University of Worcester

School of Education

PGCE Secondary

Initial Teacher Education

Assessment Guidance

2019-20

ASSESSMENT GUIDANCE INTRODUCTION

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

PGCE Secondary Award Map
The PGCE Secondary assignments are:

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

Requirements for Awards

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

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

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

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

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Assignment Submissions Dates 2019-20

Launch Date	Formative assessment opportunity	Markers	Deadline	Standardisation meeting 9.15-10.15 (tutors)	Publish	Feedback/return	Resub 1
	Assignment A PSEC3002/4002 – Module Leader Isabelle Schaffer						
16th September 2019	22nd November 2019	Subject Tutors	29th January 2020	Monday 24th Feb 2020	26th Feb 2020	26th Feb 2020	TBC
	Assignment B PSEC3003/4003 – Module Leader – Ben Looker						
Literature Review 29th Jan 2020	Poster presentation 09th March 2020	Subject Tutors	17th April 2020	Wednesday 13th May 2020	15th May 2020	15th May 2020	TBC
Presentation 29th Jan 2020	In school – w/c 18 May 2020	Subject Tutors	1st/2nd June 2020	Monday 1st June 2020	22nd June 2020	By the end of the course	TBC

QTS deadlines and dates – PSEC3000

PebblePad			
Launch Date	Formative assessment opportunity	Markers	Deadline
12th September 2019 (in professional studies sessions)	25th October 2019, 20th December 219, 14th February 2020, 3rd April 2020, 22nd May 2020	Subject Tutors	End of course
Progress Reviews			
2nd December 2019	18th December. 3rd April	Subject Tutors	End of course
Action Plans			
2nd December	7th January, 20th April, 12th June	Subject Tutors	End of course
UWCEP			
Launch UWCEP – Friday 15th May			
Submit on 19th June			
School Reports			
First Report	Friday 13th December		
Second Report	Wednesday 25th March		
Final Report	Wednesday 17th June		
Viva Voce			
End of course			

Assignments - Why write on a PGCE course?

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

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

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

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

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

ABOUT THE ASSIGNMENTS

The programme operates under the Postgraduate Regulatory Framework (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.

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Master's Level (M level)

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

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

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

Word Limits and Drafts

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

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

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 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 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.

Handing in Work

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

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

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

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

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

You are expected to submit all assignments by the due date. If you have mitigating circumstances 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 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 2019/20 academic year is late June/early July 2020, with a formal deadline of 3.00pm Thursday 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 multiple reassessments from semester 1 to discuss with their personal academic tutor a plan 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 strongly recommend that any reassessment for assignment A (PSEC4002) is attempted whilst on placement and not left until the end of the course.

Guidance on Presentation of Assessed Work
- ➢ Use a font (Size 12) which is easy to read and looks professional for example Arial and Times New Roman.
- ➢ 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).

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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

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 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 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 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.
> ➢ 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.

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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 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.

School Reports

Mentors are asked to complete a cumulative school report at three points in the year; 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. 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*' booklet when considering your attainment at any point in the course.

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.

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.

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. 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 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 monthly meetings. Course Reps also represent your views at Course Committees. One Course Rep is also elected to act as an Institute representative on your behalf
- Completing periodic on-line evaluations
- Completing a module evaluation at the end of January and June*
- 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.

PSEC3000 Assignment Guidance – Meeting the Teachers' Standards

Assignment:	Meeting the Teachers' Standards
Module code:	PSEC3000
Level:	6
Credit rating:	0 - Recommendation for QTS
Submission procedure:	Electronic (PebblePad)
Date due:	Viva Voce at the end of the course
Notification of result:	9th July 2020
Return date:	Not applicable
Resubmission 1:	By negotiation

Essential Information

In completing this module, you will address ALL aspects of the Teachers' Standards – parts 1 and 2. You will need to demonstrate that you are at least 'competent' against all of the Teachers' Standards part 1 and at a pass level for part 2 to be recommended for Qualified Teacher Status (QTS).

The professional portfolio (PebblePad) is an evidence base of your progress throughout the year. It is where you store evidence that you have met the 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.

Quality assurance checks will be completed throughout the course to provide formative feedback.

Introduction

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct' (DfE 2013). This module will focus on school experience and evidence to demonstrate meeting the Teachers' Standards (DfE 2013). Completion of a series of tasks will allow for reflections on learning and teaching including professional values. The module aims to make links between taught university and/or school sessions (subject and professional studies) and the time spent on placement thus making connections between theories of learning and the practice of teaching.

'Teachers must act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils' (DfE 2013). A key focus will be on what makes good teaching and learning and how pupils make progress over a period of time. Periodic reviewing to critically evaluate progress against the targeted Teachers' Standards allows for the identification

of further professional development through training and into the Newly Qualified Teachers (NQT) phase.

A **completed professional portfolio** will provide the evidence for this module. The portfolio is in four sections:
- PebblePad – the repository for key compliance documentation
- Weekly Reviews – reflections on the impact teaching is having on learning
- Action plans – periodic target setting and review of progress.
- *Viva voce* – a summative assessment of the Teachers' Standards

Learning outcomes
On successful completion of the module, you will be able to demonstrate that you have met the Teachers' Standards (DfE 2013)
Part One: Teaching
1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Part Two: Personal and Professional Conduct

WHAT YOU NEED TO DO

Produce a professional portfolio (PebblePad) with all relevant sections hyperlinked as detailed below to demonstrate evidence. This will be supported by a *viva voce* at the end of the course.

Submit for this module

Term 1

Autumn term	Guidance
Code of Conduct	This is signed on the first day of the course. Make sure you upload all pages.
Safeguarding Certificate of Attendance	Safeguarding training is compulsory and attendance registers must be signed. Attendance certificates must be hyperlink on PebblePad.
Prevent Training Certification	This will be online. Certificates must be hyperlinked by 31st September.
Keeping Children Safe in Education	This guidance should be read and hyperlinked. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Timetable	Timetable templates are on Blackboard – it is important that you use the correct template. It is your responsibility to keep timetables up-to-date as they will be used by tutors, external examiners and Ofsted (if needed). You need to teach at least 4 different year groups.
Induction booklet	The tasks in this booklet are designed to help you to use your time in school effectively, to gain a high quality experience, and to begin

	the process of focusing on the Teachers' Standards.
Attendance	Upload attendance registers each term – this is for university and school. Please see guidance below on attendance. Part-time trainees should upload this by February half term. This document also contains a log for post-16 contact for those on the 11-16 with post-16 enhancement route. Please note that as a guide you should aim to experience a minimum of 20 hours at post-16 solo and/or collaborative. University sessions also count.
Tutor Visit 1 form	This is completed by your tutor after each visit as a quality assurance check and needs to be hyperlinked in your portfolio.
School Report 1 (formative)	This is a formative assessment document that allows you, your tutor and mentor to assess your progress. The reports are cumulative but need uploading at the end of each term (or as applicable for part-time trainees). You will use targets from the first school report to write your spring term action plan.
Professional Studies in School Programme	The partnership agreement requires professional mentors (PM) to organise a 'professional studies in school' programme (although they may delegate sessions to other key members of staff). The outline for the sessions as provided by your PM should be hyperlinked in your portfolio. It is your responsibility to inform tutors if sessions are not scheduled or cancelled.
Progress Reviews	These are completed in university in December

Autumn term	
Weekly reviews	Complete one per school week. All sections must be completed
Action plan	As part of the progress review process use your school report to write an action plan for the spring term.

Spring term	Summer Term	Guidance
Timetable	Timetable	This may vary over time but must be up-to-date.
Attendance	Attendance	Record attendance at university and school.
Tutor visit 2	Tutor visit 3	Paperwork will be emailed by the visiting tutor. Any additional visits can added as additional links.
School report 2 (formative)	Final school report (summative)	School report 2 will set targets to be included in the final section of your training. The final school report will be used to write the UWCEP (see guidance below)
Professional Studies in school (spring term)	Professional Studies in school (summer term)	This may be added as a placement document or term by term. It is your responsibility to inform tutors if sessions are not delivered or cancelled.
	Primary/FE visit	Complete the form on Blackboard and hyperlink. See

		guidance below.
Progress Reviews		A second progress review is completed before Easter
	UW Recommendation for QTS	UW Recommendation for QTS is completed at the viva voce

Spring term	
Weekly reviews	Complete one per school week
Action plan	Review the targets from the spring term. As part of the progress review process use your school report to write an action plan for the final phase of your training. See guidance below.

Summer Term	
Weekly reviews	Complete every two weeks
University of Worcester Career Entry Profile (UWCEP)	Review targets from the spring term action plan. Using the template on Blackboard complete the UWCEP. See guidance below.
Signed 'UW Recommendation for QTS'	Your tutor will sign this form for submission at the examination board when all elements of the module are complete. This is normally done during the *viva voce.* It will be uploaded to the assignments section of PebblePad

ADDITIONAL INFORMATION

To be successful you will need to:
- Meet the Teachers' Standards (DfE 2013) and be compliant with the Initial Teacher Training (ITT): Criteria and Supporting Advice. Tutors will monitor your progress throughout the course and will sign the **UW Recommendation for QTS** form during your *viva voce*.

Frequently asked questions

What needs to be in the 'all about me' section?
The opening tab on PebblePad is called 'about me'. You need to find an image and write between 150-300 words about you. This will be one of the first things a placement school will see about you so please be professional. An example is shown below:

I graduated from Loughborough University in July 2018 with First Class Honours in Geography. From then, I went to pursue a career in the aviation industry. I joined EasyJet as a member of cabin crew hoping to get to know the industry and eventually take the next steps to pursuing my dream job as a pilot. Although still interested in flying, the lifestyle of the industry was not for me and therefore I decided to change my plans and get into teaching. Geography has always been a passion of mine and through my positive and creative teaching and learning experiences from when I was at school, sixth form and university, I would love to be able to inspire students in a similar way.

ASSESSMENT GUIDANCE

Please remember that placement schools are potential employers so make sure that the statement is engaging and error free. You also need to insert an appropriate photograph. This could 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 s.lawson@worc.ac.uk

What are the rules about school attendance?
You are expected to participate fully in your programme of study, engage actively with learning opportunities, and take responsibility for your learning.

Our attendance and punctuality expectations ensure that you have the curriculum subject knowledge required for school experience and also that you consistently demonstrate the professionalism required in Part 2 of the Teachers' Standards (Department for Education, 2011). This also includes arriving at university sessions on time, attending the session as required by the tutor and engaging in sessions through completing any required prior reading or tasks.

Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored on an *individual basis* in order to support you. Persistent absence or lateness will result in you being interviewed by the Course Leader to ascertain your commitment to the course and to review progress. The Head of Department may also be informed and may be involved in this review process. Persistent failure to engage may result in termination of registration following investigation and consideration by department (stage 1) of the university Fitness to Practice procedure. Trainees are liable for tuition fee debts for periods during which they are registered. Trainees can find the full policy for attendance here: https://www.worcester.ac.uk/registryservices/649.htm.

All trainees must have the opportunity to work in two schools for a minimum of 120 days. You must record your attendance at university and school on the 'PGCE Secondary Attendance Register' and submit this on PebblePad. As noted in the Code of Conduct you have the following roles and responsibilities:
- There is a requirement for you to attend all days in University and in school. You should arrive in good time and dress appropriately.
- If you are going to be absent from University – contact your subject/professional studies tutor. If you are going to be absent from school – messages MUST be given to the appropriate member of staff following normal school procedures. You should also contact the course administrator and your subject tutor in University. **An absence of five days should be followed up by a Doctor's note.**
- Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. All planned absence from school must be made up. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your school mentor.
- Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school

mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.

School closure – Trainees on placement should follow the school protocols and procedures concerning school closure. If a school closes trainees should use the time for planning and preparation. This is counted as a school day on attendance records.

What are the rules about University attendance?

All university sessions are compulsory unless advised otherwise by your tutor. Missed sessions must be caught up. Attendance is monitored very closely by the course leader and remedial action is taken if you miss a significant amount of time that will impact on your ability to meet the Teachers' Standards.

Where do I find templates?

Templates can be found on Blackboard usually under the section 'templates for school' or 'templates for university'. Speak to your tutor if you need any help in locating them..

What do the grades on school reports mean?

Reports are cumulative. In the autumn (first) report, spring (second) report and summer (final) reports uses **actual** performance assessments on a cumulative template based on the Teachers' Standards. **Please remember that the Teachers' Standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Teachers' 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 school report again indicates a risk of failure and intervention will be needed to support your progress. You are expected to be demonstrating good or high performing characteristics in the spring and summer terms. Part 2 of the standards 'Personal and Professional Conduct' are graded '**pass**' or '**fail**'.

Why do I have to do weekly reviews and how many are needed?

Weekly reviews are important as the first step in a lifelong reflective process. You are expected to reflect on your work with the help of evidence whether you are in your first year of teaching as an 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.

You need to complete all sections of the weekly reviews. In the final term weekly reviews become bi-weekly.

I have been absent from school. What should I do about weekly reviews?

If you are absent record this on the weekly review and 'catch up' as applicable. Supplementary weekly review sheets are available for extended placements.

How do I write action plans?

Use the template on PebblePad and complete them at the end of each term (autumn, spring and summer). Part-time trainees should refer to the dates on their training plans.

Autumn term: During the autumn term you will review your progress during weekly reviews. In December you will receive your first school report and 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 with 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.

Spring term: During the spring term you will review your progress during weekly reviews. In March/April you will receive your second school report and complete a second progress review. Based on the outcomes of these reflections you will identify two actions for the summer term. As with the first review these will be focused targets with clear strategies that can be identified and measured supported by evidence clearly tracked against the 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.

When writing action plans please ensure you focus on possible targets relating to parts 1 and part 2 of the Teachers' Standards.

Summer term: Towards the end of the course you will consider targets for your NQT year. These 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 <u>and</u> 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.

Justify and evidence your targets with hyperlinks
You need to explain **<u>why</u>** you have selected your target cross referenced to the Teachers' Standards (including part 2). For further guidance on writing targets see the 'Target Setting' section on Blackboard.

Support your strategy with evidence (literature and other documents)
You need to explain **<u>what</u>** 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)	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 leaners 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
	Therefore, I am going to do two things
	    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 (2013) 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.

Complete the University of Worcester Career Entry Development Profile (UWCEP).

Purpose and use of UWCEP: You will need to share the UWCEP with your first teaching post. The UWCEP forms part of the transition process as you progress from trainee to 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 targets for your professional development (remember SHARP targets state WHAT you need to develop and HOW you will achieve this).
- Keep a copy of your UWCEP and email a copy from your UW email address to c.rowlands@worc.ac.uk.

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.

What is the primary/FE visit?

The ITT Criteria states "providers must ensure trainees have the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range they are training to teach. This might include enhanced experiences in other age ranges". See the PGCE Secondary Course handbook for details regarding primary and FE visits. Templates are on Blackboard.

What is the viva voce and how do I prepare for it?

The viva voce is a tutorial that forms part of the internal moderation process. It provides a system of checks and balances within the partnership to ensure that trainees in different settings are assessed accurately and reliably. It will typically last for half an hour and will include you, your tutor and, if possible, your school mentor, professional mentor or school direct alliance lead. It will involve the following:

- Checking of your PebblePad portfolio and signing of the **UW Recommendation for QTS** form for the examination board. This will include a review of your final school report.
- Review of your subject knowledge audit and future targets (UWCEP)
- A review of the impact your teaching has on the quality of the learning of pupils. This will include a review of evidence (3-5 examples) submitted on the 'I made a difference' tab on PebblePad. Further guidance on this tab is available on Blackboard. During the viva you will be asked the following questions:
    - What examples of teaching moments are you most proud of (you should have evidence in the form of hyperlinked documents or photographs to support this conversation)
    - When you were planning these, what were your intentions and what was the impact on

pupil outcomes? How have you made a difference?

Can I personalise my portfolio?
Yes – you need to keep the core framework but you can add additional hyperlinks as needed. Photographs and images are welcome but do not waste time on this when you could be doing something more productive. Examples are available on Blackboard.

Reading lists and resources.
The reading list for this module and supporting PowerPoint can be found on Blackboard – Assignments.

Summary checklist by route

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

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

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

Progress Review	Progress review	Progress Review
UW Recommendation for QTS	UW Recommendation for QTS	

Part time trainees will complete a fourth term

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

PSEC4002 Assignment Guidance – Developing Learning and Teaching

Assignment:	Assignment A - 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:	22nd November 2019 (formative assessment of resource) 29th January 2020 (summative assessment)
Notification of result:	26th February 2020
Return date:	26th February 2020
Resubmission 1:	TBC

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 A - 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)	22nd November (formative assessment of resource)
				Subject Tutor (summative)	29th January 2020

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 **leaner-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 29th January 2020

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 rational 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 your Subject Tutor for formative feedback in November. 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.

ASSESSMENT GUIDANCE

"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 leaners 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:		
Criteria 1 – Practical Skills – the resource – with annotations to explain the form and function plus the rationale for its design underpinned by literature Resource= 1,000 word equivalent Annotations = 500 word equivalent	Produce a functional resource that shows an understanding of some of the key aspects of teaching and learning in your subject. 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.	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. 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.	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. Annotate the resource to explain a rationale, with discussion, in relation to subject or relevant literature providing a strong case for producing the resource.	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. 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.	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. 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.
Criteria 2 – Literature review and theory – the commentary	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.	Use a range of expert opinion to evaluate the effectiveness of the learning and teaching sequence from a learner-centred perspective.	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.	**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.	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.
		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.	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	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 justify the evidence and value base.	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 on specific professional judgements.

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:		
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.

PSEC4003 Assignment Guidance – Evidence Informed Teaching

Assignment:	Assignment B - 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:	Task 1 – Literature Review Formative peer assessment (poster review) of reviewed literature – 9th March 2020 17th April 2020 (electronic submission of critical literature review) Task 2 – Presentation w/b 18th May 2020 (formative assessment of presentations in school) 1st and 2nd June 2020 (summative assessment of presentations in university)
Notification of result:	Task 1 – Literature Review – 15th May 2020 Task 2 – Presentation – by 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 B - 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 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. This will require you to **appraise your personal professional practice** (this might link to evidence in the appendices from lesson observations of school reports), **identify an area of personal challenge for investigation** 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 classroom. This will enable you to get some formative feedback and learn from each other's work. This will allow you to make links between a variety of research perspectives on 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 2,500-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 9th March 2020) Electronic submission 17th April 2020.

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, for example if your focus was about homework you might experiment with setting homework at the beginning of the lesson rather than the end. The impact this has will be the focus of your presentation.

The presentation should be 10-12 minutes (with up to 10 minutes for questions). You will present your work in school during the week beginning 18th May 2020. 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 oyu 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%	1, 3 and 4	Mentors (formative) Subject Tutor (summative)	Formative Assessment (during school placement) Presentation 1st and 2nd June 2020.

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…

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

Your literature review should:
- Have a clear rationale for the chosen area of research including supporting evidence (assessment criteria 1 and 5).
- Use literature from a range of sources relevant to the area of research to heighten understanding of the chosen area (assessment criteria 2).
- Compare and contrast ideas from different perspectives challenging ideas from the literature. Give your own opinion (assessment criteria 2).
- Communicate clearly and effectively your findings (assessment criteria 5).

When writing a clear rationale for the chosen research it is recommended you follow a three stage process:
1. Appraise your personal professional practice - you might include links to evidence in the appendices here – for example, school report, lesson observations, examples of pupil's 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. The question needs to be focused and not too broad.

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

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

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

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

The following questions may help when conducting the literature review.

What is the purpose of a Literature Review?
To find out what researchers claim to already know about the area you are studying.
Can you find a range of studies that tackle the problem from different perspectives?
Are there studies that use different research methods to explore this area of study?
Are there gaps in the literature? Could you contribute to it?

Reading to get different theoretical perspectives.
How do different schools of educational theory and practice explain your chosen area of research?
How does each different perspective influence your views on your area of study?

Reading to understand key concepts
What are the key concepts you wish to consider?
How are these defined or understood by different perspectives?
Consider different social perspectives –as seen at the level of society, the organisation or the individual.
Consider different educational perspectives – behaviourists, developmental constructionists, social constructionists.
Do these different perspectives have different understandings of the same concept – what is your understanding of the concept?

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

Where to find relevant literature
Online searches:
  Library Search - 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.

An additional film and supporting PowerPoint can be found on – Blackboard – Assessment.

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 to construct a research question.	Appraise your personal professional practice to identify an area of interest or personal challenge for investigation to construct a research question.	Critically appraise your personal professional practice to identify an area of interest or personal challenge for investigation to construct a focused research question.	Critically appraise your personal professional practice showing self-direction and justification to identify an area of interest or personal challenge for investigation to 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. Construct a pertinent and 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.	Evaluate research and evidence on the selected topical issue.

Conduct a comparative analysis of the factors and underlying themes, using personal reflection, to evaluate the literature in relation to the selected focus. | Contrast and critique (question the given) current research and evidence on the selected topical issue

Conduct a critically comparative analysis, including personal judgement, of the factors and underlying themes in relation to the selected focus. Suggest strategies to explore in the presentation. | Synthesise, contrast and critique (question the given) current research and evidence on the selected topical issue topic.

Conduct a critically comparative analysis of the factors and underlying themes by developing and sustaining a personal judgement when evaluating the literature and showing a critical awareness of issues related to the selected focus. Evaluate strategies to explore in the presentation. | Synthesise, contrast and critique current research and evidence on the selected topic including methodologies and theoretical frameworks used in its production.

Conduct a critically comparative analysis of the factors and underlying themes using excellent insight when evaluating the literature and showing a critical awareness of issues and/or new insights related to the selected focus. Critically evaluate a range of strategies to explore in the presentation. |
| 3. The intersection of theory and practice (presentation) | Produce a presentation to apply knowledge by reflecting on a range of literature. | Produce a presentation to show the ability to apply knowledge from reading in the context of the classroom. | Produce a clearly structured presentation to apply knowledge from subject relevant reading, in the context of the classroom, showing a good level of relevant knowledge. Provide examples to consider the intersection between theory and practice. | Produce a high quality, clearly structured presentation to critically apply knowledge from a wide range of current subject relevant reading in the context of the classroom. Provide well-reasoned examples to critique or contrast the intersection between theory and practice. | Produce a sophisticated and innovative presentation to critically apply a synthesis of knowledge from a wide range of current subject relevant reading in the context of the classroom. Provide excellent examples and, through critiquing and contrasting, suggest outcomes that will make a significant contribution to advancing learning or solving problems. |
| 4. Critical reflection and evaluation (presentation) | Consider the potential impact of reading on practice. | Show an acceptable level of relevant knowledge and understanding from reading with some reasoned | Show a good level of relevant knowledge and understanding from reading to produce a number of | Show a very good understanding of interrelated theories and practices to produce a number of reasoned and substantiated conclusions that will | Show an excellent understanding of interrelated theories and practices to produce an original argument |

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:			
		conclusions likely to impact on pupil outcomes	reasoned and substantiated conclusions that will impact on pupil outcomes.	significantly impact on pupil outcomes.	that has the potential to transform practice and demonstrate a thorough understanding of how to move practice forward.
5. Academic Writing (literature review)	Present work with an acceptable level of English with few errors. Use a clear structure that conveys meaning. Referencing work using the Harvard System.	Communicate the material clearly and logically. Sources are generally accurately referenced using the Harvard system.	Communicate clearly and concisely through an organised and coherent structure. Supporting evidence for the focus of the literature review is included in the appendices. Sources are relevant and accurately referenced using the Harvard system	Work is communicated clearly, effectively and persuasively, using a logical progressive structure appropriate to the intended audience. Quality evidence for the literature review is evaluated and included in the appendices. Sources are relevant, up-to-date (or substantiated) and well referenced using the Harvard system with minimal errors of detail.	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. Quality evidence to justify the focus for the literature review is evaluated and presented in the appendices. Sources are relevant, up-to-date (or substantiated) and meticulously referenced using the Harvard system.

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 andB 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.

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 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.