



School of Education

PGCE Secondary

Initial Teacher Education

Assessment Guidance

2018-19

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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 Code	Module Title	Assessment mode	Credits	Status (Mandatory (M) or Optional(O))
PSEC3001	Introduction to learning and teaching	Induction booklet	30 (L6)	M
PSEC3002 PSEC4002	Developing learning and teaching	Learning and teaching resource(s) Reflective commentary	30 (L6 or L7))	M
PSEC3003 PSEC4003	Evidence informed teaching	Literature review Digital presentation	30 (L6 or L7)	M
PSEC3004	Meeting the Teachers' Standards	Two action plans with supporting evidence Career Entry Profile	30 (L6)	M

Requirements for Awards

Award	Requirement
Postgraduate Certificate of Education	Passed a minimum of 60 credits at level 6 and 60 credits at level 7
Professional Certificate of Education	Passed a minimum of 120 credits at level 6

The course requires full attendance and 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.

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Assignment Submissions Dates 2018-19

Launch Date	Formative assessment opportunity	Markers	Deadline	Standardisation meeting 9.15-10.15 (tutors)	Publish	Feedback/return	Resub 1
Assignment 1 PSEC3001							
13 th September 2018	18 th Oct 2018	PS Tutors	5 th November 2018	Thursday 29 th Nov 2018	3 rd Dec 2018	3 rd Dec 2018	5 th July 2019
Assignment 2 PSEC3002/4002							
28 th September 2018	The Resource						
	16 th November 2018 8 th February 2019	Subject Tutors	11 th April 2019	Wed 22 nd May 2019	24 th May 2019	24 th May 2019	5 th July 2019
	Reflective Commentary						
	500 words (by arrangement with tutor)	Subject Tutors	26 th April 2019	Wed 22 nd May 2019	24 th May 2019	24 th May 2019	5 th July 2019
Assignment 3 PSEC3003/4003							
Literature Review 11 th April 2019	Poster presentation 24 th May 2019	Subject Tutors	31 st May 2019	Friday 21 st June 2019	By the end of the course	By the end of the course	By negotiation
Digital presentation 11 th April 2019	In school – w/c 17 June 2019	Subject Tutors	26 th /27 th June 2019	Wed 26 th June 2019	By the end of the course	By the end of the course	By negotiation
Assignment 4 PSEC3004							
Progress Review 3 rd December 2018	17 th Dec 2018 Email to tutors by 3pm on 2nd Jan 2019	Subject Tutors	n/a	n/a	n/a	n/a	n/a
Progress Review 8 th April 2019	11 th April 2019	Subject Tutors	n/a	n/a	n/a	n/a	n/a
UWCEP 24 th May 2019	12 th June 2019	Subject Tutors	14 th June 2019		By the end of the course	By the end of the course	By negotiation

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. Creme and Lea (2008) 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, NQT's 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!'

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ABOUT THE ASSIGNMENTS

The programme operates under the [Postgraduate Regulatory Framework](#) (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](#) 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. A pass/fail grading system is used for the work submitted at level 6.

Master's Level (M level)

All trainees are initially registered for the Post- Graduate Certificate in Education. This is a course of 60 credits at level 6 and 60 M-level credits. Thus the Post-Graduate Certificate will result in 60 credits at level 6 and 60 at level 7. Some trainees who find the demands of level 7 work too challenging may opt, in negotiation with their tutor and the course leader, for the 120 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 a 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. An initial draft should be no more than 500 words; it is not a complete assignment. You should send any drafts no later than two working days before the deadline date. 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). Identifying a critical friend to read assignments is always a good idea.

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Before assignment submission deadlines writing retreats are held at the Hive. 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 is a system which analyses your work and lets you know how you can develop the way that you use references. On Blackboard each assignment will have a link to the Turnitin submission portal. You may submit your assignments through Turnitin as many times as you wish until the final submission deadline. **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 at least one originality report with your subject tutor. This will further support the 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. Therefore, if you choose not to submit your work through Turnitin, you may still be requested to do so by the tutor.

Handing in Work

All written work for assignments 1, 2, 3 and 4 should be submitted electronically via SOLE. Assignment 2 (resource) is 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. There is a video guide to help you on Blackboard and an assignment guide. Please note that if you have any problems uploading work for e-submission you should contact solehelp@worc.ac.uk. **Under no circumstances should you email work directly to your tutor as this will not register on your SOLE page and will be classed as non-submission.**

When submitting your resource for assignment 2, and your presentation for assignment 3, ensure that you print off the submission sheet from your SOLE page. This sheet will have a personalised bar code which will be scanned once your work has been submitted. All work should be submitted by 3:00pm on the submission date. Attached to your resource should be a front page with your name and subject and with the name of your subject tutor.

Work handed in late will be treated as a non-submission, unless a successful exceptional [mitigating circumstances](#) claim is subsequently submitted. Resubmitted work marked at level 7 will be capped at D-.

Please note: if you have any learning difficulties, e.g. dyslexia, it is expected that you will attach an appropriate sticker to your work and take advantage of the specialist help available to you in the [Disability and Dyslexia Service](#) within Student Services. Tutors will not be able to make allowances for students who ignore these procedures.

All work will be marked within 20 working days and results will be published as detailed in this Assessment Guidance and on Blackboard. The exception to this rule is the literature

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reviews (assignment 3 PSEC4003/3003) as this assignment has 2 components and results cannot be published until the presentation has been completed.

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

You will find the full procedures on the “My Course Details” tab of your [SOLE page](#)

If you submit assignments within 5 five days of the deadline date your work will be marked but will be capped to the minimum pass mark. Please note that you must submit work within **5 actual days** of the deadline date NOT working days. All assignments submitted later than 5 days will be graded ‘L2’ and will not be marked. See later section on mitigating circumstances.

PLEASE NOTE:

- On the PGCE secondary course each assignment links to a module. You will submit assignment 1 in the autumn term, assignment 2 in the spring term and assignment 3 in the summer term (see dates on page 4). Assignment 4 is a long thin module running throughout the course. You must submit all items of assessment for a module in order to pass. Most have at least 2 parts to the assessment.
- If you do not submit an item of assessment by the final resubmission date, you will automatically fail the module regardless of any overall mark achieved.
- If you fail to submit any items of assessment at all for a module, then in addition to failing the module, you will also lose your right to reassessment, and will be required to re-take the module in the following academic year. Please note that this might include re-taking aspects of your school experience as each module is linked to school placements.

Feedback sheets and a transcript of results will be available on-line via your [SOLE page](#) once marks have been agreed. To view your results click on the ‘My Results’ Tab when using your [SOLE page](#).

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.
- Submit work using the assignment electronic submission template (Blackboard – Assignments).
- 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 - use the Harvard referencing system accurately (see below)
- Make sure you number your pages 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.”

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
- 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](#) on the Student Services website for information on how to use feedback to improve your work.

Resubmission of work

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Any resubmitted assignment should be submitted with the original version of the assignment to the tutor marking your work via email and not SOLE. Failure after one resubmission constitutes failure to meet the requirements for the course. For assignment 1, 2 and 3 the resubmission deadline will be July 5th. For assignments 4 and 5 this will be by negotiation with the Course Leader

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 appendix 5 of the course handbook.

Return and Collection of Marked Work

Assignment results are published on SOLE as indicated in the assessment guidance. Where possible, assignments are returned in 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](#) 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?

- **Significant** changes in your circumstances outside of your control which are acute, severe and unforeseen and occur immediately before or during the assessment period.
- Not on-going situations unless there has been a recent deterioration.

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- Mild illnesses and routinely difficult or upsetting events do occur in life. It is a normal part of life to have to manage these and continue with work or study. Such things will not be considered as grounds.

The following represent grounds for the submission of claims:

- a) Serious illness
- b) Serious illness of partner, relative or friend
- c) Bereavement
- d) Excessive employment demands which were unexpected, substantial and temporary (it is not expected that full time trainees will claim on this basis)
- e) 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?

- Evidence must be independent, authentic and timely.
- Medical notes should be obtained at the time of illness and must be on headed paper and dated.
- Letters of support must be on headed paper and dated.
- A letter of support from a member of staff is eligible HOWEVER claims have been rejected by the Committee where this is the only evidence given.
- **Claims with no evidence attached will NOT BE CONSIDERED.**

What circumstances are not accepted?

- a) 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.
- b) The usual financial difficulties experienced by most trainees.
- c) The usual professional commitments or employment demands.
- d) 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 you are required to ensure that their work is adequately backed up.
- e) Claims arising from poor time management or personal organisation
- f) Claims relating to pregnancy do not constitute mitigating circumstances, unless there is evidence that there have been complications.

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- g) Claims relating to circumstances within your 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).
- h) Claims relating to 'assessment stress'. Experiencing an increase in anxiety leading up to and during an assessment(s) is common.
- i) Claims where the problem is caused by English being an additional language.
- j) Claims relating to the attendance policy of a module

Cheating

Cheating 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 if it is your own. Any incidence of plagiarism is considered as a serious professional issue since it constitutes a form of cheating. Impeccable honesty is a requirement of the profession as you will be responsible for children's moral and 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](#).

In order to avoid an allegation of cheating 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 as a diagnostic tool.

The university has set [procedures for investigation of cases of alleged cheating](#). In the event that an allegation is made, you should familiarise yourself with these procedures.

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.

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- 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 Student Academic Representatives at Course Management Committee meetings.
- They meet with the course team and trainees to talk about the course.
- 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](#).

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

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](#) is designed to complement the appeals process and will consider any other subject relating to the trainee experience.

School Reports

Mentors are asked to complete three school reports in total; the first report in December, the second at the mid-point of the spring/summer term and the third (cumulative to the second) at the end of the course. For School Direct an additional annex to the first school report will be requested from your placement school. Mentors are asked to complete the reports electronically. Once completed reports should be emailed directly to Claire Rowlands the PGCE Administrator c.rowlands@worc.ac.uk by the deadline dates as indicated on each of the reports.

All three school reports should be discussed with you before submission to the university. You must also include your comments on the reports before they are submitted to the university. A mentor's judgement on the school report should be based on what we would expect a trainee teacher to be achieving for the particular point in the course. It is essential that you use text from the '*Meeting the Teachers' Standards (Autumn and Spring/Summer)*' booklets when considering your attainment at any point in the course. Further details about the school reports are available in the Course Handbook on Blackboard.

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Copies of the School Reports templates and exemplars can be found on Blackboard and on the partnership section of the website <http://www.worcester.ac.uk/discover/education-secondary-partnership-placement-information.html>.

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PGCE Secondary Assignment 1 Assessment Brief

Assignment:	Assignment 1 - Introduction to Teaching and Learning
Module code:	PSEC3001
Level:	6
Credit rating:	30 credits at level 6
Submission procedure:	Electronic
Date due:	5 th November 2018
Notification of result:	3 rd December 2018
Return date:	3 rd December 2018
Resubmission 1:	5 th July 2019

Essential Information

Teachers' Standards Focus

In completing this assignment, you are likely to address aspects of the following Teachers' Standards: TS1a, 1c, 2a-e, 4b, 4d, 5c, 7a, 7b, 8b, 8d.

To complete this assignment, you need:

- **An induction booklet** – this is to scaffold your initial observations in school during the induction period. Use this to make notes and to record your observations.
- **An assignment template** – this is assignment PSEC3001 – Introduction to teaching and Learning. Use this template to write an analysis of your observations during the induction period. You will need to type up the tasks from the induction booklet as the appendices.

Assignment 1 - Introduction to Learning and Teaching

Introduction

This assignment will focus on the first few weeks of the course. It aims to support you in making links between the early university and school taught sessions (subject and professional studies) and the time spent in placement during the initial induction period, thus making connections between theories of learning and the practice of teaching. Completion of focused induction tasks will allow you to start to reflect on learning and teaching including professional values as well as teaching strategies and approaches to behaviour management. A key focus will be on learning and how pupils make progress. These tasks will allow you to reflect on your emerging professional development and future practice.

The **completed assignment template** will form this assignment.

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WHAT YOU NEED TO DO

Assessment 1

You need to complete the assignment template electronically. This forms analysis around four key areas. These are:

1. Professional values and high expectations
2. Behaviour and learning management
3. Effective teaching and learning.
4. Emerging professional development.

Each of these focused areas will require you to refer to reading from taught sessions and other sources so that you make **connections between theories of learning and the practice of teaching**. Sometimes what you read and what you see will conflict and it is this preliminary analysis of enquiry that will allow you to 'question the given' and to develop your own views. This early work will challenge your preconceptions and misconceptions as an inexperienced teacher. It will also challenge what makes good teaching and learning and how progress can be measured. The most important aspect of the assignment is the focus on how these tasks and observations will help you to further your professional practice.

Submit for this assignment

As the main text (4,500 words maximum)

The completed **assignment template**. All induction tasks must be complete and submitted as evidence in the appendices.

You will be given an induction booklet to help scaffold your induction period in school. This booklet requires you to complete a series of observations that will form the appendices of your assignment. Towards the end of the induction period you will have the opportunity to discuss the tasks with tutors. There will also be an opportunity for peer review before final submission.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission
Assignment template	4,500 words equivalent	100%	1, 2, 3, 4 & 5	Formative peer reviewed in September Summative tutor assessment at the end of the induction period	5 th November 2018

Include a full reference list (in the assignment template) using the Harvard system. Accurately record all published materials used in all parts of the assignment including images, recordings, books, web sites etc.

As appendices:

Include the tasks from the induction booklet. You should refer to these in the analysis section.

Learning outcomes

On successful completion of the module, you will be able to:

1. Demonstrate a systematic understanding of key issues concerning learning and teaching, including professional values
2. Review, consolidate and develop a preliminary understanding of teaching strategies and approaches to behaviour and learning management

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3. Demonstrate emerging conceptual understanding about how pupils learn and make progress over a period of time.
4. Deploy techniques of analysis and enquiry to make connections between theories of learning and the practice of teaching commenting upon particular aspects of current research, or equivalent advanced scholarship
5. Demonstrate the learning ability needed to identify future further development targets of a professional or equivalent nature.

ADDITIONAL INFORMATION

To complete this assignment, you will have an induction booklet containing a series of tasks that you will complete during the first few weeks you are in school. The assignment requires you to write an analysis using the assignment template on Blackboard.

To be successful you will need to:

...have completed a range of induction tasks that will enable you to write an analysis as your first assignment. This is submitted on the assignment template. It is hoped that the tasks in the Induction Booklet will strengthen your early learning at university and help you to make sense of some of the initial reading you have undertaken about education. The booklet will scaffold your initial observations in school.

The assignment template must be submitted electronically by the assignment 1 (PSEC3001) deadline (3pm). The analysis requires you to write under four subheadings

1. Professional values and high expectations
2. Behaviour and learning management
3. Effective teaching and learning
4. Emerging professional development – it is useful to cross reference these to the Teachers' Standards.

You will:

- Observe a range of age phases, subjects and staff.
- Make links between what you see on placement, taught sessions in university and school and what you read.
- Observe how students in a secondary setting learn and how they make progress. It is important that you ask yourself 'where is the evidence?' This will allow you to consider how a teacher is accountable for pupils' attainment, progress and outcomes.
- Make comparisons about key theories allowing for connections between theories of learning and the practice of teaching. It is important that you 'question the given' and challenge your own views about what you see and what you read.
- Challenge the preconceptions and misconceptions that you enter the classroom with regarding learning and teaching.
- Consider carefully what makes good teaching and learning and how progress can be measured over time.
- Engage with the key terminology from the Teachers' Standards.

Assessment terms explained:

"Professional values" – a teacher is expected to demonstrate consistently high standards of personal and professional conduct. Part 2 of the Teachers' Standards (2013) defines the behaviour and

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attitudes which set the required standards for conduct throughout a teacher's career. These standards are also mirrored in the course Code of Conduct. In this early stage of training it is essential that you understand the professional role of the teacher.

In induction task 1 you are asked to observe the how teachers establish expectations. You will consider how teachers communicate their expectations of the pupils and how expectations and professional values affect behaviour and learning in the classroom.

“Approaches to learning and behaviour management” – One of the most common worries of graduates coming into teaching relates to behaviour management. Managing student behaviour is an important aspect of a teacher's pedagogy and this is why we state that every session on the PGCE course is about behaviour management. What matters is how a teacher manages learning within a productive behaviour context. The induction task on behaviour will introduce you to some of the procedural requirements of behaviour management within the context of learning.

“How pupils learn” – Learning is complex and multifaceted. Before starting the course, we asked you to consider some of the theories about learning and this is developed during the early professional studies sessions. As the induction booklet states ‘theories about learning are not some sort of abstract notion, divorced from and irrelevant to, ‘real life’ with ‘real children’’. Although teachers may not be aware that they are using a key theory your emerging knowledge will allow you to question how children learn and as a consequence allow you to adjust your teaching strategy accordingly. Task 3 asks you to consider theories about learning. This might include comparing and contrasting what some key ‘educators’ have to say about the topic.

“Teaching strategies” – In the induction booklet we asked ‘If Teaching does not equal Learning, how and why might knowledge of a variety of teaching styles be of use to the classroom teacher?’ In task 3 you observe two different teachers in two different subjects. This could be part of your pupil trail. This will allow you to consider the different styles and the pupil response to the styles employed.

“Connections between theories of learning and the practice of teaching” – On the PGCE course we want you to ‘question the given’. Use reading from books, journals, websites, blogs, university notes and hand-outs or other sources. Use a range of literature (your reading list should be in the range of 7–18 references). This will allow you to underpin the principles of learning to demonstrate an understanding of how theory links to practice.

“Current research or equivalent advanced scholarship” – We want you to read and offer an opinion. This could be from a range of sources including those on Blackboard, from university sessions, blogs, podcasts or other sources. Try to make sure that the articles are English and current (within the last 10 years). If a source is dated but still very relevant acknowledge this within the text.

“Future further development targets” – You need to make sure that you are explicit about how the observations in your induction period will impact on your emerging professional practice. You cannot address all targets at once so you will need to work with your mentor to select the ones that will have the biggest impact on your teaching and ultimately the pupils’ learning.

Reading lists and resources.

The reading list for this module, movies(s) and supporting PowerPoint can be found on Blackboard – Assignments.

Assessment criteria - PGCS 3001	
Learning outcome	To pass at Level 6 you will be able to:
Demonstrate a systematic understanding of key issues concerning learning and teaching, including professional values	Through the completion of all four assessed induction tasks demonstrate systematic understanding of key issues concerning learning and teaching, including professional values. Demonstrate an understanding of the observations explaining how learning is effective or ineffective in your opinion.
Review, consolidate and develop a preliminary understanding of teaching strategies and approaches to behaviour and learning management	Use evidence from observations, reading and taught sessions to review, consolidate and develop your emerging (preliminary) understanding of teaching strategies and how teachers manage behaviour in the classroom and approaches to learning management.
Demonstrate emerging conceptual understanding about how pupils learn, make progress, and how this is monitored.	Provide a clear reflection on the importance of theories about learning and show the development of your personal emerging views (own voice) of effective learning. Discuss how teachers ensure that pupils have made progress and how this is monitored in the lessons observed.
Deploy techniques of analysis and enquiry to make connections between theories of learning and the practice of teaching commenting upon particular aspects of current research, or equivalent advanced scholarship	<p>Refer to reading from university/school sessions and other sources so that you make connections between theories of learning and the practice of teaching. Sometimes what you read and what you see will conflict and it is this preliminary analysis of enquiry that will allow you to 'question the given' and to develop your own views.</p> <p>Collect information on relevant theories about learning from: books, journals, websites, blogs, university notes and hand-outs or other sources. Use a range of literature to underpin the principles of learning to demonstrate an understanding of how theory links to practice.</p> <p>Demonstrate an ability to communicate clearly and logically through an organised and coherent structure.</p>
Demonstrate the learning ability needed to identify future further development targets of a professional or equivalent nature.	Critically reflect on the impact that the tasks have had upon your emerging professional development and future practice. Describe the ways in which you will develop your professional practice over the next phase of the course showing an appreciation of your emerging understanding and the limits of your knowledge and experience. Construct targets that have explicit strategies that you will implement. Justify the solutions proposed using relevant theoretical perspectives, current research or equivalent advanced scholarship to support your arguments.

PGCE Secondary Assignment 2 Assessment Brief

Assignment:	Assignment 2 - Developing Learning and Teaching
Module code:	PSEC3002 and 4002
Level:	6 or 7
Credit rating:	30 credits at level 6 or 7
Submission procedure:	Hard copy (learning resource) and electronic (reflective commentary)
Date due:	16 th November OR 8 th February 2019 (formative assessment of resource) 11 th April 2018 (Submit resource) 26 th April 2019 (summative assessment)
Notification of result:	24 th May 2019
Return date:	24 th May 2019
Resubmission 1:	5 th July 2019

Essential Information

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

Assignment 2 - Developing Learning and Teaching

INTRODUCTION

The module specification states that 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 a high quality and creative resource that shows a systematic understanding of some of the key aspects of teaching and learning in your subject. You will use the resource during the delivery of a short sequence of lessons. It is important that you scrutinise the resource and the subsequent learning from a [learner-centred perspective](#).

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. Furthermore, you must critically examine the impact that your resource and teaching has on student learning outcomes in your subject. 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-reflections on how this experience will impact on your **future practice** particularly regarding ensuring pupil progress over time.

WHAT YOU NEED TO DO

Assessment 1

1. Create a **high quality and creative resource** that uses ideas and techniques which reflect good practice related to **learning and teaching** in your specialist subject.
2. Annotate your resource (by appropriate means) to explain its form and function and to provide a rationale for its design by demonstrating understanding of aspects of good practice in learning and teaching in your subject. Make sure that you reference and show how you have considered ideas from educators at the forefront of your subject and education generally. The resource is 1,500 word equivalent so annotations should be between 300 – 500 words.
3. You will present your resource (or a prototype) to your peers (10 minutes) and your Subject Tutor for formative feedback. 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	1,500 equivalent (of which the annotation should be between 300-500 words)	40%	1	Peer and Subject Tutor (formative)	16 th November OR 8 th February 2019 (formative assessment of resource)
				Subject Tutor (summative)	26 th April 2019

Assessment 2

Plan and teach a sequence of lessons (within a unit or scheme of work) which include the use of the resource produced for Assessment 1 above. In your planning and delivery of the sequence of lessons 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 write a **reflective, critically evaluative commentary** of how both the sequence of lessons and the resource impacted upon your learners' progress. In your commentary you must demonstrate understanding of current **subject pedagogy** by linking theory with practice. You must discuss how you made use of **assessment** strategies, **inclusive** practice and common **misconceptions** (where appropriate) to enhance the learners' progress. It is essential that you also consider your own professional practice and how planning and delivering this sequence of lessons has impacted on your progress as a trainee teacher. You should then be able to identify specific targets for your **future development** that you believe will have a positive impact on pupil progress over time.

Include a full **reference list** 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.

In your **appendices** include as a minimum:

1. Evidence of the teaching sequence either as lesson plans or a unit of work with the relevant sections highlighted.

2. Include evidence of the impact of the resource from a **learner-centred perspective**. This should include examples of learners' work and may also include other evidence, such as, lesson observation feedback, lesson evaluations and weekly reviews etc.

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 26 th April 2019

LEARNING OUTCOMES

Level 7

On successful completion of the module, trainees should be able to:

1. Produce a **high quality and creative resource** that shows originality and a systematic knowledge of some of the key aspects of teaching in the subject.
2. Plan and teach a sequence of lessons (within a unit or scheme of work) which include the use of the teaching resource. Critically evaluate the effectiveness of the lessons from a **learner-centred perspective**.
3. Deal with complex issues both systematically and creatively using **subject specific pedagogy** which clearly identifies the intersection of theory and practice, in relation to **subject knowledge and pedagogy** (including common misconceptions) **assessment and inclusion**.
4. **Critically reflect** on professional practice demonstrating independent learning ability and identify areas for **future development**.
5. Present work showing a good level of English with minimal errors. Use a clear structure that conveys meaning and a structured argument. 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 a **high quality and creative resource** that shows a systematic understanding of some of the key aspects of **learning and teaching** in the subject.
2. Plan and teach a sequence of lessons (within a unit or scheme of work) which include the use of the teaching resource. Investigate relevant theoretical perspectives to scrutinise the sequence of lessons from a **learner-centred perspective**.
3. Demonstrate systematic understanding of current **subject specific pedagogy** within the setting which clearly identifies the intersection of theory and practice, in relation to **subject knowledge, subject pedagogy** (including common misconceptions), **assessment and inclusion**.
4. **Critically reflect** on professional practice and identify areas for **future development**.
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

To be successful you will need to...

Work as a professional within a placement school environment, learning about effective **learning and teaching** in your subject. You will create a learning resource(s) that reflects good practice in your subject and teach, using the resource, to evaluate the impact from a **learner-centred perspective**.

The outcome should be a **high quality and creative resource demonstrating knowledge and understanding of current pedagogy specific to your subject** and your own subject knowledge. This will form the basis for a **critical reflection** of learning and teaching within the subject and should identify areas for your own **future development**.

It is likely that you will:

- Devise learning activities which are appropriate to the students you teach and to learning objectives. This will allow you to focus on **inclusion** issues as they apply to your subject.
- Consider the development of your own **subject knowledge** and related **subject specific pedagogy** (including common misconceptions)
- Refer to current curriculum developments, initiatives and literature
- Be critically evaluative of the literature cited linking theory to practice
- Analyse and evaluate the lesson sequence taught starting with the impact on student progress
- Use appropriate **assessment** methodology to measure the impact
- Refer to observations of other teachers
- Consider student engagement and motivation

Assessment terms explained:

“high quality and creative 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*.

“Annotation (by appropriate means)” – the resource is a word equivalent aspect of the assignment. It is up to you how you produce it and the format used to explain the form and function plus the rationale for the design. For example, you might decide to write in prose, use post-it notes, annotate a PowerPoint, mind map or use a voice recorder. As a guide the annotation should be between 300 and 500 words and should include reference to reading.

You will present it to peers and Subject Tutor for formative feedback in November or February. You will use the feedback from your peers as part of the reflective commentary.

“Ideas from educators at the forefront of your discipline” – in both aspects of the assessment (the resource 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’.

“current research” – published within the last 10 years where possible.

“Learning and teaching” – be explicit about the intended learning using measurable learning outcomes. Success should be measured on the impact that the learning sequence, and resource, have had on student progress over a period of time.

“Learner- centred perspective” – 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 progress made. You will need to use a range of assessment strategies to measure this impact.

“Theoretical perspectives” – you will need to use a range of reading and literature to support judgements made. Remember to ‘question the given’ linking theory to practice.

“Scholarly reviews and primary sources” – 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.

“Systematic understanding” – use of acceptable evidence, data, materials and resources to demonstrate personal meaning and values. You need to articulate that you understand what you are saying.

“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 students learn.

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

“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 which can be spoken.

“Common Misconceptions” – this term links to cognitive development and the process through which students 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 faulty 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 based on the basis of your assessment data.

“Critical reflection” – 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 development” – 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.

“Pupil progress’ – The key factor in judging the quality of teaching (using your resource) over time is the impact the teaching has on the quality of learning. This involves assessment. Assessment *before* learning can be used as a prompt *for* leaning and as a way to identify current knowledge or skills, as well as gaps in learning. It is often a diagnostic tool – remember that assessment does not always lead to marking.

Assessment criteria – PSEC3002 and 4002		D	C	B	A
	To pass at Level 6 you will be able to:	To pass at Level 7 you will be able to:			
<p>Criteria 1 – Practical Skills – the resource – with annotations to explain the form and function plus the rationale for its design underpinned by literature</p> <p>Resource= 1,000 word equivalent</p> <p>Annotations = 500 word equivalent</p>	<p>Produce a functional resource that shows an understanding of some of the key aspects of teaching and learning in your subject.</p> <p>Annotate the resource to explain its form and function, illustrating a developing awareness of the key themes and ideas from educators at the forefront of your discipline as well as education generally.</p>	<p>Produce a good quality resource that shows some originality and an understanding of some of the key aspects of teaching and learning in your subject.</p> <p>Annotate the resource to demonstrate comprehension of the task linked to literature and current key themes and ideas from educators at the forefront of your discipline as well as education generally.</p>	<p>Produce a high quality and creative resource that shows originality and a systematic understanding of some of the key aspects of teaching and learning in your subject.</p> <p>Annotate the resource to explain a rationale, with discussion, in relation to subject or relevant literature providing a strong case for producing the resource.</p>	<p>Produce a well-designed, high quality and creative resource that shows originality and a detailed understanding of the key aspects of teaching and learning in your subject.</p> <p>Annotate the resource to provide a clear rationale with discussion and reflection in relation to subject or relevant literature providing a reasoned case for adopting particular methods.</p>	<p>Produce an expertly designed, high quality and original learning resource that shows a sophisticated understanding of the key aspects of teaching and learning in your subject.</p> <p>Annotate the resource to provide a rationale fully grounded in theories from subject or relevant literature that articulates a reasoned case for adopting particular creative and original elements.</p>
<p>Criteria 2 – Literature review and theory – the commentary</p>	<p>Use relevant literature and peer feedback on the quality of the resource to scrutinise the learning and teaching sequence in which the resource is used.</p>	<p>Use a range of expert opinion to evaluate the effectiveness of the learning and teaching sequence from a learner-centred perspective.</p> <p>Use theoretical perspectives to support your scrutiny of the learning sequence, and explain the outcomes of the resource used and changes made based on peer feedback.</p>	<p>Use a good range of current research to evaluate the effectiveness of the learning and teaching sequence from a learner-centred perspective using benchmark data relating to pupil progress over time.</p> <p>Underpin your own views using literature covering learning theory relevant to your subject in a thoughtful way to evaluate the effectiveness of the learning sequence analysing and substantiating changes (or proposed changes), including suggestions provided by peers</p>	<p>Synthesis a wide range of current relevant research (including peer reviewed journal articles) to scrutinise the effectiveness of the learning and teaching sequence from a learner-centred perspective providing evidence (justified by linking to the appendices) of the impact the resource has had on key groups of pupils' progress over time.</p> <p>Underpin your own views using some synthesis of literature covering learning theory relevant to your subject in a systematic and thoughtful way to scrutinise the effectiveness of the learning sequence. Justify changes (or proposed changes), including those provided by peers to</p>	<p>Use synthesise of reading to critically evaluate a full range of current relevant research (include a range of peer reviewed journal articles) to scrutinise the effectiveness of the learning and teaching sequence from a learner-centred perspective using pupil data on progress to formulate complex, and meaningful judgements.</p> <p>Underpin your own views by making an informed selection, synthesising a range of views, to critique and challenge the literature to find your own professional voice. Fully integrate literature into the assignment by using it to underpin your approach to the resource, your planning and the analysis of your teaching. Critically engage with literature to support reflection</p>

Assessment criteria – PSEC3002 and 4002		D	C	B	A
	To pass at Level 6 you will be able to:	To pass at Level 7 you will be able to:			
				justify the evidence and value base.	on specific professional judgements.
Criteria 3 – The intersection of theory and practice – the commentary	Devise arguments, in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion which demonstrate your understanding of relevant pedagogy and how this makes links between theory and practice	Provide a sound analysis of some of the key issues when using the resource in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion.	Deconstruct the learning sequence and apply knowledge to provide an analysis in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion.	Deconstruct the learning, using supporting evidenced in the appendices. Provide supporting literature to produce a coherent analysis of the use of the resource in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion.	Deconstruct the learning using a variety of specific sources evidenced in the appendices. Provide a strong command of a broad range of complex and specialist areas of knowledge and skills, supported by a synthesis of literature in relation to subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion.
Criteria 4 – Critical reflection and evaluation – the commentary	Reflect on your professional practice and identify targets for future development which demonstrate an increasing confidence in managing your own development.	Critically reflect on your current professional practice Identify targets which relate to future development in your subject pedagogy by using the strengths and needs identified in your reflections.	Provide personal reflection and insight to develop well thought out clearly articulated targets for professional development clearly stating suitable strategies for meeting these targets.	Identify targets which relate to future development in your subject pedagogy. Clearly state suitable strategies for meeting these targets and show how these strategies are informed by your values and beliefs and evidence based on pupil outcomes.	Critically reflect on your current and future professional practice demonstrating initiative when identifying key decisions, their rationale and their impact. 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 and beliefs based on evidence from pupil outcomes.
Criteria 5 – Presentation – the commentary	Present work with an acceptable level of English with few errors. Use a clear structure that conveys meaning. Reference work mainly 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. Include suitable evidence that is referenced and discussed. Reference work generally correctly using the Harvard System.	Present work clearly and concisely using a very good standard of English with minimal errors. Use an organised, coherent structure which supports your analytical argument. Include well presented evidence which is evaluated in the discussion and clearly referenced. Reference work correctly using the Harvard System.	Present work clearly, effectively and persuasively showing a high standard of English using an appropriate tone. Use a logical, progressive structure which supports your independent analytical argument. Include well presented, relevant evidence which is evaluated in the discussion and clearly referenced. Reference work correctly and consistently with minimal errors of detail using the Harvard System.	Present work clearly, fluently and persuasively showing a sophisticated standard of English using an appropriate tone and clear sense of audience. Use a logical, progressive structure which supports your well founded, independent, personal analytical argument. Include high quality evidence throughout which is evaluated and discussed. Reference work correctly and meticulously using the Harvard System.

PGCE Secondary Assignment 3 Assessment Brief

Assignment:	Assignment 3 - Evidence Informed Teaching
Module code:	PSEC3003 and 4003
Level:	6 or 7
Credit rating:	30 credits at level 6 or 7
Submission procedure:	Task 1 Electronic (critical literature review) Task 2 Directly to subject tutor (presentation)
Date due:	<u>Task 1</u> 24th May 2019 (formative assessment of reviewed literature) 1 st June 2019 (electronic submission of critical literature review) <u>Task 2</u> w/b 17 th June 2019 (formative assessment of presentations in school) 26 th & 27th June 2019 (summative assessment of presentations in university)
Notification of result:	The end of the course
Return date:	The end of the course
Resubmission 1:	By negotiation

Essential Information

Teachers' Standards Focus

In completing this assignment, you are likely to address aspects of the following Teachers' Standards: TS2, TS3, TS5, TS8

Other Teachers' Standards may be addressed based on individual work.

Assignment 3 - Evidence Informed teaching

INTRODUCTION

This module is about evidence informed teaching. It involves the appraisal of 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, it could be linked to your specialist Enhancement Activity or an area of future professional development.

The assignment is in 2 parts. Part 1 is a literature review of current research relating directly to the key theme you have selected.

Part 2 is a digital 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. The presentation will also seek to evaluate the role of evidence informed teaching in dealing with complex issues in the

classroom.

WHAT YOU NEED TO DO

Part 1

Identify an area of professional practice as a focus for your investigation. Conduct a systematic review of recent literature to identify key factors and themes that relate to your chosen area of study. 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.

Before you write your literature review you will outline and discuss, as a poster presentation for your professional studies group, the key findings with a plan as to how you will evaluate and present these in your presentation at the end of the course. 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 a particular issue and share ideas with your peers.

The literature review will be submitted electronically as a 2,500-word written assignment and will serve to inform your final presentation which will evaluate the potential impact of the research on teaching and learning. You need to include a full **reference list** at the end of the literature review, using the Harvard system.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission
Poster presentation (formative – peer review) Critical literature review (summative)	2,500 words	70%	1, 2 & 5	Peers (formative) Subject Tutor (summative)	Formative Assessment (Poster presentation 24 th May) Electronic submission 1 st June 2019.

Part 2

Having conducted your literature review you need to evaluate the potential impact of what you have learnt on teaching and learning in your classroom and share your findings. This might involve you trying out some new ideas in your teaching or investigating an aspect of teaching and learning to evaluate its impact. This will be the focus of your digital presentation.

You will present their work in school during the week beginning 17th June 2019. The presentation should be no longer than 12 minutes (with up to 10 minutes for questions). This will be assessed first in school where the audience for the presentation 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 assess your work and provide feedback (using the presentation assessment form). This assessment will act as a recommendation to the university tutors. Once you have this formative feedback you may wish to make minor alterations before presenting in university. During the final week in university, you will re-present your project 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.

Having watched and assessed your presentation your subject tutor will award the final grade. You will receive a completed feedback sheet confirming the grades for your presentation (30%) and literature review (70%) with a summative grade when the results are published. You have a free choice as to the format of your digital presentation.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission
Digital presentation (10-12 mins)	1,500-word equivalent	30%	1, 3 and 4	Mentors (formative) Subject Tutor (summative)	Formative Assessment (during school placement) Digital presentation 26 th & 27 th June 2019

Formative assessment opportunities are compulsory

Include a full reference list at the end of the literature review and presentation using the Harvard system. 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, you will 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 and 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. Include suitable evidence that is referenced and discussed. Reference work correctly using the Harvard System.

Level 6

On successful completion of the module, you will 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

To be successful you will need to...

Read a range of recent literature 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.

The outcome should be a well written critical review and an engaging presentation that demonstrate knowledge and understanding of how research evidence can influence teaching and learning and should identify areas for your own future development. Please note that presentations should not be a repeat of your literature review. The presentation needs to synthesise and draw out the main points.

Guidance for the Literature Review (word count 2,500 excluding quotes)

Your literature review should:

- Have a clear rationale for the chosen area of research (assessment criteria 1).
- 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 (assessment criteria 2).
- Communicate clearly and effectively your findings (assessment criteria 5).

The following questions may help when conducting the literature review.

What is the purpose of a Literature Review?

What do other 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 research question in mind. 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](#) - Library catalogue, plus journal articles

Subject specific databases – British Education Index, etc, available via [Education Subject Guide](#)

[Google Scholar](#) –look for Full Text @Worcester

<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 don't 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, movies(s) and supporting PowerPoint can be found on Blackboard –Assignments.

Assessment criteria – PSEC3003 and 4003		D	C	B	A
	To pass at level 6 you will be able to :	To pass at level 7 you will be able to:			
1. Identifying a context (literature review and presentation)	Manage your own learning by identifying an area of interest or personal challenge for investigation and construct a focussed research question.	Appraise your personal professional practice to identify an area of interest or personal challenge for investigation and construct a focussed research question.	Critically appraise your personal professional practice to identify an area of interest or personal challenge for investigation and construct a pertinent research question.	Critically appraise your personal professional practice showing self-direction and justification to identify an area of interest or personal challenge for investigation and construct a pertinent research question.	Critically appraise your personal professional practice showing insight and original self-direction to identify an area of interest or personal challenge for investigation and construct a pertinent and well justified research question.
2. Literature review and theory (literature review)	Summarise current literature/research and evidence on the selected topic some of which are at the forefront of a discipline. Conduct a comparative analysis in your own voice of the factors and underlying themes in relation to the selected focus.	Synthesise current and relevant literature/ research and evidence on the selected topic. Conduct a comparative analysis of the factors and underlying themes using your own voice to evaluate the literature in relation to the selected focus.	Synthesise and contrast current research and evidence on the selected topic. Conduct a critically comparative analysis in your own voice of the factors and underlying themes using your own voice to evaluate the literature in relation to the selected focus.	Synthesise, contrast and critique current research and evidence on the selected topic. Conduct a critically comparative analysis of the factors and underlying themes using your own voice to evaluate the literature and show a critical awareness of issues related to the selected focus.	Synthesise, contrast and critique current research and evidence on the selected topic. Conduct a critically comparative analysis of the factors and underlying themes using your own voice to evaluate the literature and show a critical awareness of issues and/or new insights related to the selected focus. Demonstrate a systematic understanding of knowledge
3. The intersection of theory and practice (presentation)	Create a digital presentation detailing the context of the study that considers the potential impact on practice in terms of pupil outcomes.	Create a digital presentation detailing the context of the study that considers the 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	Create a quality digital presentation detailing the context of the study that considers the potential impact in terms of pupil outcomes. Make use of scholarly reviews and show an appreciation of the uncertainty, ambiguity and limits of knowledge when drawing conclusions	Create an innovative digital presentation detailing the context of the study that considers the potential impact in terms of pupil outcomes. Make use of scholarly reviews to critique the findings showing a critical awareness of the uncertainty, ambiguity and limits of knowledge.	Create an innovative and creative digital presentation detailing the context of the study that considers the potential impact in terms of pupil outcomes. Make use of scholarly reviews to critique and contrast findings showing a critical awareness of the uncertainty, ambiguity and limits of knowledge.
4. Critical reflection and	Reflect on the role of evidence	Critically evaluate the role of evidence informed teaching	Critically evaluate the role of evidence informed teaching	Critically evaluate the role of evidence informed teaching dealing with complex	Critically evaluate the role of evidence informed teaching dealing with complex issues

Assessment criteria – PSEC3003 and 4003		D	C	B	A
	To pass at level 6 you will be able to :	To pass at level 7 you will be able to:			
evaluation (presentation)	informed teaching in situations requiring exercise of personal responsibility, and decision- making in complex and unpredictable circumstances.	dealing with complex issues.	dealing with complex issues systematically	issues systematically and creatively making sound judgements.	systematically and creatively making sound judgements in the absence of complete data.
5. Academic Writing (literature review)	<p>Present work with an acceptable level of English with few errors. Use a clear structure that conveys meaning.</p> <p>Include suitable evidence.</p> <p>Referencing work using the Harvard System.</p>	<p>Communicate the material clearly and logically.</p> <p>Include suitable evidence that is generally accurately referenced using the Harvard system.</p>	<p>Communicate clearly and concisely through an organised and coherent structure.</p> <p>Good supporting evidence is well presented. Sources are accurately referenced using the Harvard system</p>	<p>Work is communicated clearly, effectively and persuasively, using a logical progressive structure appropriate to the intended audience.</p> <p>Quality evidence is evaluated and well referenced using the Harvard system with minimal errors of detail.</p>	<p>Work demonstrates high quality presentation and accuracy, and the ability to communicate complex, challenging, novel ideas clearly, articulately and persuasively using a logical progressive structure as appropriate to the intended audience.</p>

PGCE Secondary Assignment 4 Assessment Brief

Assignment:	Assignment 4 – Meeting the Teachers’ Standards
Module code:	PSEC3004
Level:	6
Credit rating:	30 credits at level 6
Submission procedure:	Electronic
Date due:	17 th December 2018 - formative assessment 1 – progress review 1 11 th April 2019 - formative assessment 2 – progress review 2 14 th June 2019 (summative assessment)
Notification of result:	End of course
Return date:	End of course
Resubmission 1:	By negotiation
Resubmission 2:	By negotiation

Essential Information

Teachers’ Standards Focus

In completing this assignment, you are likely to address all aspects of the Teachers’ Standards and these should be clearly referenced in your work.

Assignment 4- Meeting the Teachers’ Standards

INTRODUCTION

This module builds on school experience and develops teaching skills over time. It seeks to scrutinise evidence collected as part of the professional portfolio (PebblePad) to produce a series of reflective action plans using supporting literature to justify strategies for the areas for development. Periodic reviewing to critically evaluate progress against the targeted Teachers’ Standards allows for the identification of further professional development through your training and into the Newly Qualified Teacher (NQT) phase.

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 Teachers’ Standards and it may be shared with a range of stakeholders including subject and professional mentors, subject tutors, Ofsted inspectors, external examiners and course moderators. Whilst completion of the professional portfolio (PebblePad) is a compulsory aspect of the assessment it is the action plans with supporting bundles of evidence that carry the assessment weighting.

The portfolio and resulting action plans 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 NQT, 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.

WHAT YOU NEED TO DO

Produce a portfolio using PebblePad from the start of the course. Tutors will check the portfolio periodically throughout the course. At the end of the autumn term you will review evidence in the portfolio such as your first school report, formal observation sheets, evidence from tutor visits and subject audits. From there on you will use it formatively to create a cumulative action plan which forms the assessed aspect of the module (**assessment 1**). Evidence from the portfolio is used again during the spring term to support a revised action plan (**assessment 2**) which then informs the targets for your NQT year (**assessment 3**).

Assessment 1

During the Autumn Term you will review your progress during weekly reviews. In December you will receive your first school report and complete a progress review in university. 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 and references to literature. Targets will also be clearly tracked against the Teachers' Standards. The action plan will be discussed at the first weekly review meeting of the Spring Term. See the example in the 'additional information' section below.

Please note that as these actions plans will form the assessment for this assignment you need to include a reference list when you submit your work in June.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission
Action plan with supporting evidence	1,500 words equivalent	40%	1, 2, 3	Formative progress review in December by peers Summative tutor assessment at the end of the course	14 th June 2019

Assessment 2

During the Spring Term you will review your progress during weekly reviews. In March 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 Teachers' Standards. You will need to include references to literature to support your actions. This plan will be discussed at the first weekly review meeting of the Summer Term.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission
Action plan with supporting evidence	1,500 words equivalent	40%	1, 2, 3, 4	Formative peer review in March Summative tutor assessment at end of course	14 th June 2019

When writing action plans please ensure you focus on possible targets relating to parts 1 and part 2

of the Teachers' Standards.

Assessment 3

Some of these actions may also feed into targets for your NQT year that are recorded on your University of Worcester Career Entry Profile (UWCEP). Again 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 NQT/employment phases.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission
UWCEP	1,000 words equivalent	20%	1, 3, 4	Summative tutor assessment	14 th June 2019

When you submit this assignment for summative assessment you will need to submit the UWCEP via SOLE and include a full **reference list**, using the Harvard system. Accurately record all published materials used in all parts of the assignment including images, recordings, books, web sites etc.

LEARNING OUTCOMES

Level 6

To meet the Teacher's Standards (2013).

On successful completion of the module you will be able to:

1. Produce a series of reflective action plans that exercise initiative and personal responsibility for areas for development.
2. Justify the reasons for targeted areas using supporting literature and evidence.
3. Devise strategies to develop professional skills and address the targets identified.
4. Critically evaluate progress against previous targets and areas for further professional development.

ADDITIONAL INFORMATION

To be successful you will need to...

Use the assignment templates to complete this assignment.

- The action plan template is on PebblePad. This will allow you to hyperlink any supporting evidence to show you have made, or are making, progress towards your targets. These will be reviewed by tutors formatively during the year.

Action Plan for Term 2 (Spring)	
During the Autumn Term you reviewed your progress during weekly reviews. In December you received your first school report and completed a progress review. Based on the outcomes of these reflections identify 2 actions for the Spring Term. These should be focused targets with clear strategies that can be identified and measured. This plan should be discussed at the first weekly review meeting of the Spring Term.	
	Spring Target 1
Target (cross reference to the Teachers' Standards)	Enter text...
Justification and evidence (with hyperlinks)	Enter text...
Strategies supported with evidence (literature and other documents)	Enter text...
Review (March/April)	Enter text...

- The UWCEP template is on Blackboard –assignments – assignment 4. You will submit this part of the assignment via SOLE on 14 June 2019. Please note that Claire Rowlands will also need a copy so that it can be emailed to employing schools over the summer.

Write targets

These need to be generated having completed the progress review using evidence from a variety of sources. Targets should be SHARP – meaning that they state WHAT you need to do and HOW you intend to achieve it thus all targets should include strategies to support you to become successful. When writing these targets use the text from the Meeting the Teachers' Standards booklets as a guide. It is not appropriate to write vague, abstract targets such as 'I need to increase the pace of my teaching'.

Cross reference to the Teachers' Standards

The Teachers' Standards are the minimum level of practice expected of trainees at the point of being awarded qualified teacher status. You need to use the Teachers' Standards to assess your development during the PGCE year. **Make sure you comment on parts 1 and part 2 of the Teachers' Standards (2013).** Please note the Teachers' Standards apply to the vast majority of teachers regardless of their career stage. For this reason the standards need to be applied as appropriate to the role, experience and context. Standards are presented in the Meeting the Teachers' Standards booklet as separate headings, each of which is accompanied by a number of bullet points. The

bullets are an integral part of the standards designed to illustrate the scope of each heading. For the purpose of your action plan use the bulleted statements to set challenging personal targets.

Justify and evidence your targets with hyperlinks

You need to explain **why** you have selected your target cross referenced to the Teachers' Standards (including part 2).

Support your strategy with evidence (literature and other documents)

You need to explain **what** you intend to do to meet your target. You need to use at least 2 references to literature to justify your proposed strategy. See the exemplar below.

Summer Target 1 (written after the second school report)	
Target (cross reference to the Teachers' Standards)	To meet the needs of all pupils (especially high achievers) and be able to use distinctive teaching approaches to engage them. (TS1b, TS5b, TS5c, TS5d, TS6b)
Justification - why is this a priority?	Although I have tried to use differentiation to meet the needs of all pupils (TS5b), I have found myself teaching to the middle and supporting weaker pupils through differentiated resources. Whilst I have been providing extra work for speedy pupils this has been more of the same, rather than more challenging work (TS5b and c) (hyperlink: lesson evaluation). Consequently, higher ability pupils have not really been stretched.
Strategy supported with evidence (literature and other documents)	<p>Doubet (2013) says that teachers should focus on quality rather than quantity of extension tasks and that the old adage of "practice makes perfect" is not acceptable, it is better to assign work that is more appropriate from the outset. Although I support this view I question the sustainability of such an approach as it would mean planning individual lessons for every learner. I recognise the need to employ strategies to ensure that the more-able learners make progress over time whilst also considering that if is not practical to always provide personalised tasks. Rathod (2010) says that high achievers are often very good at self-regulating and that they will self-select appropriate goals when given the opportunity. It may therefore, be useful to consider from the onset the types of tasks that will stretch and challenge the more-able and allow them to select from a pack the activities they will complete at interim points during their work rather than just at the end. University sessions in October made me reflect on the growth mindset research of Dweck as discussed by Gershon (2016). Gershon notes that central premise of a growth mindset is that effort is the path to mastery. Challenges are learning opportunities. This leads me to conclude that I must seek to promote growth mindsets in the classroom so that the more-able students appreciate that ability can go up and down. I want to set challenging activities that go beyond the curriculum and encourage learners to 'have a go' and not fear the consequences of being wrong. They must appreciate that they do not develop and grow unless they try new things</p> <p>Therefore, I am going to do two things</p> <ol style="list-style-type: none"> 1. Focus on providing stretch and challenge tasks for high ability pupils from the outset rather than just adding more tasks to the end of their work. 2. Develop a resource pack for each topic that provides additional activities that are not linked directly to the curriculum but allow pupils to explore the topic in a broader way. These should be challenging and difficult allowing students to challenge their thinking.

References:

Doubet, K (2013) Teaching High Achievers. AMLE Magazine 1.3, [Online] available from <http://search.proquest.com.proxy.worc.ac.uk/docview/1672098959?pq-origsite=summon> Accessed 04/01/16

Rathod A (2010) Self-Regulated Learning of High Achievers. I-Managers Journal of Educational Psychology 4.2 [online] available from <http://search.proquest.com/docview/1473907213?OpenUrlRefId=info:xri/sid:summon&accountid=15133> Accessed 04/01/16

Gershon, D. (2016) 'How to develop growth mindsets', London: Create Space

Review

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. 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.

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.
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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. UWCEP forms part of the transition process as you progress from trainee to NQT and supports the following:

- Initial discussions about your targets with your induction mentor, based on your final school report, as you start your NQT 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 SHARP targets for your professional development (remember SHARP targets state WHAT you need to develop and HOW you will achieve this.
- The document must be submitted at the third assessment point for assignment 4.
- Keep a copy of your UWCEP and email a PDF copy from your UW email address to 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 NQT programme.

Please note that even if you do not intend to immediately pursue a career in teaching this document must be completed.

Submit a digital portfolio

Portfolios are to be submitted electronically using PebblePad. Tutors will support you with the design of your PebblePad portfolio at the start of the PGCE course. This will contain the reviews, reports, and observations that are a record of your progress in the classroom and can be used to help set targets. It includes your termly reports which record systematically your progress towards the Teachers' Standards. Think of it as a filing cabinet.

Reading lists and resources.

The reading list for this module and supporting PowerPoint can be found on Blackboard Assignments – Assignment 4.

Assessment criteria - PGCS 3004	
	To pass at Level 6 you will be able to:
Produce a series of reflective action plans that exercise initiative and personal responsibility for areas for development . (what)	At regular intervals during the year (autumn, spring, summer), independently write and review a series of action plans that include SHARP targets for your professional development. Construct targets for development which are explicit and demonstrate an increasing confidence in managing your own development. Produce an electronic portfolio completing all sections of the template.
Justify the reasons for the targeted areas using supporting literature and evidence (why)	At each review point (autumn, spring, summer) identify two areas in which you will focus development of your professional practice. For each area justify your choice by making reference to at least two pieces of literature which have informed your ideas. Demonstrate systematic understanding of your own areas for development (these might be based on strengths or weaknesses) which clearly identifies the intersection of theory and practice.
Devise strategies to develop professional skills and address the targets identified. (how)	Describe the ways in which you will develop your professional practice over the next phase of your career. For each target, state the specific strategies that you will implement. Justify the solutions proposed using relevant theoretical perspectives, current research or equivalent advanced scholarship (including the peer feedback from your progress reviews) to support your arguments.
Critically evaluate progress against previous targets and areas for further professional development . (review)	Provide evidence to critically reflect on professional practice to evaluate progress against previous targets and areas for further professional development. Show an appreciation of progress against the Teachers' Standards as appropriate to the role and context of the stage of training.

The evidence should show how teaching standards are being met in relation to the 'Meeting the Teachers' Standards booklet.

M LEVEL WORK (LEVEL 7)

When you begin the course in September you are automatically registered on the Postgraduate PGCE (M) (Master's-level) route. The maximum number of credits you are able to achieve is 60 (180 credits is equal to a full Master's). Assignments 2 and 3 are submitted at Master's 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 Master's 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 NQT (Newly Qualified Teacher) year.

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 different theories being contrasted.
- Combining inputs such as literature, mentor comments and personal opinion, rather than dealing with them separately.
- Inputs – written or spoken, published or local – being used to make sense of each other.
- Analysis, systematic asking and answering of the question “Why?” This will happen in discussion 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 could include some basic action research as well as reflecting an interest in reading about it.

We are not looking for full-blown M-level performance in the early stages but we are looking for indicators so that we can be confident of it later on.

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.

For Assignment 1, you would use Capel *et al.* (2016) and the Professional Studies Reading on Blackboard as starting points for ideas about learning but would also have explored some articles by the original authors such as Gardner on multiple intelligences or Bruner on pupils' social learning. You would weigh up different theories and explore their particular insights and limitations for your practice.

Frequently Asked Questions about Level 7 work

How is Master's level work assessed?

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

What if I fail a Master's 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 7th July 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 Master's 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 Master's?

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

Workload and Process

You may or may not wish to be assessed at M-level for assignments 2 and 3. You should not feel obligated one way or the other. We know that all competent teachers are working at very high levels in ways which assessment frameworks are not always able to recognise. The range of instant, informed decisions that teachers have to engage in every lesson is worth a doctorate! However, regulations do not allow awards in this way.

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