insufficient evidence of application of creative skills. | Produce a resource that shows very limited evidence of application of creative skills. | Produce a resource that shows very limited evidence of application of creative skills. |
| Criteria 2 – Literature review and theory – show your engagement with research - the commentary | Understand a full range of literature at the forefront of current understanding of the discipline.  It is consistently critically analysed, challenged, synthesised and critically evaluated to scrutinise the effectiveness of the learning and teaching sequence. from a learner-centred perspective. | Understand a wide range of literature at the forefront of current understanding of the discipline.  There is sustained ability to critically analyse, synthesise, challenge and evaluate research to scrutinise the effectiveness of the learning and teaching sequence. from a learner-centred perspective. | Understand a good range of literature at the forefront of current understanding of the discipline.  There is evidence of sustained ability to analyse, synthesise, challenge and evaluate the effectiveness of the learning and teaching sequence from a learner-centred perspective. | Understand an adequate range of literature at the forefront of current understanding of the discipline.  There is some evidence of ability to critically analyse the effectiveness of the learning and teaching sequence from a learner-centred perspective upon current received opinion. | An adequate range of literature is understood.  Literature is used to support the scrutiny of the learning and teaching sequence from a learner-centred perspective upon current received opinion. | A limited range of literature is understood.    The scrutiny of the learning and teaching sequence is unsubstantiated. | A very limited range of literature is understood.    Little understanding is demonstrated. | The very limited use of literature does not demonstrate understanding of the area of study. |
| Criteria 3 - Deconstruct the impact of teaching on learning, showing the interaction between theory and practice.  – the commentary | To deconstruct the learning, practice is strongly analysed and critiqued with systematic links made to specialist theoretical perspectives in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion.  A range of rigorous supporting evidence in the appendices is critically evaluated. | To deconstruct the learning, practice is analysed and critiqued with systematic links to multiple theoretical perspectives in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion.  A range of rigorous supporting evidence in the appendices is discussed. | To deconstruct the learning, practice is analysed with links to theoretical perspectives in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion.    Supporting evidence in the appendices is used to some effect. | To understand learning, a generally sound analysis of some of the key issues with links to theoretical perspectives in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion is carried out. | Interpretation of learning is generally effective and research on subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion is presented clearly. | Interpretation of learning is attempted and there is little research-informed reflection on this. | Interpretation of learning and understanding of research are limited. | Interpretation of learning and understanding of research are very limited. |
| Criteria 4 – Critical reflection and evaluation – the commentary | Critically and systematically reflect on your future professional practice, demonstrating exceptional initiative when identifying key decisions, their rationale and their impact, fully grounded in research.  Identify targets which relate to future development in your subject pedagogy and critically reflect on strategies for meeting these.  Show how your strategies are informed by research and by your values, beliefs, an independent grasp of issues and based on evidence from learner outcomes. | Critically and systematically reflect on your future professional practice when identifying key decisions, their rationale and their impact, grounded in research.  Identify targets which relate to future development in your subject pedagogy and critically reflect on strategies for meeting these.  Show how your strategies are informed by research and an independent grasp of issues based on evidence from learner outcomes. | Critically and systematically reflect on your future professional practice when identifying key decisions and their impact, grounded in research.  Identify targets which relate to future development in your subject pedagogy and critically reflect on strategies for meeting these. | Critically reflect on your future professional practice when identifying key decisions and their impact, grounded in research.  Identify targets which relate to future development in your subject pedagogy and reflect on strategies for meeting these. | Reflect on your future professional practice when identifying key decisions.    Identify targets which relate to future development in your subject pedagogy. | Insufficient evidence of reflection on current and future practice. | Limited evidence of reflection on future practice. | Very limited evidence of reflection on future practice. |
| Criteria 5 – Argument – the commentary | Present work clearly, fluently and persuasively showing a sophisticated standard of English using an appropriate tone and clear sense of audience.  Construct arguments and communicate complex ideas.  Use a logical, progressive structure which supports your well founded, independent, personal analytical argument.  Reference work correctly and meticulously using the Harvard System. | Present work clearly, effectively and persuasively showing a high standard of English using an appropriate tone.  Present complex ideas effectively.  Use a logical, progressive structure which supports your independent analytical argument.  Reference work correctly and consistently with minimal errors of detail using the Harvard System. | Present work clearly and concisely using a very good standard of English with minimal errors.  Use an organised, coherent structure to communicate complex ideas.  Reference work correctly using the Harvard System. | Present work clearly and logically using a good level of English with minimal errors.  Use a clear, coherent structure which supports your conclusions.  Reference work generally correct using the Harvard System. | Present work with an acceptable level of English with few errors.  Use a mostly clear coherent structure that conveys meaning.  Reference work mainly correct using the Harvard System. | Present work with an acceptable level of English with few errors.  Use a structure that conveys meaning.  Reference work mainly correct using the Harvard System. | Work is not presented with an acceptable level of English.  Work lacks coherence.  Harvard Referencing is mainly incorrect. | Work is not presented with an acceptable level of English.  Work lacks coherence.  There is no referencing. |

## PSEC4003 Assignment Guidance – Evidence Informed Teaching

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| **Assignment:** | Assignment B: Evidence Informed Teaching |
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| **Module code:** | PSEC3003 and PSEC4003 |
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| **Level:** | 6 or 7 |
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| **Credit rating:** | 30 credits at level 6 or 7 |
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| **Submission procedure:** | Task 1 (critical literature review): Upload to Turnitin  Task 2 (presentation): Upload to Turnitin |
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| **Date due:** | Task 1 – Critical Literature Review  Formative assessment:   * Poster review of literature – 14th March 2022 * 500 words uploaded to Turnitin – by negotiation with tutor   Summative assessment:   * Electronic submission: By 3pm 22nd April 2022   Task 2 – Presentation  Formative assessment:   * Presentations in school – w/b 23rd May 2022   Summative assessment   * Electronic submission: By 3pm 5th June 2022 * Face to face presentation in university: 6th and 7th June 2022 |
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| **Notification of result:** | Task 1 – Literature Review: 20th May 2022  Task 2 – Presentation: 27th June 2022 |
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| **Resubmission 1:** | By negotiation with tutor |

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| **Essential Information** |  |
| |  | | --- | | **Teachers’ Standards Focus** |   In completing this assignment, you are likely to address aspects of the following Teachers’ Standards:  TS2, TS3, TS5, TS8. You may also address other Teachers’ Standards, based on individual work.  **Core Content Framework:**  By completing this assignment, you will have the opportunity to address areas of the Core Content Framework (CCF) which are relevant or of personal interest to you. In addition to those strands of the CCF which you choose to cover, you will also address the following aspects as a minimum:   * 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils * 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils * 4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning * 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed * 7.4 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success * 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration * 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement * 8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues   **Assignment B - Evidence Informed teaching**  **INTRODUCTION**  This module is about evidence informed teaching. You will appraise your personal professional practice to develop evidence informed teaching based on an area of interest or personal challenge. This should be an area of your practice that you wish to develop, an aspect that you are interested in, linked to your specialist Enhancement Activity or an area of future professional development. It should not be an area of practice which you are unable to have an impact on (for example those areas which require leadership engagement).  The assignment is in 2 parts.   * Part 1 is a critical literature review of current research relating directly to the key theme you have selected. * Part 2 is a presentation that seeks to use an evidence informed approach to evaluate the potential impact that the literature review will have on learning and teaching in your classroom.   **WHAT YOU NEED TO DO**  **Part 1**  Identify an area of professional practice as a focus for your investigation.  This will require you to:   * appraise your personal professional practice (this might link to evidence in the appendices from lesson observations of school reports), * identify an area of personal challenge for investigation * propose a focussed research question.   Before you write your literature review, you will outline and discuss, as a poster presentation, the key findings with a plan detailing how you will evaluate and present these in your assessed presentation at the end of the course. The poster should be a summary of your initial findings from the articles and books you have read, with a description of how you might use this in your classroom. This will enable you to get some formative feedback and learn from each other’s work. This will allow you to make links between a variety of research perspectives on an issue and share ideas with your peers.  You will have the opportunity to submit 500 words of your literature review to your subject tutor for formative feedback.  Having done this, you need to conduct a critical literature review (see Grant and Booth, 2008).  You will:   * Identify key factors and themes that relate to your chosen area of study; * Analyse and critically evaluate the extant literature; * Develop strategies which can be used in your teaching practice. * Include a full reference list using the Harvard system * Include appendices   The purpose of the assignment is to engage you in reading about current educational research so that you can develop your teaching practice from a well-informed perspective.  After you have conducted your literature review, it may be necessary to refine your research question. You should also identify some strategies that you will explore and discuss in the presentation.  You will submit the literature review electronically as a 3,000-word written assignment. It will serve to inform your final presentation, which will evaluate the potential impact of the findings on teaching and learning. The assessment items and dates for submission for the literature review are summarised in Table 1.  Table   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment items** | **Word Limit** | **Weighting** | **Learning Outcome** | **Who will assess and how?** | **Date for submission** | | Formative |  | n/a | 1, 2 & 5 |  |  | | Poster presentation | n/a | Peers | 14th March 2022 | |  |  |  |  | | 500 words | 500 | PGCE tutors | By negotiation with tutor | | Summative  Critical literature review | 3,000 words  (+10%) | 70% | 1, 2 & 5 | PGCE tutors | 3pm 22nd April 2022 |   **Part 2**  Having conducted your literature review you need to evaluate the potential impact of your findings when applied to classroom practice. This will probably involve you modifying your classroom practice to implement the strategies identified in your literature review.  For example, if your focus was about homework you might experiment with setting homework at the beginning of the lesson rather than the end. The impact this has will be the focus of your presentation.  The presentation should last 10 minutes (no more than 12 minutes) with a further maximum of 10 minutes for questions.  **Formative Assessment**  You will present your work in school during the week beginning 23rd May 2022. During this formative assessment the audience should include either the subject and/or the professional mentor. There should be at least two people in the audience, and where possible other trainees or colleagues should watch the presentations.  The professional or subject mentor should provide feedback (using the presentation assessment form). This assessment will act as formative feedback for you to use to make improvements before presenting in University.  **Summative Assessment**  You will present your findings to your subject tutors and peers; this will not necessarily be in exactly the same format as presented to the school as the audience is different and you may have made improvements. You have a free choice for the format of your presentation.  Your subject tutor will watch and assess your presentation. You must include a full reference list at the end of the presentation using the Harvard system.  The grade for the presentation will be combined with the grade for your literature review. You will receive a completed feedback sheet confirming the grades for your presentation (30%) and literature review (70%) with an overall summative grade when the results are published. The assessment items and dates for submission for the literature review are summarised in Table 2.  Table   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment items** | **Word Length** | **Weighting** | **Learning Outcome** | **Who will assess and how?** | **Date for submission** | | 10-minute Presentation  (you will be asked to stop at 12 minutes) | 1,500-word equivalent | 30% | 3 and 4 | Mentors  (formative)  Subject Tutor (summative) | Formative Assessment: w/b 23rd May 2022  Summative Assessment:  3pm 5th June 2022. (Face to face presentations: 6th and 7th June 2022) |   Accurately record all published materials used in all parts of the assignment including images, recordings, books, web sites etc.  **LEARNING OUTCOMES**  **Level 7**  On successful completion of the module, trainees should be able to:   1. Critically appraise personal professional practice to identify an area of interest or personal challenge for investigation and coherently present the planned approach and initial findings. 2. Synthesise current literature/research and evidence on the selected topic to conduct and evaluate a comparative analysis of the factors and underlying themes related to the selected topical issue through literature. 3. Detail the context of the study that considers the actual or potential impact on practice in terms of pupil outcomes. Make use of scholarly reviews and deploy established techniques of analysis and enquiry to draw conclusions. 4. Critically evaluate the role of evidence informed teaching dealing with complex issues. 5. Present work showing a good level of English with minimal errors. Use a clear structure that conveys meaning and a structured argument. Discuss suitable evidence and reference this correctly using the Harvard System.   **Level 6**  On successful completion of the module, trainees should be able to:     1. Show the ability of managing your own learning by appraising your personal professional practice to identify an area of interest of personal challenge for investigation. 2. Summarise current literature/research and evidence on the selected topic to conduct a comparative analysis of the factors and underlying themes related to the selected topical issue through literature. 3. Detail the context of the study that considers the potential impact on practice in terms of pupil outcomes. 4. Reflect on the role of evidence informed teaching in situations requiring exercise of personal responsibility and decision- making in complex and unpredictable circumstances. 5. Present work with an acceptable level of English with few errors. Use a clear structure that conveys meaning. Include suitable evidence referencing work using the Harvard System. | |

**ADDITIONAL INFORMATION**

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| **For the Literature Review** **(word count 3,000 excluding quotes)**  **Your literature review should**:   * Have a clear rationale for the chosen area of research including supporting evidence (assessment criteria 1 and 5). * Use literature from a range of sources relevant to the area of research to heighten understanding of the chosen area (assessment criteria 2). * Compare and contrast ideas from different perspectives challenging ideas from the literature. Give your own opinion (assessment criteria 2). * Communicate clearly and effectively your findings (assessment criteria 5). |

When writing a clear rationale for the chosen research it is recommended you follow a three-stage process:

1. Appraise your personal professional practice - you might include links to evidence in the appendices here – for example, school report, lesson observations, examples of pupils’ work or minutes from a meeting (evidence is assessed in learning outcome 5).
2. Identify an area of interest or personal challenge for investigation.
3. Construct a focused research question.

**It is highly recommended that you discuss your proposed research question with your tutor. The question needs to be focused and not too broad.**

Read a range of recent literature (within 10 years) that focuses on your chosen area of study. Critically reflect on what you have read to consider similar and contrasting perspectives to recognise what is influencing your thinking. Typically, we are looking for 7-20 source documents including subject specific peer reviewed literature (journal articles).

The outcome should be a well-written critical review that demonstrates knowledge and understanding of how research evidence can influence teaching and learning and should identify areas that you will explore and then discuss in your presentation.

**For the presentation (this is a word equivalent component – you do not have to count the words – it is the timing that is important)**

**The presentation should:**

* Be any format – it does not have to be PowerPoint (assessment criteria 3).
* Be 10 minutes in length (to a maximum of 12 minutes)
* Consider the key themes identified from the literature review (assessment criteria 3)
* Apply knowledge from the literature review reading in the context of your own classroom (assessment criteria 3)
* Show the application of your knowledge with examples. You should critique (question the given) and contrast the interconnection between theory and practice (assessment criteria 3)
* Based on your reading and experience draw conclusions that will impact on pupil outcomes now and in the future (assessment criteria 4)

**The following questions may help when conducting the literature review.**

**What is the purpose of a Literature Review?**

To find out what researchers claim to already know about the area you are studying.

Can you find a range of studies that tackle the problem from different perspectives?

Are there studies that use different research methods to explore this area of study?

Are there gaps in the literature? Could you contribute to it?

**Reading to get different theoretical perspectives**.

How do different schools of educational theory and practice explain your chosen area of research?

How does each different perspective influence your views on your area of study?

**Reading to understand key concepts**

What are the key concepts you wish to consider?

How are these defined or understood by different perspectives?

Consider different social perspectives –as seen at the level of society, the organisation or the individual.

Consider different educational perspectives – behaviourists, developmental constructionists, social constructionists.

Do these different perspectives have different understandings of the same concept – what is your understanding of the concept?

**How to find relevant literature**

Be strategic. Before you start reading, have a focused subject specific research question in mind (this might be your specialist subject or your enhancement activity. Create an initial list of key terms and add alternatives to it as you learn more about the topic. Refer to your list regularly to ensure you are searching consistently. There are exemplar assignments on Blackboard that may help you.

**Where to find relevant literature**

Online searches:

[Library Search](http://libguides.worc.ac.uk/resources/library-search) - Library catalogue, plus journal articles

Subject specific databases – British Education Index, etc, available via [Education Subject Guide](http://libguides.worc.ac.uk/subject-guides/ioe)

[Google Scholar –look for Full Text @Worcester](http://libguides.worc.ac.uk/subject-guides/ioe)

<https://www.gov.uk/government/publications>

Citation indexes – to see if the person who wrote the article you would like to quote from is reputable and trustworthy.

**How to read sources**

Active Reading – engage with the text – write questions as you read. Make links to other texts. Make links to other theories by comparing and contrasting what you read. Make notes of new ideas.

What do you agree/disagree with in the article/chapter/journal? Why?

How do other researchers explain similar phenomena?

Highlight key terms. Use mini post-its to bookmark ideas.

Write on the text (in pencil and only if it is your own book or print out).

From what perspective was the text written? – how do you know?

**Critical Reading**

Is the meaning of the text clear or is it unclear and/or ambiguous – can this be used as a criticism?

When claims are made, is any supporting evidence offered?

Either way this can be used to write critically about the text.

Does this text support or contradict other texts?

In what way are they similar/different – how does this inform your ideas?

What are the strong and weak points of the author’s overall argument/claim?

**Discriminatory reading**

How do each of your texts differ in terms of their theoretical standpoint? This will have implications for the way in which you justify your perspective. You must be able to distinguish between perspectives and explain how they are similar or different. Which perspective is more like your own?

**Evaluative Reading**

Take the best bits of all you have read and incorporate it in your own work. Use the best methods, take the clearest ideas, go with the most plausible ideas, and use your reading to justify your choices.

**Methodical Reading**

Make sure you spend enough time reading about all aspects of your research. Having identified a question –

What are the key concepts?

What theoretical approaches are there?

How have previous researchers collected evidence?

Spend equal time on each part and do not get over focussed on one element.

**Keeping a record of your reading**

Choose a method that suits your preferred way of working

* Record cards (or an e-version)- record all the information you need to use for referencing. You also need a brief overview of the content, some key words and any quotes with page numbers.
* Notebook - record more detailed notes in any form you are comfortable with.
* Linear notes -where you jot down key points as you read.
* Holistic notes – write a summary when you have finished reading.
* Mind mapping – use pictures and diagrams to summarise your reading – this can be done while you read (linearly) or as a summary when you have finished (holistically).
* Mendeley or other bibliographic management software

**Organising your writing**

There are lots of ways of organising your writing but here are a few:

**Chronological** when were your sources published – is there a story to tell of change over time.

By trend, how have ideologies, paradigms, philosophies changed over time.

**Thematic**, can you group ideas together so that themes, arguments or perspectives are compared.

**Methodological**, this is useful when comparing research. You could look at findings derived from observations, experiments, interviews or any other quantitative or qualitative method and critically evaluate them.

**Reading lists and resources.**

The reading list for this module, video, and supporting PowerPoint can be found on Blackboard – Assignments.

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| **Assessment criteria**  **PSEC3002 and 4002** | A | B | C | D | E | F | G | H |
|  | **To pass at Level 7 you will be able to:** | | | | **To pass at Level 6 you will be able to:** |  |  |  |
| Criteria 1  Identifying a context  (literature review) | Critically appraise your personal professional practice showing insight and original self-direction to identify an area of interest or personal challenge for investigation.  Goes beyond what is taught showing exceptional initiative and an authoritative grasp of issues to construct and evaluate an innovative research question. | Shows evidence of a systematic breadth and depth of critical analysis to appraise your personal professional practice.  Shows self-direction and justification to identify an area of interest or personal challenge for investigation to construct an insightful and original research question. | Demonstrates evidence of a systematic breadth and depth of independent engagement with study to critically appraise your personal professional practice.  This is used to identify an area of interest or personal challenge, leading to a good and focused research question for investigation. | Evidence of independent engagement with advanced research is shown, allowing for a satisfactory appraisal of your personal professional practice.  Critical analysis is present when constructing a research question for investigation. The analysis may be limited in range and depth. | Evidence of some independent reading and research to inform analysis of own area of interest. The independent reading and research is used to construct a research question. | Insufficient evidence of independent engagement with advanced research and study and of relevant current academic references. | Significantly inadequate evidence of independent engagement with advanced research and study. | Engagement with advanced research and study is not evident. |
| Criteria 2  Literature review and theory  (literature review) | Shows exceptional skills in constructing academic arguments and communicating complex ideas.  Exceptional mastery is shown when synthesising current research and evidence on the selected topic including methodologies and theoretical frameworks used in its production.  A critically comparative analysis is written which conveys a very strong, independent, understanding of the factors and underlying themes, resulting in a critical evaluation.  A range of original solutions are provided as strategies to explore in the presentation. | Shows very well developed skills communication of complex ideas to sustain scholarly arguments which advance understanding.  Highly developed systematic knowledge is deployed when synthesising current research and evidence on the selected topic including theoretical frameworks used in its production.  A critically comparative analysis is written which demonstrates an independent understanding of the factors and underlying themes.  A range of academically rigorous solutions are provided as strategies to explore in the presentation. | Shows effective, logical and coherent communication of information to sustain academic arguments when communicating complex ideas.  Good systematic knowledge is deployed when synthesising current research and evidence on the selected topic including theoretical frameworks used in its production.  A comparative analysis is written which conveys a good understanding of the factors and underlying themes.  A range of academically sound solutions are provided as strategies to explore in the presentation. | Shows competent, logical and coherent communication of information to sustain arguments. There may be some weaknesses in structure or coherence, but are generally sound.  Adequate, sound advanced knowledge is deployed when synthesising current research and evidence on the selected topic, some of which includes the theoretical frameworks used in its production.  A comparative analysis is written which conveys a sufficient understanding of the factors and underlying themes.  A range of generally sound solutions are provided as strategies to explore in the presentation. There may be some limitations to these. | Arguments are competently devised and sustained to explain complex matters but have weaknesses in structure or coherence. They are generally sound.  Adequate, breadth and depth of knowledge with key facts and concepts from research is communicated. Knowledge and understanding is not linked explicitly to theoretical frameworks.  A comparative analysis is written which conveys an adequate understanding of the factors and underlying themes, but the ideas presented are not complex.  A range of solutions are provided as strategies to explore in the presentation. There are some limitations to these. | Arguments and explanations are weak and poorly constructed. There are unsubstantiated claims to knowledge of they lack in coherence or validity.  Solutions to be explored in the presentation are not presented effective or they draw on flawed interpretation | Little evidence of independently constructed arguments. There is no supporting analysis or evidence for knowledge claims.  Solutions to be explored in the presentation have significant inadequacies in their design. | The very limited use of literature does not demonstrate understanding of the area of study. |
| Criteria 3  The intersection of theory and practice  (presentation) | There is an exceptional demonstration at a professional level of competency in the presentation, showing an ability to develop your own learning and make autonomous decisions.  The context should be complex.  The presentation demonstrates exceptional mastery of advanced knowledge from a wide range of current subject relevant reading in the context of the classroom.  Excellent examples are provided which convey a strong, independent, critical and evaluative understanding of issues at the forefront of the discipline. | There is a capable and effective application at a professional level of competency in the presentation, showing an ability to develop your own learning and make autonomous decisions.  The context should be complex.  The presentation demonstrates highly developed, systematic advanced knowledge from a wide range of current subject relevant reading in the context of the classroom.  Very good examples are provided which convey a very strong, independent, critical and awareness of issues at the forefront of the discipline. | There is a consistent and effective demonstration at a professional level of competency in the presentation, showing an ability to develop your own learning and make autonomous decisions. The context does not need to be complex.  The presentation demonstrates good, systematic advanced knowledge from a wide range of current subject relevant reading in the context of the classroom.  Good examples are provided which convey sound academically rigorous judgements and awareness of issues at the forefront of the discipline. | There is an effective demonstration at a professional level of competency in the presentation, showing an ability to manage and develop your own learning. The context does not need to be complex.  The presentation demonstrates adequate, sound advanced knowledge from a wide range of current subject relevant reading in the context of the classroom.  Sufficient examples are provided which convey generally sound judgements and awareness of issues in the discipline. | There is an adequate demonstration of application relevant to the profession in the presentation, showing an ability to manage and develop your own learning. The context does not need to be complex.  The presentation demonstrates adequate, application of knowledge from a range of current subject relevant reading in the context of the classroom.  Adequate examples are provided which convey judgements and awareness of issues in the discipline.  The outcomes suggested are those that could make a contribution to advancing learning or solving problems. | Insufficient evidence of advanced skills development, lack of professional judgement or little demonstration of ability to manage own learning, take personal responsibility or initiative. | Very limited evidence of advanced skills development. Serious lack of professional judgement and inability to demonstrate self-direction | Little or no evidence of advanced skills development.  Serious lack of professional judgement and inability to demonstrate self-direction |
| Criteria 4  Critical reflection and evaluation  (presentation) | Shows an exceptional understanding of interrelated theories and practices to produce an original argument.  The outcomes suggested are those that could make a significant contribution to advancing learning or solving problems. The outcomes have the potential to transform practice. | Shows a very strong understanding of interrelated theories and practices to produce a number of reasoned and substantiated conclusions.  The outcomes suggested are those that could make a very good contribution to advancing learning or solving problems. The outcomes suggested could significantly impact on pupil outcomes. | Shows a good level of relevant knowledge and understanding from reading to produce a number of reasoned and substantiated conclusions.  The outcomes suggested are those that could make a good contribution to advancing learning or solving problems. The outcomes might have minor limitations. The outcomes suggested could impact on pupil outcomes. | Shows a sufficient level of relevant knowledge and understanding from reading with some reasoned conclusions.  The outcomes suggested are those that could make a sufficient contribution to advancing learning or solving problems. The outcomes might have minor limitations. | Shows an adequate breadth and depth of relevant knowledge and understanding from reading with some reasoned conclusions.  The outcomes have limitations with little analysis or reflection. | Findings not presented effectively and application or interpretation of knowledge is flawed, with little reflection or analysis of this. | Significant inadequacies in analysis, indicating limited understanding or ability to deal with complex issues or make sound judgements. | The significant inadequacies in analysis, indicate very little or no understanding or ability to deal with complex issues or make sound judgements. |
| Criteria 5  Academic argument  (literature review) | Present work clearly, fluently and persuasively showing a sophisticated standard of English using an appropriate tone and clear sense of audience.    Construct arguments and communicate complex ideas.    Use a logical, progressive structure which supports your well founded, independent, personal analytical argument.  Reference work correctly and meticulously using the Harvard System. | Present work clearly, effectively and persuasively showing a high standard of English using an appropriate tone.    Present complex ideas effectively.    Use a logical, progressive structure which supports your independent analytical argument.  Reference work correctly and consistently with minimal errors of detail using the Harvard System. | Present work clearly and concisely using a very good standard of English with minimal errors.    Use an organised, coherent structure to communicate complex ideas.      Reference work correctly using the Harvard System. | Present work clearly and logically using a good level of English with minimal errors.    Use a clear, coherent structure which supports your conclusions.      Reference work generally correct using the Harvard System. | Present work with an acceptable level of English with few errors.    Use a mostly clear coherent structure that conveys meaning.    Reference work mainly correct using the Harvard System. | Present work with an acceptable level of English with few errors.    Use a structure that conveys meaning.    Reference work mainly correct using the Harvard System. | Work is not presented with an acceptable level of English.    Work lacks coherence.  Harvard Referencing is mainly incorrect. | Work is not presented with an acceptable level of English.    Work lacks coherence.    There is no referencing. |

# M Level Work (level 7)

When you begin the course in September you are automatically registered on the Postgraduate PGCE (M) (Masters’-level) route. The maximum number of credits you are able to achieve is 60 (180 credits is equal to a full Masters’). Assignments A and B are submitted at Masters’ level. If these do not meet the level 7 (Master’s) criteria, they may be submitted at level 6. Those succeeding at gaining 60 credits at Masters’ level will achieve the award Postgraduate Certificate of Education. Those choosing not to follow the M level route (or those gaining only 30 credits) will achieve the Professional Graduate Certificate of Education. Whichever route you choose to take you will also have a qualification, Qualified Teacher Status (QTS) that has a professional standing. QTS is subject to completing and passing your ECT (Early Career Teacher) phase.

We will be looking for:

* High levels of commitment to research and to analysis.
* The use of literature at a level where reading is challenged, not merely cited in support.
* Reading used actively to challenge your own thinking and attitudes.
* Reading actively used to help you to diagnose, analyse and enhance practice.
* Synthesis – drawing together, comparing, contrasting, challenging and being challenged by a range of inputs. For example, we want to see theories being contrasted.
* Combining inputs such as literature, mentor comments and personal reflection, rather than dealing with them separately.
* Analysis – systematic asking and answering of the question “Why?” This will happen in critical discussion, evaluation, and in reflective writing.

For example, compare this:

*I wanted to begin with a recap of the previous lesson using paired discussion. There were some discussion prompts and questions on the desks to get them started. However, they didn’t settle very well, and one boy was so disruptive that I had to report him to the class teacher. They didn’t really answer the questions and in the end I had to quieten the class and remind them what had happened in the previous lesson as well as telling them that I wasn’t very pleased with their attitude. They did finally settle down to the main task, which was reading and understanding a source text, and then the lesson went quite well.*

with this

*I think that a recap is always essential. Children have had many school and non-school experiences since last the lesson and need to refocus to establish continuity. On this occasion I wanted to use paired discussion to involve all of them in doing more than just listening to me and to give them a chance to support each other. I decided to place written prompts on the desks so that they could get started immediately, without the need to listen to me at all, and so that they knew exactly what to focus on. However, the recap didn’t really succeed, and, on reflection, I think that the class needed a brief spoken comment from me to create a more definite beginning to the lesson. Listening to them later, it also became clear to me that the prompts I’d given them were too challenging and they had been unable to work with them without help.*

Look how often the question “why?” is answered in the second piece, and how much more analytical the writing is as a result.

We want to see structure in your writing. For example, in assignments you might not just offer chronological running commentaries but might subdivide commentaries in terms of themes.

We want to see the beginnings of an interest in research, so that assignments show an understanding of the research designs used in literature and as well as reflecting an interest in reading about it.

The following list gives you some more ideas of the qualities required of you. We would not expect you to be showing all of them.

1. Thoughtful reflection
2. Expressing ideas in a structured way supported by evidence
3. Critical appreciation of issues
4. Asking challenging questions of theory and practice
5. Taking risks and reflecting on outcomes
6. Reflection on the professional value of collaborative work
7. Positive reaction to assessment and feedback
8. More in-depth engagement with a wide range of literature
9. Reading a wider range of sources
10. Using literature critically to inform your professional development
11. Contrasting and making a synthesis of literature
12. Using own experience to challenge the literature

For example:

*In a taught session in University or in a mentor meeting in school, you might discuss an issue with reference to several different sources of reading. These may include general sources on teaching such as Capel et al (2016), subject specific texts, articles from refereed journals and others sources such as school policies, professional journals, government initiatives, and the educational press. (TES etc.). You would have considered the relative merits of each piece that you read and would offer a view of their implications for your practice.*

### Frequently Asked Questions about Level 7 work

**How is Masters’ level work assessed?**

*The work is graded from A+ to D-. The minimum pass mark is D-.*

**What if I fail a Masters’ level piece of work on the first submission?**

*You can resubmit the piece of work to be reassessed at level 7 or you can resubmit the work and have it assessed at level 6. A resubmission at level 7 will be capped at D- (Pass).*

**How many resubmissions are allowed?**

*One – the deadline is the end of the course but you must talk to your tutor as soon as you know that your first submission has failed.*

**Can I gain just 30 credits at Masters’ level?**

*Yes, this is possible. If the full 60 credits are not achieved, you will gain a Professional Graduate Certificate in Education.*

**How do I use the credits I have gained to gain a full Masters’?**

*You can continue your studies at UW to gain a full Masters’. Most universities will allow you to transfer the points you have gained during your PGCE course to their Masters’ programmes.*

**Workload and Process**

You may or may not wish to be assessed at M-level for assignments A and B. You should not feelobligated one way or the other. We know that all competent teachers are working atvery high levels in ways which assessment frameworks are not always able torecognise. The range of instant, informed decisions that teachers have to engage inevery lesson is worth a doctorate! However, regulations do not allow awards in thisway.

There will be additional work required to reach M-level standards in terms ofadditional reading.Although not excessively greater this may be time your lifestyle and commitments donot permit in such an intensive course.