

School of Education

PGCE FE

Initial Teacher Education

Assessment Guidance

2021-22

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# Assessment Guidance Introduction

Handbooks are available on Blackboard (PGCE FE Meeting the Standards) and on the Partnership section of the website. The Blackboard site contains additional forms and supporting documents. Assignments will be shared with your Subject Specialist tutor/s.

**PGCE FE Award Map**

The PGCE FE assignments are:

|  |  |  |  |
| --- | --- | --- | --- |
| Module | PGFE3000 Meeting the Professional Standards (0 credits) | PGFE3001/4002 Learning, teaching and assessment in FE and Skills (30 credits) | PFE3003/4004 Curriculum, research-informed practice and professionalism in FE and Skills (30 credits) |
| Assessment task 1 | Submission of a portfolio hyperlinked to a menu of tasks linked to Meeting the Professional Standards | Sequence of Learning (1,500 words equivalent) (40%) | Critical literature review (2,000 words) (70%) |
| Assessment task 2 | A *viva voce* – an oral examination on practice evidence | Reflective commentary 2,000 words (60%) | Presentation 1,500 words equivalent (30%) |

**Requirements for Awards**

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| Award | Requirement |
| Postgraduate Certificate in Education Further Education | Passed a minimum of 60 credits at level 6 including the professional practice ‘Meeting the Professional Standards’ module. |
| Professional Graduate Certificate in Further Education | Passed a minimum 60 credits at level 7 including the professional practice ‘Meeting the Professional Standards’ module. |
| Postgraduate Certificate of Education Studies | Passed a minimum of 60 credits at Level 7 |

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

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

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

### Assignment Dates 2021-22

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Launch Date** | **Formative assessment opportunity** | **Markers** | **Submission** | **Moderation meeting 9.15-10.15 (tutors)** | **Publish** | **Feedback/return** | **Resub 1** |
| **Assignment A PGFE3001/4002 – Module Leader Jane Sisk** | | | | | | | |
| 23rd September 2021 | Tues 18th Jan 2022  Peer Review of Sequence | Tutors | Tues 15th February 2022 | Tuesday 8th March 2022 | Tuesday 15th March 2022 | 15th March 2022 | TBC |
| 23rd September 2021 | Critical commentary  feedback - submit between  Mon 31st Jan- 2nd Feb 22 | Tutors | Tuesday 15th Feb 2022 | Tuesday 8th March 2022 | Tuesday 15th March 2022 | 15th March 2022 | TBC |
| **Assignment B PGFE3003/4004 – Module Leader – Jane Sisk** | | | | | | | |
| Literature Review  Tues 8th Feb 2022 | Poster presentation of research plan  Tues 22nd March 2022 | Tutors | Tuesday 3rd May 2022 | Tuesday 24th May 2022 | Tuesday 7th June 2022 | Tuesday 7th June 2022 | TBC |
| Presentation  Tues 8th Feb 2022 | In setting – w/c 11th May | Tutors | Monday 6th June 2022 | Wk 6th -10th June 2022 | Wk 6th -10th June 2022 | By the end of the course | TBC |

**Dates – PGFE3000 Meeting the Professional Standards**

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| PebblePad | | | | | |
| Launch Date | Formative/summative assessment | | | Markers | Resubmission |
|  |  | | |  |  |
| Professional Reports PR1 PR2 PR3 | | | | | |
| Trainee submission | Tues 19th Oct 2021 | Tues 8th February 2022 | Tues 10th May 2022 | Subject Specialist/Personal and Academic Tutor | TBA |
| Mentor submission | NA | Tues 22nd February 2022 | Tues 17th May 2022 | Subject/Personal and Academic Tutor and Subject Specialist Mentors | TBA |
| Tutor publication | Tues 9th November 2021 | Tuesday 8th March 2022 | Wk beginning 6th June 2022 | Subject/Personal and Academic Tutor and Subject Specialist Mentors | TBA |
| Progress Review Tutorial and Action Plans finalised | | | | | |
| September 2021 | 30th Nov, 22nd March, by 10th June (as part of UWCAP) | | | Subject/Personal and Academic Tutor | End of course |
| University of Worcester Career Action Plan (UWCAP) | | | | | |
| Launch UWCAP – 5th April 2022 Submit Monday 6th June 2022 | | | | | |
| Viva voce 6th -10th June 2022 | | | | | |
| Professional Reports -published | | | | | |
| |  |  | | --- | --- | | First Professional Report | Tues 9th November 2021 | | Second Professional Report | Tues 8th March 2022 | | Final Professional Report | Wk beginning 6th June 2022 | | | | | | |
| Viva Voce | | | | | |
| 6th -10th June 2022 | | | | | |

PGFE3000 Assignment Guidance – Meeting the Professional Standards

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| **Assignment:** | Meeting the Professional Standards |
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| **Module code:** | PGFE3000 |
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| **Level:** | 6 |
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| **Credit rating:** | 0 - |
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| **Submission procedure:** | Electronic (PebblePad) |
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| **Date due:** | Viva Voce at the end of the course |
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| **Notification of result:** | TBC |
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| **Return date:** | Not applicable |
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| **Resubmission 1:** | By negotiation |

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| **Essential Information** |  |
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| **ADDITIONAL INFORMATION**  To be successful you will need to:  Meet the Professional Standards (ETF 2014) and be compliant with the [Initial Teacher Training (ITT): Criteria and Supporting Advice](https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice#c24-two-schools).  Frequently asked questions about this module and the Professional and Personal Development Portfolio  **What needs to be in the ‘all about me’ section?**  The opening tab on PebblePad is called ‘about me’. You need to find an image and write between 150-300 words about you. This will be one of the first things a placement setting will see about you so please be professional. An example is shown below:  *I have studies to Master’s level in dance and have always wanted to teach. I am currently both a freelance dance teacher for a community dance organisation and an associate lecturer in dance at the University of Worcester. Teaching in these two settings means that I teach a wide variety of ages and abilities. In the community setting that I work in, I teach participants aged from 3-55+ and at the university I teach students who are aged 18+.*  *It has been really insightful teaching in these differing sectors within dance. I have learnt to adapt how I teach to meet the needs of diverse learners.*  *Since my time teaching at the University of Worcester and throughout my PGCE, I feel that I have progressed immensely because I have been very involved in all stages of the teaching and learning cycle. I can show that I can meet the requirements of being an effective teacher with reference to the Professional Standards. My final teaching grade was very good.*  *From module evaluations and feedback from my students, I feel that I am an effective and creative teacher who creates a good rapport with my students. Evidence for this is captured in the 2 modules I have led this year - I have received 100% satisfaction for both. In addition to this, my students received good grades for their assessments.*  *I am looking forward to continuing my own studies in Dance and progressing as a teacher when I enrol onto a PGcert in January 2020.*  Please remember that placement settings are potential employers so make sure that the statement is engaging and error free. You also need to insert an appropriate photograph. This could be a picture of you or an image that reflects your subject or career aspirations. It could be a teaching and learning image or something that reflects what you would want a future employer to see. You will update the information as you progress through the course.  **What do I do if I am absent for Safeguarding or Prevent training?**  Please email the course leader j.sisk@worc.ac.uk  **What are the rules about teaching practice attendance?**  You are expected to participate fully in your programme of study, engage actively with learning opportunities, and take responsibility for your learning.  Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored on an *individual basis* in order to support you. Persistent absence or lateness will result in you being interviewed by the Course Leader to ascertain your commitment to the course and to review progress. The Head of Department may also be informed and may be involved in this review process. Persistent failure to engage may result in termination of registration following investigation and consideration by department (stage 1) of the university [Fitness to Practice](https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf) procedure. Trainees are liable for tuition fee debts for periods during which they are registered. Trainees can find the full policy for attendance here: <https://www.worcester.ac.uk/registryservices/649.htm>.  All trainees must have the opportunity to evidence 150 hours of teaching in a full teaching role. You must record your attendance at university and placement setting on the PGCE FE Attendance Sheet and submit this on PebblePad. As noted in the Code of Conduct, you have the following roles and responsibilities:   * There is a requirement for you to attend all days in University and in setting. You should arrive in good time and dress appropriately. * If you are going to be absent from University – contact your Personal and Academic Tutor. If you are going to be absent from your placement– messages MUST be given to the appropriate member of staff following normal school procedures. You should also contact the course administrator in University. An absence of seven days should be followed up by a Doctor’s note. * Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. * Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable. * Prospective visits, prior to applying for a job, must be agreed with your mentor and tutor in advance.   Setting closure – Trainees on placement should follow the setting protocols and procedures concerning closure. If a setting closes, trainees should use the time for planning and preparation. This is counted as placement on attendance records.  **What are the rules about University attendance?**  All university sessions are compulsory unless advised otherwise by your tutor. Missed sessions must be caught up - if you miss a significant amount of time, this might impact on your ability to meet the Professional Standards.  **Where do I find templates?**  Templates can be found on Blackboard usually under the section **Teaching Templates**. Speak to your tutor if you need any help in locating them.  **What do the grades on Professional Reports mean?**  Reports are cumulative. The autumn (first) report, spring (second) report and summer (final) reports use assessments based on reviews of progress against the Professional Standards from yourself, your subject specialist mentor and your course tutor.. Please remember that the Professional Standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Professional Standards need to be applied as appropriate to role, experience and context. It is acceptable for progress against the Standards to be ‘emerging’ in the autumn term. If performance is ‘not on target’, meaning that there is a risk of not achieving this standard and progressing to the competent level by the end of the course, you will be given a support plan. An ‘emerging’ grade in the second Professional Report 2 again indicates an issue with progress and intervention will be needed to support you. You are expected to be demonstrating good or very good characteristics in the spring and summer terms.  **Why do I have to do reflective journals and how many are needed?**  Reflective writing is 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 or when applying for a leadership role sometime in the future. You need to be able to select important events, explain them using your experience and the ideas of others in published literature. Well-organised and presented evidence along with thoughtful, reflective commentary are the tools of the professional teacher’s trade.  You need to write up reflective journals on a regular basis ( see guidance available in PebblePad).  **How do Targets fit in the programme?**  This section reviews your progress against teaching, academic and personal targets, this provides an holistic approach to progress and development. You need to evaluate the strategies employed for each individual target and provide evidence to show how they have been achieved. For example, you might cite positive feedback from lesson observations, your Professional Report, assessed learners’ work or your own records. This evidence may 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 learners’ learning and your development as a teacher. This review will allow you to reflect holistically on your development. It may be the case that you need to take the target forward for further action.  **How do I complete the University of Worcester Career Action Plan (UWCAP)**  Purpose and use of UWCAP: The UWCAP forms part of the transition process as you progress from trainee to new teacher and supports the following:   * Initial discussions about your targets with your new employer * Consideration of how you may wish your career to develop.   Process:   * Refer to evidence in your portfolio (PebblePad) and cumulative target setting throughout the course to set targets for your future professional development (remember SHARP targets state WHAT you need to develop and HOW you will achieve this). * Keep a copy of your UWCAP and email a copy from your UW email address to l.rowland@worc.ac.uk   Information from your UWCAP may be shared with OfSTED as requested.  Please note that even if you do not intend to immediately pursue a career in teaching this document must be still be completed to capture your next steps, even if you are not going on to teach.  **What is the viva voce and how do I prepare for it?**  The viva voce is a formal discussion that forms part of the internal moderation process. It provides a system of checks and balances within the partnership to ensure that trainees in different settings are assessed accurately and reliably. It will typically last for half an hour and will include you, your tutor and, if possible, your mentor, professional mentor. It will involve the following:   * Checking of your PebblePad portfolio and completing a review of Professional Report 3. * Review of your subject knowledge audit and future targets (UWCAP) * A review of the impact your teaching has on the quality of the learning of your learners. This will include a review of evidence (3-5 examples) from your PebblePad portfolio. * What examples of teaching moments are you most proud of (you should have evidence in the form of hyperlinked documents or photographs to support this conversation) * When you were planning these, what were your intentions and what was the impact on leaner outcomes? How have you made a difference?   **Can I personalise my portfolio?**  Yes – you need to keep the core framework but you can add additional hyperlinks as needed. Photographs and images are welcome but should not distract you from other tasks.  **Reading lists**  The reading list for this module and supporting PowerPoint can be found on Blackboard – Resources List  **Summary checklist – documentary (D), formative (F) and summative (S)** | |

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| PGCE FE | | |
| Autumn term | Spring Term | Summer Term |
| Code of Conduct - D | Timetable - D | Timetable - D |
| Safeguarding Certificate of Attendance – D Mandatory | Attendance - D | Attendance - D |
| Prevent Training Certification -D Mandatory | Tutor/mentor observations - S | Tutor/mentor observations - S |
| Keeping Children Safe in Education- D | Professional Report 2 - S | Professional Report 3 - S |
| Timetable- D | Progress Review Tutorial\_ F | Progress Review Tutorial - F |
| Induction booklet- F | Reflective Journals - F | Reflective Journals - F |
| Attendance sheet- D | Professional Report 2 Action Plan- F | University of Worcester Career Entry Profile -F UWCAP(FE) |
| Tutor/mentor observations - S |  | Signed Log of Teaching Hours - S |
| Professional Report 1 - S |  |  |
| Reflective Journal - F |  |  |
| Professional Report 1 Action Plan- F |  |  |
| **Module results published wk beginning 6th June 2022** | | |

## PGFE4002 Assignment Guidance – Developing Learning and Teaching and Assessment

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| **Assignment:** | Assignment A - A critical commentary on a sequence of learning |
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| **Module code:** | PGFE3001 and 4002 |
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| **Level:** | 6 or 7 |
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| **Credit rating:** | 30 credits at level 6 or 7 |
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| **Submission procedure:** | Electronic (learning plan) and electronic (reflective commentary) |
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| **Date due:** | Task 1 – Annotated sequence of learning  Formative peer assessment (sequence review) – Tuesday 18th January 2022)  Submission via Turnitin **(as appendix** **of commentary**) - Tuesday 15th February 2022  Task 2 – A critically reflective commentary of delivery of the incorporating critically personal perspectives  Formative peer assessment (500 words)  Submission via Turnitin (as appendix) Tuesday 15th February 2022 |
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| **Notification of result:** | Tuesday 15th March 2022 |
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| **Return date:** | Tuesday 15th March 2022 |
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| **Resubmission 1:** | TBC |

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| **Assignment A - Learning, Teaching and Assessment in Further Education**  **INTRODUCTION**  This module provides essential grounding in the understanding and application and critical reflection and core principles and concepts of teaching, learning and assessment and professional values and practice in the FE and skills sector. Key theories and principles of subject pedagogy are explored.  The purpose of this assignment is to develop your understanding as to what makes effective learning and teaching in your subject and consider your emerging identity as a teacher in FE. You will produce a high-quality active sequence of learning that shows a systematic understanding of some of the key aspects of teaching and learning in your subject. You will use the scheme during the delivery of a short sequence of lessons. It is important that you scrutinise the sequence of learning and the subsequent learning from multiple perspectives.  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 placement. 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 sequence of learning 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, inclusion and your perspectives on your approach to teaching and learning**. 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 learner progress over time.  **WHAT YOU NEED TO DO**  **Assessment A**   1. Create a high-quality mini **sequence of learning** (4 to 6 lessons and an overall learning plan for the sequence) that uses ideas and techniques which reflect good practice related to **learning, teaching and planning** in your specialist subject. Annotate your scheme to show:    1. 1 example of subject pedagogy and justification of your choice    2. 1 example of formative assessment and justification of your choice    3. 2 references to evaluative notes on the sequence of your scheme and the impact of the sequence    4. 2 examples of inclusive practice and reference to the principles of inclusive practice supporting your choices    5. 2 examples of where you have adapted/tweaked the scheme and why you did so 2. The sequence of learning is 1,500 word equivalent so annotations should be between 500 – 600 words. 3. You will present your scheme to your peers (10 minutes) and your Tutor for formative feedback. Changes can be made subsequently, and these changes may be explained in the reflective commentary (Task 2).  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment items** | **Word Length** | **Weighting** | **Learning Outcome** | **Who will assess and how?** | **Date for submission** | | An annotated **sequence of learning** | 1,500 equivalent (of which the annotation should be between 500 -600 words) | 40% | 2,5 | Peer and Tutor (formative) | Tuesday 18th January 2022 | | Subject Tutor (summative) | 15th February 2022 |   **Assessment 2**  You must then write a **reflective, critically evaluative commentary** of how both the sequence of lessons 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. This should lead into a summary of your emerging perspectives on teaching and learning. You should then be able to identify specific targets for your **future development** that you believe will have a positive impact on learner 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:   * Evidence of the annotated sequence of learning with the relevant sections highlighted. * Include evidence of the impact of the sequence of learning from a **learner-centred perspective**. This should include examples of learners’ work and/or evaluative feedback 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** | 2,000 words | 60% | 1, 3, 4, 5 | Tutor (summative) | Electronic submission Tuesday 15th February 2022 |   **LEARNING OUTCOMES**  **Level 7**  On successful completion of the module, trainees should be able to:   1. Articulate and illustrate a critical, personal philosophy demonstrating understanding of the nature of teaching and learning with reference to self, learners, subject specialism and the wider sector. 2. Plan and deliver and critically evaluate a sequence of lessons and the effectiveness of the sequence, including the range of resources used, through theoretical perspectives of inclusive teaching, learning and assessment, curriculum requirements and subject specialist pedagogy. 3. Create and sustain inclusive learning environments and critically evaluate the relevance of environmental factors including individual needs, communication models and skills, diversity and culture and subject pedagogy. 4. Summarise and justify how the philosophy explored in ILO 1 has developed over time and will be developed in the future. 5. Critically reflect on professional practice and developing professional perspectives.     **Level 6**  On successful completion of the module, trainees should be able to:   1. Articulate a personal philosophy demonstrating understanding of the nature of teaching and learning with reference to self, learners, subject specialism and the wider sector. 2. Plan and deliver and critically evaluate a sequence of lessons and the effectiveness of the sequence, including the range of resources used, through theoretical perspectives of inclusive teaching, learning and assessment, curriculum requirements and subject specialist pedagogy. 3. Create and develop inclusive learning environments and evaluate the relevance of environmental factors including individual needs, communication models and skills, diversity and culture and subject pedagogy 4. Illustrate how the philosophy explored in ILO 1 has developed over time and will be developed in the future. 5. Critically reflect on professional practice and developing professional perspectives and priorities. | |
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**ADDITIONAL INFORMATION**

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| To be successful you will need to… |

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

The outcome should be an annotated, **high quality sequence of learning which demonstrates 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 learners 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, annotated sequence of learning**” – A sequence of learning, or extract from a sequence of learning, showing a sequence of 6 lessons which you have taught and an overall learning plan for the sequence.

“**Annotation (by appropriate means)**” –. As a guide the annotation should be between 500 -600 words and should include reference to reading. Words and graphics can be used.

You will present elements the sequence to your peers and your Tutors for formative feedback in January. You will use the feedback from your peers as part of the reflective commentary.

**“Ideas from educators at the forefront of your subject” –** in both aspects of the assessment (the sequence of learning 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 sequence of Learning has 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 sequence of learnings 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.

**“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.

**“Learner progress’** – The key factor in judging the quality of teaching (using your sequence of learning) 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.

## PGFE4004 Assignment Guidance – Evidence Informed Teaching

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| **Assignment:** | Assignment B - Curriculum, Research Informed Teaching and Professionalism in FE |
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| **Module code:** | PGFE3003/PGFE4004 |
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| **Level:** | 6 or 7 |
|  | |
| **Credit rating:** | 30 credits at level 6 or 7 |
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| **Submission procedure:** | Task 1 Electronic (critical literature review)  Task 2 Electronic (presentation) |
|  | |
| **Date due:** | Task 1 – Literature Review  Formative peer assessment (poster review) of reviewed literature – Tuesday 22nd March 2022  Tuesday 3rd May 2022 (electronic submission of critical literature review)  Task 2 – Presentation on literature review impact  w/b 9th May 2022 (formative assessment of presentations in placement)  w/b 6th June 2022 (summative assessment of presentations in university) |
|  | |
| **Notification of result:** | Task 1 – Literature Review – Tuesday 7th June 2022  Task 2 – Presentation – by the end of the course |
|  | |
| **Return date:** | The end of the course |
|  | |
| **Resubmission 1:** | By negotiation |

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| --- | --- |
| **Essential Information** |  |
| **Assignment B – Research Informed teaching**  **INTRODUCTION**  This module is about research informed teaching. It involves the appraisal of personal professional practice to develop research 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 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 presentation that seeks to use a research informed approach to evaluate the potential impact that the literature review will have on learning and teaching in your teaching and learning environment. The presentation will also seek to evaluate the role of evidence informed teaching in dealing with complex issues in the teaching and learning environment.  **WHAT YOU NEED TO DO**  **Part 1**  Identify an area of professional practice as a focus for your investigation. This will require you to **appraise your personal professional practice** (this might link to evidence in the appendices from lesson observations, Professional Reports), **identify an area of personal challenge for investigation** and **propose a focussed research question**. Having done this you need to conduct a critical literature 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, the key findings with a plan as to how you will evaluate and present these in your presentation at the end of the course. In other words, the poster should be a brief summary of your key reading and how you might use this in your teaching and learning environment. 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.  Having conducted your literature review it may be necessary to refine your research question. You should also identify some strategies that you will explore and discuss in the presentation.  The literature review will be submitted electronically as a 2,000-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 and items of evidence, including research logs, may be provided as apendices.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment items** | **Word Length** | **Weighting** | **Learning Outcome** | **Who will assess and how?** | **Date for submission** | | Critical literature review (summative) | 2,000 words | 70% | 1, 2 & 3 | Peers  (formative)  Tutors (summative) | Formative Assessment (Poster presentation Tues 22nd March 2022)  Summative Electronic submission Tues 3rd May 2022 | | Presentation on research impact | 1 500 words | 30% | 2, 4, 5 | Mentor  (formative)  Tutors  (summative) | Formative Assessment (May dateTBC)  Electronic submission Monday 6th June 2022 |   **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 teaching and learning environment 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, for example if your focus was about flipped learning you might experiment with setting a flipped learning activity and consider the impact, or potential impact. The impact, or potential impact this has, or could have, will be the focus of your presentation.    The presentation should be 10-12 minutes (with up to 10 minutes for questions). You will present your work in school during the week beginning 18th May 2021. During this formative assessment the audience should include either the subject and/or the professional mentor. There should be at least two people in the audience, and where possible other trainees or colleagues should watch the presentations.  The professional or subject mentor should provide feedback (using the presentation assessment form). This assessment will act as formative feedback for you to use to make improvements before presenting in University. After half term you will re-present your findings to your subject tutors and peers; this will not necessarily be in exactly the same format as presented to the school as the audience is different and you may have made improvements.  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 presentation.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment items** | **Word Length** | **Weighting** | **Learning Outcome** | **Who will assess and how?** | **Date for submission** | | Presentation (10 minutes – you will be asked to stop at 12 minutes) | 1,500-word equivalent | 30% | 2,4 & 5 | Mentors  (formative)  Subject Tutor (summative) | Formative Assessment (tutor/peer 18th May) Summative presentation 6th -10th June 2022 |   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. Show ability to critically reflect on and respond to complex professional experiences and make recommendations from the plan\* into an area of interest, challenge or dilemma.   \*Professional and Personal Development Plan (PebblePad)   1. Demonstrate critical understanding and mastery in a range of advanced aspects of professional practice. 2. Use independent learning to research, critically interrogate, synthesise and evaluate a substantial body of current literature relevant to their own professional context. 3. Demonstrate ability to critically discriminate between their own and wider contexts in the analysis and discussion of findings from research informed practice. 4. Articulate the findings of research and interpret implications and issues in discussion with peers.   **Level 6**  On successful completion of the module, you will be able to:    1.Show ability to critically reflect on and respond to miscellaneous professional experiences and plan investigation into an area of interest, challenge or dilemma.  2. Demonstrate understanding and mastery in a range of advanced aspects of professional practice.  3.Use independent learning to research, interrogate, synthesise and evaluate a substantial body of current literature relevant to their own professional context.  4. Demonstrate ability to discriminate between their own and wider contexts in the analysis and discussion of findings from research informed practice.  5. Articulate the findings of research and explore implications and issues in discussion with peers. | |

**ADDITIONAL INFORMATION**

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

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

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

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

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

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

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

**The presentation should:**

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

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

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

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

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

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

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

**Reading to get different theoretical perspectives**.

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

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

**Reading to understand key concepts**

What are the key concepts you wish to consider?

How are these defined or understood by different perspectives?

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

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

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

**How to find relevant literature**

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

**Where to find relevant literature**

Online searches:

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

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

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

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

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

**How to read sources**

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

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

How do other researchers explain similar phenomena?

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

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

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

**Critical Reading**

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

When claims are made is any supporting evidence offered?

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

Does this text support or contradict other texts?

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

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

**Discriminatory reading**

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

**Evaluative Reading**

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

**Methodical Reading**

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

What are the key concepts?

What theoretical approaches are there?

How have previous researchers collected evidence?

Spend equal time on each part and 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 sequence of learnings.**

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

An additional film and supporting PowerPoint

Appendix 1

Additional Information

### 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 green light to teach; you are getting an internationally recognised professional qualification as well, and this inevitably makes academic as well as practical demands on you. Additionally, a good teacher is an enquiring one who has the capacity to explore professional issues and concerns with an open mind. The processes of reflecting on and writing about the university-based elements of the course alongside the school-based work serve to help you to think and make sense of your reading and your experiences – it is one way that you confirm to yourself and others that you understand key issues, such as how people learn.

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

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

# APPENDIX A - About the Assignments

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

### Assessment Criteria

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

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

### Master’s Level (M level)

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

**Note:** An F- H grade at level 7 means that you have not met the criteria for level 7 (Master’s) 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.

### 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. By the end of the course

Tutors will be happy to review outline plans or initial drafts with you prior to submission. You will be given guidance on the word count for drafts; it is not a complete assignment. You must check with individual tutors that they are available to read drafts (tutors have other commitments, attend conferences and take annual leave so they are not always available). Identifying a critical friend to read assignments is always a good idea.

### Using Turnitin

Developing your academic writing is key to success on the course. To ensure that you have the information needed to improve, each assignment uses Turnitin. This system analyses your work and lets you know how you can develop the way that you use references. On Blackboard each assignment has a link to the Turnitin submission portal. 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 draft and final 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 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.

### Handing in Work

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

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

When submitting your sequence for assignment A attach a front page with your name and subject .

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

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

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

**PLEASE NOTE**:

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

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

**Reassessment**

If you fail a module, you will be given an opportunity to retrieve the failure. The formal reassessment period for 2020/1 academic year is late June/early July 2021, with a formal deadline of 3.00pm Tuesday 9th July for any course assessments to be submitted.

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

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

We strongly encourage trainees who have reassessments from semester 1 to discuss a plan with their personal academic tutor for completing these which stages completion in the early part of semester 2 and at the end of semester 2, so that you do not leave it all to the last minute or prioritise reassessments over semester 2 assessments.

We also strongly recommend that any reassessment for assignment A (PGFE3001/4002) is attempted whilst on placement and not left until the end of the course.

### Guidance on Presentation of Assessed Work

* Use a font (Size 12) which is easy to read and looks professional for example Arial and Calibri.
* 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](http://www.worcester.ac.uk/ils/992.htm) - 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 learners and other members of the community. **Please ensure anonymity for learners 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](http://www.worcester.ac.uk/your-home/study-support.html) on the Student Services website for information on how to use feedback to improve your work.

### Resubmission of work

Any resubmitted assignment should be submitted to the tutor marking your work via email. Failure after one resubmission constitutes failure to meet the requirements for the course. For assignment A and B the resubmission deadline will be confirmed by the Course Leader.

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 cross moderated by the course review team. External Examiners and Course Moderators also read and moderate your written work

### Return and Collection of Marked Work

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

### Mitigating Circumstances

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

The university regulations on mitigating circumstances do not apply to teaching placement. If you feel that your placement 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.
* 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.

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

### External Examiners

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

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

* They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
* They are involved in moderating trainee work. They do this by receiving samples of work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on trainee achievements.
* They attend the University’s assessment boards, which is where grades for modules are confirmed.
* They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for your tutors but is also made available to trainees on the course and is discussed with Student Academic Representatives at Staff Student Liaison Committee (SSLC) 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](http://www.worc.ac.uk/aqu/documents/EE_handbook_final.pdf).

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

### Professional Reports

You, your tutor and your mentor are required to contribute to the completion of Professional Reports. Trainees will also need to complete a cumulative Review of Progress against the Professional Standards (available electronically) and a Professional Standards Table of Evidence (in PebblePad) as preparation for your contribution to your Professional Reports.

The Professional Reports should be discussed with you before submission as a grade is agreed as part of the process. Tutor and mentor judgement on the Professional 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 ‘*Review of Progress Against the Professional Standards*’ booklet when considering your attainment at any point in the course.

Copies of the Professional Reports templates can be found on PebblePad and there is an example on the partnership shared folder.

### Academic Misconduct

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

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

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

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

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

### Complaints and Appeals

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

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

### Student Voice

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

* Making representations to your course rep at meetings. Course Reps also represent your views at Liaison Meeting.
* Completing periodic on-line evaluations
* Completing a module evaluation at the end of February and June\*
* Reviewing the content of the ‘you said, we did’ boards and emailing the course leader with requests

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

**APPENDIX B - MASTER’S LEVEL WORK**

# 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 A and B 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.

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.

Thoughtful reflection

Expressing ideas in a structured way supported by evidence

Critical appreciation of issues

Asking challenging questions of theory and practice

Taking risks and reflecting on outcomes

Reflection on the professional value of collaborative work

Positive reaction to assessment and feedback

More in-depth engagement with a wide range of literature

Reading a wider range of sources

Using literature critically to inform your professional development

Contrasting and making a synthesis of literature

Using own experience to challenge the literature

For example:

*In a taught session in University or in a mentor meeting in collegel, 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.*

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

**Can I gain just 30 credits at 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 A and B. You should not feelobligated one way or the other. We know that all competent teachers are working atvery high levels in ways which assessment frameworks are not always able torecognise. The range of instant, informed decisions that teachers have to engage inevery lesson is worth a doctorate! However, regulations do not allow awards in thisway.

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