UNIVERSITY *of* WORCESTER

Institute of Education

PGCE Secondary

Initial Teacher Education and Training

Assessment Guidance

2025-26

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	PSEC3003/4003 Evidence informed teaching (30 credits)	PSEC3002/4002 Developing teaching and learning (30 credits)	PSEC3000 Meeting the Teachers' Standards
Assessment task 1	Critical literature review (70%)	Critical reflective journal (60%)	Submission of a (digital) portfolio hyperlinked to a menu of tasks linked to Meeting the Teachers' Standards
Assessment task 2	Digital presentation (30%)	Critical practice review (40%)	N/A

Requirements for Awards

Award	Requirement
Postgraduate Certificate in Education with QTS (PGCE): Secondary	Passed a minimum 60 credits at level 7 (PSEC4003 and 4002) **and** the professional practice 'PSEC 3000 Meeting the Teachers' Standards' module.
Professional Graduate Certificate in Education with QTS: Secondary	Passed a minimum of 60 credits at level 6 (PSEC 3003 and PSEC3002) **and** the professional practice 'PSEC 3000 Meeting the Teachers' Standards' module.
Postgraduate Certificate of Educational Studies	Passed a minimum of 60 credits at Level 7

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

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

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

Assignment Submissions Dates 2025-26

Launch Date	Formative	Markers	Deadline	Standardisation Meeting	Moderation meeting	Publish	Feedback/return	Resub
PSEC4003 – Module Leader – Dave Woodward								
Literature Review (Wednesday 10th September 2025)	Compulsory: Peer reviewed poster of initial findings: Tuesday 7th October 2025 Optional: 500 words submitted via email to the subject tutor by Friday 17th October 2025 by 3pm	Subject Tutors (Anonymous marking - distributed allocation)	Monday 3rd November 2025 by 9 am	*All markers MUST attend* *Monday 3rd November 2025 at 2.30 – 4.00* *First marking complete by Monday 24th November 2025 at 5 pm* *Second marking complete by Wednesday 26th November 2025 at 5 pm*	Moderation Team MUST attend Friday 28th November 2025 at 1.00 – 3.00 *Moderation team - TW, SE, YC, DW, EL, RM, SPM, KS* *Friday 28th November 2025 at 3.00 – 4.00 grade submissions*	Monday 1st December 2025 at 9 am	Monday 1st December 2025 at 9 am	Thursday 9th July 2026 by 3 pm
Digital presentation (Wednesday 10th September 2025)	In school – W/b 1st December 2025 by mentors/peers	Subject Tutors (Not Anonymous - distributed allocation)	Wednesday 10th December 2025 by 9 am	*All markers MUST attend* *Wednesday 10th December 2025 at 10 - 12*	Moderation Team MUST attend Friday 19th December 2025 at 10.00 – 12.00	Monday 12th January 2026 at 9 am	Monday 12th January 2026 at 9 am	Thursday 9th July 2026 by 3 pm

				First marking complete by Wednesday 17th December 2025 at 5 pm *Second marking complete by Friday 19th December 2025 at 9 am*	*Moderation team - TW, SE, YC, DW, EL, RM, SPM, KS* *Friday 19th December 2025 at 12.00 – 1.00 grade submissions*			
PSEC4002 – Module Leader – Sarah Emmerson								
Critical Reflective Journal Wednesday 7th January 2026	Compulsory: presentation of reflections and evidence – 27th February 2026 Optional: 500 words submitted via email to the subject tutor by Monday 16th March 2026 by 3pm	Subject Tutors (Anonymous marking)	Monday 13th April, 9:00	*All markers MUST attend* *Monday 20th April 2026 at 9:30 – 11:00* *First marking complete by Wednesday 6th May at 5 pm* *Second marking complete by Friday 8th May 2026 at 5 pm*	*Moderation Team - SL, LDH, BD, DH, SH, SOD, IS, KHM, JE*	Tuesday 12th May 2026 at 9am	Tuesday 12th May 2026 at 9am	Thursday 9th July 2026 by 3pm

Critical practice review Wednesday 7th January 2026	Compulsory: structured discussion of reflection and evidence – 12th May 2026	Subject tutors	Slides: Monday 15th June, 9:00 Discussion: By appointment w/c 15th June	*All markers MUST attend* *Monday 15th June 2026 at 2:30 – 4:00* *First marking complete by Tuesday 23rd June at 5 pm* *Second marking complete by Friday 26th June 2026 at 5 pm*	*Moderation Team - SL, LDH, BD, DH, SH, SOD, IS, KHM, JE*	Wednesday 1st July 2026 at 9 am	Wednesday 1st July 2026 at 9 am	Thursday 9th July 2026 by 3pm

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QTS deadlines and dates – PSEC3000 – Module Leader – Sarah Emmerson

PebblePad			
Launch Date	Formative assessment opportunity	Markers	Deadline
w/c 8th September 2025 (in subject studies sessions)	3rd November 2025, 8th December 2025, 2nd March 2026, and 11th May 2026	Subject Tutors	End of course
UWCEP			
Launch UWCEP – Tuesday 12th May 2026			
Submit by 19th June 2026			
School Reports			
First Report	Thursday 11th December 2025		
Second Report	Thursday 23rd March 2026		
Final Report	Thursday 18th June 2026		
Final PebblePad review and recommendation for QTS			
End of course (22nd June 2026 onwards)			

Assignments - Why write on a PGCE course?

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

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

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

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

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

ABOUT THE ASSIGNMENTS

The programme operates under the Postgraduate Regulatory Framework (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 G mark is used for the work submitted at level 7. At level 7 a D- is a pass.

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Masters' Level (M level)

All trainee teachers are initially registered for the Post Graduate Certificate in Education. This is a course of 60 level 7 credits. On the first attempt all work is marked at a Level 7 only.

Some trainees who find the demands of level 7 work too challenging may opt, in negotiation with their tutor and the course leader after the first submission, for the level 6 route gaining the Professional Graduate Certificate in Education. Both routes lead to QTS status if the Meeting the Teachers' Standard module (PSEC3000) is passed.

Note: An E, F or G grade means that you have not met the criteria for level 7 (Masters'). You can resubmit it at Level 7 to gain the Masters' credits if you wish (your work will be capped at D-).
An E at level 7 means that you have met the level 6 criteria but not the level 7. At the point of resubmission, it is up to you if you wish to accept this or not. This will be explained to you in the summer term once both assignments have been completed and 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. A =/- 10% leeway is also applied to presentation/professional discussion assessment elements.

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

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

Using Turnitin

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

Turnitin Submission Portal (called 'Submission Point' on Blackboard)

Assignments are submitted on Blackboard. Look for the **Module Submission Point** link in the menu on the left-hand side of the page.

Formative

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

- For each assignment you can submit a formative draft and receive feedback before submitting your summative or final assessment.

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

Resubmission
If you do not pass the assignment first time, please book a tutorial with you tutor as soon as possible. When you are ready to resubmit use the resubmission section on the 'Submission Point' portal on Blackboard
- The resubmission should be submitted once. It will return an immediate similarity report.
- You must email your tutor to let them know that you have resubmitted as Turnitin does not alert tutors

Handing in Work

All written work for PSEC4003 and PSEC4002 should be submitted electronically via Turnitin on Blackboard. All work should be submitted before the submission date and time 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/

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.

First Submission Deadlines (on date of submission at 9:00 am)

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.

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- 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 2025/26 academic year is late June/early July 2026.

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.

Guidance on Presentation of Assessed Work

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

Referencing Styles at the University of Worcester

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

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

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

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

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

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

Programme Notices

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

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

Library Services and The Hive

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

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

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

Online resources and recommended reading

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

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

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

Academic Liaison Librarians

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

- Sarah Purcell: s.purcell@worc.ac.uk
- Jo Dunn: j.dunn@worc.ac.uk

- Tom Mandall: thomas.mandall@worc.ac.uk
- The askalibrarian team: askalibrarian@worc.ac.uk and Live Chat through the library website.
- See library.worc.ac.uk/help/askalibrarian for further details about our enquiries service.

Using other libraries

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

Ethical Issues

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

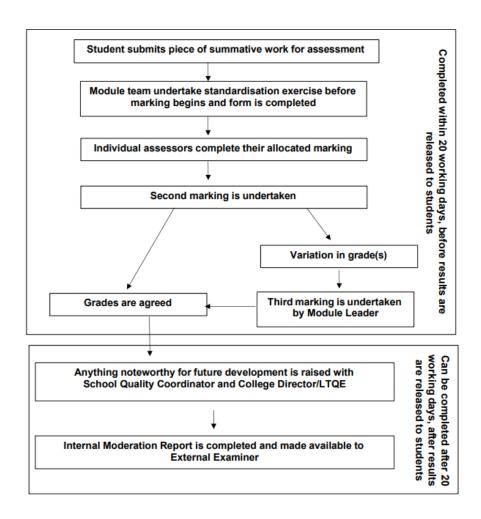**How your work is marked and moderated**

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

Some of the different types of feedback include:

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

Please see the Study Skills page on the Student Services website for information on how to use feedback to improve your work.

A flowchart to show the process of standardisation and moderation can be seen below:

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┌─────────────────────────────────────────────────────────────────┐
│  Student submits piece of summative work for assessment           │
│                           ↓                                        │
│  Module team undertake standardisation exercise before            │
│  marking begins and form is completed                             │
│                           ↓                                        │
│  Individual assessors complete their allocated marking            │
│                           ↓                                        │
│  Second marking is undertaken                                      │
│            ↓                              ↘                         │
│                                   Variation in grade(s)            │
│                                           ↓                         │
│  Grades are agreed  ←  Third marking is undertaken                 │
│                        by Module Leader                            │
└─────────────────────────────────────────────────────────────────┘
  Completed within 20 working days, before results are released to students

┌─────────────────────────────────────────────────────────────────┐
│  Anything noteworthy for future development is raised with        │
│  School Quality Coordinator and College Director/LTQE             │
│                           ↓                                        │
│  Internal Moderation Report is completed and made available to    │
│  External Examiner                                                 │
└─────────────────────────────────────────────────────────────────┘
  Can be completed after 20 working days, after results are released to students
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Resubmission of work

Any resubmitted assignment should be submitted to the tutor marking your work via Turnitin on Blackboard (see notes on Turnitin above). Failure after one resubmission constitutes failure to meet the requirements for the course. For PSEC4003 and PSEC4002, the resubmission deadline will be confirmed by the Course Leader/module lead.

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

Return and Collection of Marked Work

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

Mitigating Circumstances

It is a professional requirement that teachers manage their time effectively. You are expected to contact your subject 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?

The University defines mitigating circumstances as circumstances which are:

 a) beyond the control of the student;
 b) could not be reasonably accommodated by the student;
 c) had a significant impact on performance immediately before or during an assessment.
The following represent potential grounds for the submission of claims:
  a) significant illness during an assessment such as an exam or presentation;
  b) significant illness lasting for several days, and which is serious enough to prevent a student from making progress with or submitting an assessment;
  c) Serious illness of a close family member which means a student needs to provide significant caring support and which has not been planned for;
  d) a very close family member or friend dies;
  e) the student is a victim of a crime;
  f) being called for jury service which cannot be deferred;
  g) Participation in sport at an elite level by either representing his/her country at a major international competition, preparation immediately preceding an international competition or participating in a major national championship;
  h) Excessive employment demands which were substantial and temporary (it is not expected that full time students will claim on this basis);
  i) Serious family difficulties;
  j) Any other factor having a substantial effect on performance

How do I submit a claim via SOLE?

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

What evidence is required?

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

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

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

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

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

Evidence must be:

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

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

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

d) Dated; and

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

What circumstances are not accepted?

The following represent grounds which will not normally be approved:

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

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

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

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

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

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

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

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

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

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

k) Claims where the problem is caused by English being an additional language.
l) being subject to Procedures such as Academic Misconduct, Disciplinary or Fitness to Practise.

External Examiners

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

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

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

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

If you would like to know more about the external examiner system, then you may wish to look at the University Handbook for External Examiners.

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

Academic Integrity

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.

ASSESSMENT GUIDANCE

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.

The inappropriate use of **Artificial Intelligence** occurs if it is used to gain an improper advantage when completing and submitting an academic assessment. Academic misconduct occurs when students have used Artificial Intelligence to create some or all of the content of an assessment item without acknowledgment of this source. Support on understanding GenAI and how it can be used responsibly can be found here https://library.worc.ac.uk/artificial-intelligence.

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

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

PSEC3000 ASSIGNMENT GUIDANCE – MEETING THE TEACHERS' STANDARDS

Assignment:	Meeting the Teachers' Standards
Module code:	PSEC3000
Level:	6
Credit rating:	0 - Recommendation for QTS
Submission procedure:	Electronic (PebblePad)
Date due:	from 22nd June 2026 onwards
Notification of result:	July 2026
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 UW ITTE Curriculum, and it may be shared with a range of stakeholders including subject and professional mentors, subject tutors, Ofsted inspectors, external examiners and course moderators.

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

Introduction

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

time spent on placement thus making connections between theories of learning and the practice of teaching.

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

A **completed professional portfolio** will provide the evidence for this module. The portfolio is in three sections:
- PebblePad – the repository for key compliance documentation and evidence of successfully completing the ITaP components.
- Weekly Reviews – reflections on the impact teaching is having on learning – 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	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 1st October 2025.

Keeping Children Safe in Education	This guidance should be read and hyperlinked. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Timetable	Timetable templates are on Blackboard – it is important that you use the correct template. It is your responsibility to keep timetables up to date as they will be used by tutors, external examiners and Ofsted (if needed). You need to teach at least 4 different year groups.
Induction booklet	The tasks in this booklet are designed to help you to use your time in school effectively, to gain a high-quality experience, and to begin the process of focusing on the UW ITTE Curriculum.
Attendance	Upload attendance registers each term – this is for university and school. Please see guidance below on attendance. 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. You will use targets from the first school report to write your spring term transition plan.
Professional Studies in School Programme	The partnership agreement requires professional mentors (PM) to organise a 'professional studies in school' programme (although they may delegate sessions to other key members of staff). The outline for the sessions as provided by your PM should be hyperlinked in your portfolio. It is your responsibility to inform tutors if sessions are not scheduled or cancelled.
IT&P – Explanations and Modelling	Complete all the sections on this page to demonstrate how your understanding and skills in this fundamental teaching skill has developed, over both the university week and in your subsequent teaching in the classroom. This will also support the PSEC4002 assignment.

Autumn term	
Weekly reviews	Complete one per school week. All sections must be completed.

Spring term	Summer Term	Guidance
Timetable	Timetable	This may vary over time but must be up to date using the template from blackboard.
Attendance	Attendance	Record attendance at university and school.
Tutor visit 2	Tutor visit 3	Paperwork will be emailed by the visiting tutor. Any additional visits can be 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.
IT&P – Talk for Learning	IT&P – Assessment for Impact	Complete all the sections on this page to demonstrate how your understanding and skills in this fundamental teaching skill has developed
	Primary/FE visit	Complete the form on Blackboard and hyperlink. See guidance below.
	UW Recommendation for QTS	UW Recommendation for QTS is completed at the viva voce

Spring term	
Weekly reviews	Complete one per school week

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

ADDITIONAL INFORMATION

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

Frequently asked questions

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

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

Please remember that placement schools are potential employers so make sure that the statement is engaging and error free. You also need to insert an appropriate photograph. This could be a photograph of you or an image that reflects your subject or career aspirations. It could be a teaching and learning image or something that reflects what you would want a future employer to see. You will update the information as you progress through the course.

What do I do if I am absent for Safeguarding training?
Please email the course leader Sarah Emmerson

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

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

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

All trainees must have the opportunity to work in two schools for a minimum of 120 days. You must record your attendance at university and school on the 'PGCE Secondary Attendance Register' and submit this on PebblePad. As noted in the Code of Conduct you have the following roles and responsibilities:
- There is a requirement for you to attend all days in University and in school unless you have agreed mitigating circumstances. You should arrive in good time and dress appropriately (following school advice as applicable). Some of your university and school experience may be on-line. See **Expectations in relation to web-based online learning**

- If you are going to be absent from University (face-to-face or online) – contact your tutor. If you are going to be absent from school (face-to-face or online) – messages MUST be given to the appropriate member of staff following normal school procedures. You should also contact the course administrator and your subject tutor in University. **An absence of five days should be followed up by a doctor's note.**
- Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your school mentor.
- Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.

Expectations in relation to web-based online learning
- When attending online, remove distractions – turn off televisions and other media. Close emails and other tabs on computers.
- Follow instructions concerning muting of microphones and turning off/on cameras.
- Arrive at on-line sessions at least 5 minutes before the published start time. Late arrivals will be recorded as 'late' so please test systems in advance.
- Stay online for the duration of the session unless there is an emergency.
- Work in a calm, quiet environment if possible. Try to use a space where you can work uninterrupted. Try to sit somewhere where you can watch and write. A desk would be perfect.
- Dress appropriately – if in school wear business dress. For university sessions wear smart casual clothes avoiding sleepwear.
- Respect others and always be professional. Sessions will be recorded for people with mitigating circumstances.

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

What are the rules about University attendance?
All university sessions are compulsory unless advised otherwise by your tutor. Missed sessions must be caught up and evidenced on PebblePad. Attendance is monitored very closely by the course leader and remedial action is taken if you miss a significant amount of time that will impact on your ability to meet the UW ITTE Curriculum.

Where do I find templates?
Templates can be found on Blackboard (key documents) usually under the section 'templates for school' or 'templates for university'. Speak to your tutor if you need any help in locating them.

What do the grades on school reports mean?

Mentors are asked to complete a cumulative school report at three points in the year; the first report in December (phase 1), the second at the mid-point of the spring/summer term (phase 2) and the third (cumulative to the second) at the end of the course (phase 3). These reports are formative and assess your performance against the ITTE curriculum. The final (phase 3) report is summative and assesses you against the Teachers' Standards. It is acceptable for progress against the curriculum to be 'emerging' in the autumn term. If performance is 'not on target' meaning that there is a risk of not achieving this standard and progressing to the competent level by the end of the course, you will be given a support plan. An 'emerging' grade in the second school report again indicates a risk of failure and intervention will be needed to support your progress. You are expected to be demonstrating good or high performing characteristics in the spring and summer terms. Part 2 of the standards 'Personal and Professional Conduct' are graded '**pass**' or '**fail**'.

Why do I have to do weekly reviews and how many are needed?
Weekly reviews are important as the first step in a lifelong reflective process. You are expected to reflect on your work with the help of evidence whether you are in your first year of teaching as an ECT, or when applying for a leadership role sometime in the future. You need to be able to select important events, explain them using your experience and the ideas of others in published literature. Well-organised and presented evidence along with thoughtful, reflective commentary are the tools of the professional teacher's trade.

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

I have been absent from school. What should I do about weekly reviews?
If you are absent record this on PebblePad and 'catch up' as applicable. Supplementary weekly review sheets are available for extended placements.

Complete the University of Worcester Career Entry Development Profile (UWCEP).
Purpose and use of UWCEP: You will need to share the UWCEP with your first teaching post. The UWCEP forms part of the transition process as you progress from trainee to ECT and supports the following:
- Initial discussions about your targets with your induction mentor, based on your final school report, as you start your ECT year.
- Consideration of how you may wish your career to develop.

Process:
- Refer to evidence in your portfolio (PebblePad) and cumulative target setting throughout the course to set targets for your professional development (remember SHARP targets state WHAT you need to develop and HOW you will achieve this).
- Keep a copy of your UWCEP and email a copy from your UW email address to c.rowlands@worc.ac.uk.

Information from your UWCEP will be shared with schools and OfSTED as requested and may be used to inform UW's ECT programme.

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

What is the primary/FE visit?
The ITT Criteria states "providers must ensure trainees have the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range they are training to teach. This might include enhanced experiences in other age ranges".

See the PGCE Secondary Course handbook for details regarding primary and FE visits. Templates are on Blackboard.

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

- Checking of your PebblePad portfolio and signing of the **UW Recommendation for QTS** form for the examination board. This will include a review of your final school report.

- Review of your subject knowledge audit and future targets (UWCEP)

- A review of the impact your teaching has on the quality of the learning of pupils. This will include a review of evidence (3-5 examples) submitted on the 'I made a difference' tab on PebblePad. Further guidance on this tab is available on Blackboard. During the viva you will be asked the following questions:

  - What examples of teaching moments are you most proud of (you should have evidence in the form of hyperlinked documents or photographs to support this conversation)
  - When you were planning these, what were your intentions and what was the impact on pupil outcomes? How have you made a difference?

Can I personalise my portfolio?
Yes – you need to keep the core structure, 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 RTH
Code of Conduct	Code of Conduct
Photo consent form	Photo consent form
Safeguarding Certificate of Attendance	Safeguarding Certificate of Attendance
Prevent Training Certification	Prevent Training Certification
Keeping Children Safe in Education	Keeping Children Safe in Education
Timetable	Timetable
Induction booklet	Induction booklet
Attendance	Attendance
Tutor visit 1	Tutor visit 1
School Report 1	School Report 1
Professional Studies in School Programme	Professional Studies in School Programme
Weekly reviews	Weekly reviews
ITaP – Explanations and Modelling	ITaP – Explanations and Modelling

Spring term

PGCE core	PGCE SD
Timetable	Timetable
Attendance	Attendance
Tutor visit 2	Tutor visit 2
School report 2	School report 2
Professional studies in school programme	Professional studies in school programme
ITaP – Talk for Learning	ITaP – Talk for Learning

Summer Term	
PGCE core	PGCE SD
Timetable	Timetable
Attendance	Attendance
Tutor visit 3	Tutor visit 3
School report 3	School report 3
Professional studies in school	Professional studies in school
ITaP – Assessment for Impact	ITaP – Assessment for Impact
Primary/FE visit	Primary/FE visit
UW Recommendation for QTS	UW Recommendation for QTS

PSEC4003 ASSIGNMENT GUIDANCE – EVIDENCE INFORMED TEACHING

Assignment:	PSEC4003: Evidence Informed Teaching
Module code:	PSEC4003
Level:	7
Credit rating:	30 credits at level 7
Submission procedure:	Assessment Part 1 (Critical literature review): Upload to Turnitin Assessment Part 2 (Digital presentation): Upload to Turnitin
Date due:	<ins>Assessment Part 1 – Critical Literature Review</ins> Formative assessment: • Compulsory Peer reviewed Poster review of initial findings – Tuesday 7th October 2025 • Optional 500 words emailed – by negotiation with tutor (absolute deadline 3 pm Friday 10th October 2025) Summative assessment: • Electronic submission: by 9 am Monday 3rd November 2025 <ins>Assessment Part 2 – Presentation</ins> Formative assessment: • Compulsory Digital Presentations in school – w/b 1st December 2025 Summative assessment • Electronic submission: Wednesday 10th December 2025 by 9 am
Notification of result:	Assessment Part 1 – Literature Review: Monday 1st December 2025 Assessment Part 2 – Presentation: Monday 12th January 2026
Resubmission 1:	9th July 2026

Assessment Criteria	A	B	C	D	E	F	G
	To pass at Level 7 (PSEC 4003), you will be able to:				Fail at Level 7 (PSEC 4003)		
LO1 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. *Assessed in:* *Literature review*	An exceptional critical appraisal which identifies an area of personal challenge or interest for investigation. That goes well beyond what is taught in insightful, advanced study/research, to develop original critical analysis and evaluation that shows exceptional initiative and an authoritative, independent grasp of issues. An exceptionally considered and planned approach to conducting the literature review.	A very strong critical appraisal which identifies an area of personal challenge or interest for investigation. Demonstrating systematic breadth and depth of insightfully evaluated advanced study/research, leading to independent and original critical analysis and evaluation. A thoroughly considered and well-planned approach to conducting the literature review.	A good, thorough critical appraisal which identifies an area of personal challenge or interest for investigation. That shows evidence of systematic breadth and depth of independent engagement with advanced study/research to develop relevant critical analysis to inform a good response to the task. A well-considered and planned approach to conducting the literature review.	A sufficient critical appraisal which identifies an area of personal challenge or interest for investigation. That shows evidence of independent engagement with advanced study/research to inform satisfactory response to the task, but is limited in range and depth of critical analysis. An adequately considered and planned approach to conducting the literature review.	A limited critical appraisal with emerging evidence of independent engagement with advanced study/ research. A partially considered and inconsistently planned approach to conducting the literature review.	A weak critical appraisal with insufficient evidence of independent engagement with advanced study/research. A weakly considered and poorly planned approach to conducting the literature review.	A very poor critical appraisal with significantly inadequate evidence of independent engagement with advanced study/research. A seriously flawed or largely unplanned approach to conducting the literature review.
LO2 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. *Assessed in:* *Literature review*	Research complex issues systematically and creatively, drawing on a mastery of analytical and specialist disciplinary skills, knowledge and understanding to make original contributions to scholarship in the field. Exceptional systematic mastery of advanced knowledge, principles and concepts in the area of study, together with very strong independent critical and evaluative understanding of current issues and insight at the forefront of the discipline	Research complex issues systematically and creatively, drawing on thorough skills, knowledge and understanding to make independently sound, academically rigorous judgements in analysis and interpretation of outcomes. Highly developed systematic advanced knowledge and critical understanding of the area of study, including independent critical awareness of current issues and insights at the forefront of the discipline	Research complex issues systematically and creatively and make sound, academically rigorous judgments in the analysis and interpretation of outcomes, albeit with minor limitations. Good systematic, advanced knowledge and understanding of the area of study, including awareness of current issues and insights at the forefront of the discipline	Research complex issues systematically and creatively and make generally sound judgements in the analysis and interpretation of outcomes, albeit with limitations. Adequate sound, advanced knowledge and understanding of the area of study, some of which is informed by developments at the forefront of the discipline	Research demonstrates some attempt to engage with complex issues, but analysis and interpretation are underdeveloped or inconsistent, with noticeable limitations in design, application, or presentation of findings. Developing advanced knowledge and understanding of the area of study, with occasional reference to current developments, though coverage lacks depth or consistency.	Research findings are not presented effectively, and research design/ application and/or interpretation of data is flawed, with little reflection or analysis of this. Limited advanced knowledge and understanding of the area of study	Significant inadequacies in research design or analysis, indicating limited understanding and/or ability to deal with complex issues or make sound judgments. Very limited advanced knowledge and understanding of the area of study

LO3 Detail the context of the study that considers the actual or potential impact on practice in terms of pupil outcomes. Make use of scholarly reviews and deploy established techniques of analysis and enquiry to conclude. *Assessed in:* *Presentation*	There is an exceptional demonstration at a professional level of competency in the presentation, showing an ability to develop your learning and make autonomous decisions. The context should be complex. The presentation demonstrates exceptional mastery of advanced knowledge from scholarly reviews in the context of your classroom experience. Excellent examples of strategies which impact pupil outcomes are provided, which convey a strong, independent, critical and evaluative understanding of issues at the forefront of the discipline.	There is a very strong application at a professional level of competency in the presentation, showing an ability to develop your learning and make autonomous decisions. The context should be complex. The presentation demonstrates highly developed, systematic, advanced knowledge from scholarly reviews in the context of your classroom experience. Very good examples of strategies which impact pupil outcomes are provided, which convey a very strong, independent, critical awareness of issues at the forefront of the discipline.	There is a good demonstration at a professional level of competency in the presentation, showing an ability to develop your learning and make autonomous decisions. The context does not need to be complex. The presentation demonstrates good, systematic, advanced knowledge from scholarly reviews in the context of your classroom experience. Good examples of strategies which impact pupil outcomes are provided, which convey sound, academically rigorous judgments and awareness of issues at the forefront of the discipline.	There is a sufficient demonstration at a professional level of competency in the presentation, showing an ability to manage and develop your learning. The context does not need to be complex. The presentation demonstrates sound knowledge from scholarly reviews in the context of your classroom experience. Sufficient examples of strategies which impact pupil outcomes are provided, which convey generally sound judgments and awareness of issues in the discipline.	That is a limited demonstration of an application relevant to the profession in the presentation, showing an ability to manage and develop your learning. The context does not need to be complex. The presentation demonstrates limited application of knowledge from scholarly reviews in the context of the classroom. Limited examples are provided which convey judgments and awareness of issues in the discipline. The outcome suggested all those that could contribute to advancing learning or solving problems.	Insufficient evidence of advanced skills development, lack of professional judgement, or little demonstration of ability to manage own learning, take personal responsibility or initiative.	Very limited evidence of advanced skills development. Serious lack of professional judgement and inability to demonstrate self-direction.
LO4 Critically evaluate the role of evidence-informed teaching in dealing with complex issues. *Assessed in:* *Presentation*	There is an exceptional level of critical evaluation regarding evidence-informed teaching to produce an original argument related to practice. The strategies suggested are those that could make a significant contribution to advancing learning and student outcomes or solving problems. The outcomes have the	There is a very strong level of critical evaluation regarding evidence-informed teaching to produce reasoned and substantiated conclusions related to practice. The strategies suggested are those that could make a very good contribution to advancing learning and student outcomes or solving problems. The outcomes suggested could significantly impact pupil outcomes.	There is a good, thorough level of critical evaluation regarding evidence-informed teaching to produce reasoned and substantiated conclusions related to practice. The strategies suggested are those that could make a good contribution to advancing learning and student outcomes or solving problems. The outcomes might have minor limitations. The outcome suggested could impact pupil outcomes.	There is a sufficient level of critical evaluation regarding evidence-informed teaching with some reasoned conclusions related to practice. The strategies suggested are those that could make a sufficient contribution to advancing learning and student outcomes or solving problems. The outcomes might have minor limitations.	There is a limited level of evaluation regarding evidence-informed teaching, with some limited conclusions. The strategies have limitations with little analysis or reflection.	There is a weak level of evaluation regarding evidence-informed teaching. Findings are not presented effectively, and application or interpretation of knowledge is flawed, with little reflection or analysis of this.	There is a very poor level of evaluation regarding evidence-informed teaching. Significant inadequacies in analysis, indicating limited understanding or ability to deal with complex issues or make sound judgments.

	potential to transform practice.						
LO5 Present work showing a good level of English with minimal errors. Use a clear structure that conveys meaning and a structured argument. Discuss suitable evidence and reference this correctly using the Harvard System. *Assessed in:* *Literature review*	At Level 7, students are expected to demonstrate effective communication skills in line with the purpose of the assignment. Proficiency in English language, including spelling, punctuation and grammar should mostly be accurate throughout, and writing should always be clear and literate.				At level 6, communicates ideas effectively and conveys meaning with clarity and appropriate style verbally, electronically, visually and/or in writing with mostly accurate use of English/spelling, punctuation and grammar.		
	Exceptional skills in constructing academic arguments and communicating complex ideas/ viewpoints/ information/ evidence to advance knowledge and understanding	Very well-developed communication/ presentation of complex ideas/ viewpoints/ information/ evidence to sustain scholarly arguments that advance understanding	Effective logical and coherent communication/ presentation of complex ideas/ viewpoints/ information/ evidence to sustain informed arguments	Competent, logical, and coherent communication/ presentation of complex ideas/ viewpoints/ information/ evidence to sustain argument with some weaknesses, e.g. in structure, coherence or currency, but generally sound if standard judgement	Communication/presentation of complex ideas, viewpoints, or evidence shows limited coherence and logical structure. The argument is underdeveloped or only partially substantiated, with notable weaknesses in clarity, relevance, or consistency. Some attempt at sustaining an argument is evident, but the overall presentation lacks effectiveness or persuasiveness.	The argument/ explanation is weak/poorly constructed, unsubstantiated or significantly lacking in coherence or validity	Little evidence of an independently constructed argument with appropriate supporting analysis or evidence

LEARNING OUTCOMES

Level 7
On successful completion of the module, trainees should be able to:
1. Critically appraise personal professional practice to identify an area of interest or personal challenge for investigation and coherently present the planned approach and initial findings.
2. Synthesise current literature/research and evidence on the selected topic to conduct and evaluate a comparative analysis of the factors and underlying themes related to the selected topical issue through literature.
3. Detail the context of the study that considers the actual or potential impact on practice in terms of pupil outcomes. Make use of scholarly reviews and deploy established techniques of analysis and enquiry to conclude.
4. Critically evaluate the role of evidence informed teaching dealing with complex issues.
5. Present work showing a good level of English with minimal errors. Use a clear structure that conveys meaning and a structured argument. Discuss suitable evidence and reference this correctly using the Harvard System

Teaching Standard Focus
In completing this assignment, you are likely to address aspects of the following Teachers' Standards: TS2, TS3, TS5, TS8. You may also address other Teachers' Standards, based on individual work.

Initial Teacher Training and Early Career Framework (ITTECF):
By completing this assignment, you will have the opportunity to address areas of the Initial Teacher Training and Early Career Framework (ITTECF) which are relevant or of personal interest to you. In addition to those strands of the ITTECCF which you choose to cover, you will also address the following aspects as a minimum:
- 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils
- 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils
- 4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning
- 5.2 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed
- 7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success
- 8.1 Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques, and embedding practice
- 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement
- 8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues

INTRODUCTION

This module is about evidence informed teaching. You need to critically appraise your 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 must focus on the impact on pupil outcomes. It should not be an area of practice which you are unable to have an impact on (for example, those areas which require leadership engagement).

The assignment is in 2 parts.
- Part 1 is a critical literature review of current research relating directly to the key theme you have selected.
- Part 2 is a presentation that seeks to use an evidence-informed approach to evaluate the actual or potential impact that the literature review has on learning and teaching in your classroom.

WHAT YOU NEED TO DO

Part 1
Identify an area of professional practice as a focus for your investigation.
This will require you to:
- Critically appraise your personal professional practice - you might include links to evidence in the appendices here – for example, Session plan, notes from session, lesson observations, minutes from a meeting
- Identify an area of interest or personal challenge for investigation.
- Construct a focused research question

Before you write your literature review, you will outline and discuss, as a poster presentation, the key findings with a plan detailing how you will evaluate and present these in your assessed presentation at the end of the course. The poster should be a summary of your initial findings from the articles and books you have read, with a description of how you might use this in your classroom. This will enable you to get some formative feedback and learn from each other's work. This will allow you to make links between a variety of research perspectives on an issue and share ideas with your peers.

You will have the opportunity to submit 500 words of your literature review to your subject tutor for formative feedback. The 500 words do not need to be your first 500 words.

Having done this, you need to conduct a critical literature review (see Grant and Booth, 2008). You will:
- Identify key factors and themes that relate to your chosen area of study.
- Analyse and critically evaluate the extant literature.
- Develop strategies which can be used in your teaching practice.
- Include a full reference list using the Harvard system.
- Include appendices.

The purpose of the assignment is to engage in reading about current educational research so that you can develop your teaching practice from a well-informed perspective.

After you have conducted your literature review, it may be necessary to refine your research question. You should also identify some strategies that you will explore and discuss in the presentation.

You will submit the literature review electronically as a 3,000-word written assignment. It will serve to inform your final presentation, which will evaluate the potential impact of the findings on teaching and learning.

For the Literature Review (word count 3,000 excluding quotes)
Your literature review should:
- Have a clear rationale for the chosen area of research, including supporting evidence (assessment criteria 1 and 3).
- 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 3).

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 current 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, where appropriate (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.

Assessment items	Word Limit	Weighting	Learning Outcome	Who will assess and how?	Date for submission
Formative Compulsory Peer-reviewed Poster review of initial findings Optional 500 words (this does not need to be the first 500 words)	n/a 500	n/a	1, 2 & 5	Peers PGCE tutors	Tuesday 7th October 2025 By negotiation with the tutor (absolute deadline 3 pm Friday 10th October 2025)

Summative Critical literature review	3,000 words (+/-10%)	70%	1, 2 & 5	PGCE tutors	By 9 am Monday 3rd November 2025

Part 2

Having conducted your literature review, you need to evaluate the actual or potential impact of your findings when applied to classroom practice, concerning pupil outcomes. This will probably involve you modifying your classroom practice to implement the strategies identified in your literature review.

For example, if your question looked 'What are the most appropriate strategies to increase student engagement for completion of homework?', you might experiment with setting homework at the beginning of the lesson rather than the end, as this is one of the strategies you found from your reading. The impact this had (or could have) on pupil outcomes will be the focus of your presentation.

The presentation should last 10 minutes (+/- 10%)

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 a pre-recorded presentation. Be any format – it does not have to be PowerPoint.
- Be 10 minutes in length (+/- 10%)
- Consider the key themes identified from the literature review
- Apply knowledge from the literature review reading in the context of your classroom. Show the application of your knowledge with examples. You should critique (question the given) and contrast the interconnection between theory and practice
- Based on your reading and experience, draw conclusions that may impact pupil outcomes now and in the future.
- Communicate your findings clearly and effectively.

Formative Assessment

You will present your work in school during the week beginning 1st December 2025. 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 completing your final submission. The form should be uploaded in your appendix.

Summative Assessment

You will submit a digital presentation, which should be pre-recorded to present your findings; this will not necessarily be in the same format as presented to the school, as the format is different, and you may have made improvements.

Your submission will be watched and assessed by a tutor. You must include a full reference list at the end of the presentation using the Harvard system.

The grade for the presentation will be combined with the grade for your literature review. You will receive a completed feedback sheet confirming the grades for your presentation

(30%) and literature review (70%) with an overall summative grade when the results are published. The assessment items and dates for submission for the literature review are summarised in the PGCE Course Handbook.

Assessment items	Word Length	Weighting	Learning Outcomes	Who will assess and how?	Date for submission
10-minute Presentation	1,500-word equivalent	30%	3 and 4	Mentors (formative) Subject Tutor (summative)	<u>Assessment Part 2 – Presentation</u> Formative assessment: Compulsory Digital Presentations in school – w/b 1st December Summative assessment: Voiced-over presentation uploaded via Turnitin, Wednesday 10th December by 9 am

Accurately record all published materials used in all parts of the assignment, including images, recordings, books, websites, etc.

ADDITIONAL INFORMATION

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, and 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 also be something from your school, professional studies sessions, or personal interest). 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.

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
> DfE 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 in the text (in pencil and only if it is your 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, what supporting evidence is 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 them into your work. Use the best methods, take the clearest ideas, go with the most plausible ideas, and use your reading to justify your choices.

Methodical Reading

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

What are the key concepts?

What theoretical approaches are there?

How have previous researchers collected evidence?

Spend equal time on each part and do not get over-focused 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 keywords 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:

Chronologically, when were your sources published? Is there a story to tell of change over time?

By trend, how have ideologies, paradigms, and philosophies changed over time?

Thematic, can you group ideas so that themes, arguments or perspectives are compared?

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

Reading lists and resources.

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

For further help and guidance for reading and writing, please consult the University of Worcester's Study Skills website: https://studyskills.wp.worc.ac.uk/

PSEC4002 ASSIGNMENT GUIDANCE – DEVELOPING LEARNING AND TEACHING

Assignment:	PSEC4002: Developing Learning and Teaching
Module code:	PSEC4002 (Module Lead: Sarah Emmerson)
Level:	7
Credit rating:	30 credits at level 7
Submission procedure:	Assessment part 1 (Critical Reflective Journal) Upload to Turnitin Assessment part 2 (Critical Practice Review) Slides upload to Turnitin, Review conducted via MS Teams
Date due:	<u>Assessment Part 1 – Critical Reflective Journal</u> Formative Assessment: • 27th February 2026 (Presentation of reflections and evidence) • Optional 500 words emailed – by negotiation with tutor (absolute deadline 3 pm Friday 16th March 2026) Summative Assessment: • Electronic submissions by 9 am Monday 13th April 2026 (summative assessment) <u>Assessment Part 2 – Critical Practice Review</u> Formative Assessment: • 12th May 2026 (Structured discussion of reflection and evidence) Summative Assessment: • Electronic submission of slides by 9am Monday 15th June 2026 • Discussion by appointment w/c 15th June 2026
Notification of result:	Part 1: Tuesday 12th May 2026 Part 2: Wednesday 1st July 2026
Resubmission 1:	9th July 2026

Assessment criteria	A	B	C	D	E	F	G
	To pass at Level 7 (PSEC4002) you will be able to:				**Fail at Level 7 (PSEC 4003)**		
LO1: **Review research** of foundational and pivotal learning and teaching practices systematically and creatively. Show evidence of independent engagement with advanced research using **subject specific** pedagogy to inform a response to the task in relation to subject knowledge and pedagogy Assessed in Reflective Journal **and** Practice Review	Research complex issues systematically and creatively, drawing on a mastery of analytical and specialist disciplinary skills, knowledge and understanding to make original contributions to scholarship in the field. Exceptional systematic mastery of advanced knowledge, principles and concepts in the area of study, together with very strong independent critical and evaluative understanding of current issues and insight at the forefront of the discipline	Research complex issues systematically and creatively, drawing on thorough skills, knowledge and understanding to make independently sound, academically rigorous judgements in analysis and interpretation of outcomes. Highly developed systematic advanced knowledge and critical understanding of the area of study, including independent critical awareness of current issues and insights at the forefront of the discipline	Research complex issues systematically and creatively and make sound, academically rigorous judgments in the analysis and interpretation of outcomes, albeit with minor limitations. Good systematic, advanced knowledge and understanding of the area of study, including awareness of current issues and insights at the forefront of the discipline	Research complex issues systematically and creatively and make generally sound judgements in the analysis and interpretation of outcomes, albeit with limitations. Adequate sound, advanced knowledge and understanding of the area of study, some of which is informed by developments at the forefront of the discipline	Research demonstrates some attempt to engage with complex issues, but analysis and interpretation are underdeveloped or inconsistent, with noticeable limitations in design, application, or presentation of findings. Developing advanced knowledge and understanding of the area of study, with occasional reference to current developments, though coverage lacks depth or consistency.	Research findings are not presented effectively, and research design/ application and/or interpretation of data is flawed, with little reflection or analysis of this. Limited advanced knowledge and understanding of the area of study	Significant inadequacies in research design or analysis, indicating limited understanding and/or ability to deal with complex issues or make sound judgments. Very limited advanced knowledge and understanding of the area of study
LO2: **Analyse the effectiveness** of the foundational and pivotal learning and teaching practice by **deconstructing the learning and drawing** on research at the forefront of the subject's discipline. Make sounds judgement and interpretations of outcomes with evidence of critical analysis Assessed in Reflective Journal **and** Practice Review	There is an exceptional level of critical evaluation regarding evidence-informed teaching to produce an original argument related to practice. The 'next steps' strategies suggested are those that could make a significant contribution to advancing learning and student outcomes or solving problems. The outcomes have the potential to transform practice.	There is a very strong level of critical evaluation regarding evidence-informed teaching to produce reasoned and substantiated conclusions related to practice. The 'next steps' strategies suggested are those that could make a very good contribution to advancing learning and student outcomes or solving problems. The outcomes suggested could significantly impact pupil outcomes.	There is a good, thorough level of critical evaluation regarding evidence-informed teaching to produce reasoned and substantiated conclusions related to practice. The 'next steps' strategies suggested are those that could make a good contribution to advancing learning and student outcomes or solving problems. The outcomes might have minor limitations. The outcome suggested could impact pupil outcomes.	There is a sufficient level of critical evaluation regarding evidence-informed teaching with some reasoned conclusions related to practice. The 'next steps' strategies suggested are those that could make a sufficient contribution to advancing learning and student outcomes or solving problems. The outcomes might have minor limitations.	There is a limited level of evaluation regarding evidence-informed teaching, with some limited conclusions. The 'next steps' strategies have limitations with little analysis or reflection.	There is a weak level of evaluation regarding evidence-informed teaching. The 'next steps' strategies are not presented effectively, and application or interpretation of knowledge is flawed, with little reflection or analysis of this.	There is a very poor level of evaluation regarding evidence-informed teaching. Significant inadequacies in identifying 'next steps' strategies indicating limited understanding or ability to deal with complex issues or make sound judgments.

LO3: Critically reflect on **professional practice** demonstrating independent learning ability and identify areas for **future development** Assessed in Reflective Journal **and** Practice Review	To deconstruct the learning, practice is strongly analysed and critiqued with systematic links made to specialist theoretical perspectives. Exceptional demonstration at a professional level of competency in the ITaP skill/s to manage and develop own learning and make autonomous decisions in complex and unpredictable contexts	To deconstruct the learning, practice is analysed and critiqued with systematic links to multiple theoretical perspectives. Capable and effective application at a professional level of competency in the ITaP skill/s to manage and develop own learning and making autonomous decisions in complex and unpredictable contexts	To deconstruct the learning, practice is analysed with links to theoretical perspectives. Consistent and effective demonstration at a professional level of application of the ITaP skill/s in managing and developing own learning and making autonomous decisions	To understand learning, a generally sound analysis of some of the key issues with links to theoretical perspectives is carried out. Effective demonstration at a professional level of application of the ITaP skill/s in managing and developing own learning	Interpretation of learning is generally effective and research is presented clearly. There is limited evidence of applying the ITaP skill/s and/or little or no demonstration of ability to manage own learning, take personal responsibility or initiative	Interpretation of learning is attempted and there is little research-informed reflection on this. Insufficient evidence of applying the ITaP skill/s and/or little or no demonstration of ability to manage own learning, take personal responsibility or initiative	Interpretation of learning and understanding of research are limited. Very limited evidence of applying the ITaP skill/s, serious lack of professional judgement and inability to demonstrate self-direction
LO4: Communicate competently, logically and coherently complex ideas, viewpoints and information. Include suitable evidence that is referenced and discussed. Reference work correctly using the Harvard System.	At Level 7, students are expected to demonstrate effective communication skills in line with the purpose of the assignment. Proficiency in English language, including spelling, punctuation and grammar should mostly be accurate throughout, and writing should always be clear and literate.						
	Exceptional skills in constructing academic arguments and communicating complex ideas/ viewpoints/ information/ evidence to advance knowledge and understanding	Very well-developed communication/ presentation of complex ideas/ viewpoints/ information/ evidence to sustain scholarly arguments that advance understanding	Effective logical and coherent communication/ presentation of complex ideas/ viewpoints/ information/ evidence to sustain informed arguments	Competent, logical, and coherent communication/ presentation of complex ideas/ viewpoints/ information/ evidence to sustain argument with some weaknesses, e.g. in structure, coherence or currency, but generally sound if standard judgement	Communication/presentation of complex ideas, viewpoints, or evidence shows limited coherence and logical structure. The argument is underdeveloped or only partially substantiated, with notable weaknesses in clarity, relevance, or consistency. Some attempt at sustaining an argument is evident, but the overall presentation lacks effectiveness or persuasiveness.	The argument/ explanation is weak/poorly constructed, unsubstantiated or significantly lacking in coherence or validity	Little evidence of an independently constructed argument with appropriate supporting analysis or evidence

LEARNING OUTCOMES

Level 7
On successful completion of the module, trainees should be able to:

1. Review research on foundational and pivotal learning and teaching practices (ITaPs) systematically and creatively. Show evidence of independent engagement with advanced research using subject specific pedagogy to inform a response to the task in relation to subject knowledge and pedagogy (including common misconceptions).

2. Analyse the effectiveness of the foundational and pivotal learning and teaching practice (ITaPs) by deconstructing the learning and drawing on research at the forefront of the subject's discipline. Make sound judgements and interpretation of outcomes with evidence of critical analysis.

3. Critically reflect on professional practice demonstrating independent learning ability and identify areas for future development.

4. Communicate competently, logically and coherently complex ideas, viewpoints and information. Include suitable evidence that is referenced and discussed. Reference work correctly using the Harvard System.

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.

Initial Teacher Training and Early Career Framework (ITTECF)

In completing this assignment, you will learn as a minimum that:

> 1.3 Teachers' expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential.
> 2.1 Learning involves a lasting change in pupils' capabilities and understanding
> 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial
> 6.3 Before using any assessment, teachers should be clear about the decisions it will be used to support and be able to justify its use.
> 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.

INTRODUCTION TO PSEC4002: DEVELOPING LEARNING AND TEACHING

This module has two summative assessment components, both of which must be passed to successfully complete the module. Assessments are designed to help you critically reflect on your

developing professional practice, underpinned by engagement with research and subject-specific pedagogy.

In both assessments, you are expected to work through **two or three complete reflective cycles** using **Kolb's Experiential Learning Cycle**, **Driscoll's Model** or another reflective learning cycle.

- **Cycle 1** should always focus on the **ITaP taught week at university**.
- **Cycle 2 (and Cycle 3 if included)** should focus on your development of the ITaP skill on **placement practice**, drawing directly on your **ITaP lesson observation with your mentor** and subsequent feedback.
- Your reflections should be grounded in your **subject discipline**, supported by **literature** (from the PSEC4002 reading list and additional independent sources), and underpinned by detailed evidence and reflections from your **PebblePad log**.

University sessions and the ITaP area of PebblePad will support you with this progress. Taking the time to complete your PebblePad reflections will make the writing up of the Reflective Journal (assessment 1) and preparation for the Practice Review (assessment 2) easier and more authentic. Therefore, when you complete your ITaP area on PebblePad remember to:

- **Critically evaluate** how research literature and observation of expert practitioners have informed your understanding of these practices.
- **Reflect on practice and feedback**, showing how you rehearsed, adapted, and refined your approach in the classroom.
- **Articulate ongoing professional development**, highlighting both independent efforts and collaboration with colleagues.
- Ensure that your writing is **analytical, evidence-informed, and fully referenced** (Harvard style, use the Cite the Right advice https://www-citethemrightonline-com.apollo.worc.ac.uk/ and the UW library guidance).

WHAT YOU NEED TO DO

Part 1: Critical Reflective Journal:

For your first assessment, you'll write a 4,000-word **critical reflective journal** focused **Explanations and Modelling (ITaP1) and Talk for Learning (ITaP2)** within your subject specialism. This is your opportunity to demonstrate how your understanding of these practices has developed through reading, observation, and classroom experience.

You'll need to show how **engagement with relevant literature and expert practitioners** (tutors, mentors and other key staff) has informed your thinking and reflect on how you've applied and refined these practices in your own teaching. Your journal should also highlight your ongoing professional development—how you're building your subject knowledge and pedagogical skills through independent study and collaboration with experienced colleagues.

This is a research-informed reflection, so make sure you support your writing with evidence from your placement and academic sources, using Harvard referencing throughout. The **focus should remain firmly on your subject area**, and how these practices impact learning in your classroom.

You will submit your critical reflective journal electronically as a 4,000-word written assignment. This journal will form a key part of your professional development, allowing you to explore and evaluate two foundational and pivotal classroom practices within your subject specialism. Your reflections will also support your preparation for Assessment 2, the professional conversation.

For the Critical Reflective Journal (word count: 4,000 excluding references and quotes) you should:

- Present a clear rationale for the selection of two classroom practices, explaining their relevance to your subject and supported by literature and classroom experience (Assessment criteria 1 and 3).
- Use a recognised reflective learning cycle (e.g. Kolb or Driscoll) to structure your reflections and deepen your analysis of each practice (Assessment Criteria 2).
- Draw on a range of subject-specific literature and observations of expert practitioners to inform your understanding, comparing and challenging different perspectives and offering your own critical viewpoint (Assessment Criteria 1 and 2).
- Reflect on feedback and classroom experience to show how you have rehearsed, refined, and developed your use of each practice, identifying areas for future growth (Assessment criteria 3).
- Communicate your ideas clearly and coherently, using Harvard referencing throughout and including a full reference list (Assessment Criteria 4).

Read a range of current literature (within 10 years) that focuses on your specific area of focus within the two ITaP areas. Critically reflect on what you have read to consider similar and contrasting perspectives to recognise what is influencing your thinking and practice. Typically, we are looking for 8-12 source documents per ITaP, including subject-specific peer-reviewed literature, where appropriate (journal articles).

The outcome should be a well-structured and critically reflective journal that demonstrates your understanding of how subject-specific research and classroom experience can inform and improve teaching and learning. It should show how you have engaged with literature, and how you have applied and developed your understanding and skills in the practices of 'Explanations and Modelling' and 'Talk for Learning'. Your journal should also identify areas for further development in your subject pedagogy.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission

			1, 2, 3 & 4	Peers	27th February 2026
Formative Compulsory: presentation of reflections and evidence	500				
Optional: 500 words (this does not need to be the first 500 words)				PGCE tutors	By negotiation with the tutor (absolute deadline by Monday 16th March 2026 by 3pm)
Summative Critical reflective journal	4000 words (+/-10%)	60%	1, 2, 3 & 4	PGCE tutors (anonymous)	Monday 13th April, 9:00 am

Part 2: Critical Practice Review:

For your second assessment, you will take part in a 15-minute professional discussion focused on Assessment for Impact. This assessment is designed to help you critically reflect on how assessment strategies influence pupil learning and progress, drawing on your placement experience and relevant academic literature.

You will select two questions from different categories provided by the module lead. These questions will guide your discussion and allow you to explore the principles and practical application of Assessment for Impact in depth. Your responses should demonstrate a clear conceptual understanding of how assessment can be used to inform teaching and improve outcomes, supported by evidence from your own practice and a focused literature review.

You are expected to engage with a range of readings and course materials to underpin your reflections. Specific examples from your placement should be used to illustrate how you implemented assessment strategies, how they impacted pupil learning, and how your approach developed through feedback and collaboration with colleagues.

Before the discussion, you must submit a ppt (template provided) with summary of your placement experience, observation feedback from your mentor and a reference list formatted using the Harvard System. You will be encouraged to have some notes with you to aid your memory. The discussion will be recorded for moderation purposes.

This assessment contributes 40% to your overall module grade. Please note that you must pass both Assessment 1 (the critical reflective journal) and Assessment 2 to successfully complete the module.

In the Critical Practice Review (15-minute discussion) you should:

- Explain why each teaching and learning approach was chosen, its relevance to your subject, and how it connects to current pedagogical thinking. (Assessment criteria 1 and 3)
- Use a recognised reflective model (e.g., Kolb, Driscoll) to structure your analysis. (Assessment criteria 2)
- Compare and critique perspectives from subject-specific literature and expert observations. (Assessment criteria 1 & 2)

- Show how feedback and experience have shaped your practice and identify areas for future growth. (Assessment criteria 3)
- Articulate your ideas clearly and coherently, referencing in the discussion and using Harvard referencing on the slides. (Assessment criteria 4)

Read a range of current literature (within 10 years) that focuses on your specific question related to the Assessment for Impact ITaP. Critically reflect on what you have read to consider similar and contrasting perspectives to recognise what is influencing your thinking and practice. For the discussion we typically looking for 5-7 sources documents per question, including subject-specific peer-reviewed literature, where appropriate (journal articles).

The outcome should be a confident, well-informed, and critically reflective professional discussion that demonstrates your understanding of how subject-specific research and classroom experience can inform and enhance teaching and learning. It should show how you have engaged with relevant literature and expert practice to develop your conceptual and practical understanding of Assessment for Impact. Your discussion should articulate how you have applied, rehearsed, and refined these practices during placement, and how feedback has shaped your development. You should also identify clear areas for further growth in your subject pedagogy, demonstrating your capacity for independent learning and professional reflection.

Assessment items	Word Length	Weighting	Learning Outcome	Who will assess and how?	Date for submission
Formative Compulsory: structured discussion of reflection and evidence			1, 2, 3 & 4	Peers	12th May 2026
Summative Critical reflective journal	15 minutes (+/-10%)	40%	1, 2, 3 & 4	PGCE tutors	Slides: Monday 15th June, 9:00am Discussion: By appointment w/c 15th June

M LEVEL WORK (LEVEL 7)

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

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

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

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

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

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

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

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

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

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

Frequently Asked Questions about Level 7 work

How is Masters' level work assessed?
The work is graded from A+ to D-. The minimum pass mark is D-.

What if I fail a Masters' level piece of work on the first submission?
You can resubmit the piece of work to be reassessed at level 7 or you can resubmit the work and have it assessed at level 6. A resubmission at level 7 will be capped at D- (Pass).

How many resubmissions are allowed?
One – the deadline is the end of the course but you must talk to your tutor as soon as you know that your first submission has failed.

Can I gain just 30 credits at Masters' level?
Yes, this is possible. If the full 60 credits are not achieved, you will gain a Professional Graduate Certificate in Education.

How do I use the credits I have gained to gain a full Masters'?
You can continue your studies at UW to gain a full Masters'. Most universities will allow you to transfer the points you have gained during your PGCE course to their Masters' programmes.

Workload and Process
You may or may not wish to be assessed at M-level for assignments A and B. You should not 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.