



SCHOOL DIRECT (PRIMARY)

POSTGRADUATE CERTIFICATE IN EDUCATION (PRIMARY)

And




PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION (PRIMARY)

FULL TIME

Trainee Handbook

5-11

2018-2019

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SCHOOL DIRECT POST GRADUATE CERTIFICATE IN EDUCATION (PRIMARY)
SCHOOL DIRECT PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION (PRIMARY)

FULL TIME: 5-11

Trainee Handbook

Welcome to the Primary P.G.C.E programme at Bishop Grosseteste University Lincoln.

The team are pleased to welcome trainees to the course. The purpose of this handbook is to outline some of the key information and expectations during the programme. It should also provide reference material and begin to answer some of the questions trainees may have.

The programme aims to help trainees become a skilled primary practitioner and meet the Standards for QTS. To do this we will enable trainees to develop a theoretical understanding of learning and teaching and provide opportunities to obtain the practical skills necessary to implement effective learning and teaching in the classroom.

A fundamental feature of the programme is the integrated approach to learning. Trainees will have opportunities to engage in focused University sessions, work in study groups with peers, and implement their own self-study sessions. Complementing all of these opportunities will be the experiences and training in school. It is important that trainees view every experience as a learning opportunity. Whilst the timetable at the University is intense and aims to provide a good grounding in the fundamentals of learning and teaching, it is important that trainees recognise school based and BG centre based input as a partnership of training. Training across the partnership will require trainees to be professional and pro-active in seeking advice and guidance and reflecting on their own and pupils' progress to set next steps.

We trust that trainees will enjoy and make good use of school and centre based training, and draw on the advice and feedback offered by tutors and school based mentors, who will work together to guide trainees.

The teaching profession, in line with all aspects of life and the children trainees will teach, is always in the process of development and change. This makes teaching stimulating and exciting as trainees continually strive to make teaching meet the ever-changing needs of children. The notion of lifelong learning is very relevant to teachers and there will always be new things to learn. This, along with the pleasure of working with young people who will challenge but also appreciate trainees' hard work, is one of the reasons that teaching is stimulating and never boring.

We wish trainees well for this challenging year; we shall expect trainees to set high standards for themselves but will willingly support in meeting those standards and we hope that trainees will enjoy the programme at Bishop Grosseteste University, Lincoln.

Ruth Pearson
School Direct Cohort Leader

INTRODUCTION

The year is designed to provide initial teacher education and training for a range of graduates.

The programme provides opportunities to achieve academic qualifications alongside those for the current standards for teachers.

1. A **Post-Graduate** programme will enable those with a 2.2 degree classification or above to progress to Masters level study in two PGCE modules, namely:

PGE701 Significant Incidents for Professional Development

PGE702 Practitioner Inquiry

With the agreement of an HE institution, the 60 M level credits can be counted towards a full Masters degree (normally in Education) within the next few years. To complete this qualification at Bishop Grosseteste University, trainees would normally have to start the next phase of the Masters within 3/5 years of graduation. Contact pde@bishopg.ac.uk at any time for further details and to discuss the optimal route to complete your Masters.

2. A Professional-Graduate programme :

PGE601 Significant Incidents for Professional Development

PGE602 Practitioner Inquiry

These modules are assessed at Level 6 which is the equivalent of the marking level in the final year of degree study.

The remaining units relate to meeting the current Teachers' Standards:

SCH001 School Placement 1 (Introductory and Developing)

SCH002 School Placement 2 (Extending)

The two academic modules will be marked according to the standards for the chosen level (either Level 6 or Level 7). If trainees attain Level 6 they will be awarded a Professional Graduate Certificate in Education. If they attain Level 7 they will be awarded a Postgraduate Certificate in Education. If they chose the professional route and fail an assignment at Level 6 they can apply for it to be reassessed as a Level 6. If they fail an assignment at Level 7 on the Postgraduate route they can opt to resit at Level 7 or Level 6 and tutors will be able to provide support and guidance about this.

Refer to the PGCE regulations for more details.

The over-riding aim of the PGCE team is to help all trainees to become good or outstanding newly qualified primary teachers. To this end, much emphasis will be placed on University and school experiences and partnership training that prepares trainees for the practical aspects of primary and Early Years practice.

The programme is structured into two academic modules and two school placement units, which cover a full range of professional and curriculum matters relevant to the 5-11 age range. All aspects of the National Curriculum for **Key Stage 1 and 2** are covered, with a particular emphasis on the progression in learning across the age phases. Modules are informed by key documents, and also new initiatives and issues from government and other groups associated with ITE.

Trainees have chosen to focus on age ranges 5-11 for initial training. Many of the University sessions (centre based) and school experiences (school based) will focus on teaching these age groups. Assessed school placements will be

within the age phase and trainees may be able to express a preference for 7-9 or 9-11, depending on placement availability.

However, the course will also give trainees some experience in and knowledge of the adjacent age groups, the Foundation Stage and Key Stage 3, which is vital in order for trainees to understand progression in learning and child development and the importance of effective transitions between Key Stages and age phases.

The QTS qualification will not limit trainees to teaching only in the 5-11 age range. When entering the teaching profession, most newly qualified teachers soon find opportunities to continue to develop their experience with other age groups, as part of their professional development.

ELECTRONIC RECORD OF PROFESSIONAL DEVELOPMENT (eRPD)

At the start of the programme trainees will complete a training entry profile. This document will form the start of the eRPD. Training on the use of the eRPD will be provided early in the course. The eRPD will enable trainees to record their existing experiences and relate them to the QTS Standards, and then identify targets that will help their progress towards achieving all the Standards. Strategies to help meet the targets will be identified, for example, self-study; activities to be worked on in school; or seeking guidance from the University's learning development team.

An overview of how PGCE modules support the development of skills and knowledge related to the QTS Standards can be found at Appendix 3 and 4.

EDUCATIONAL AIMS OF THE PROGRAMME

Postgraduate / Professional Graduate Certificate in Education

Educational aims of the **5-11 Programme** are informed by the current standards for Qualified Teacher Status.

Through a range of engaging and appropriate modes of study, the PGCE programme aims to inspire and enable trainees to meet the requirements of academic study and the current standards for QTS. Through studying for the PGCE, trainees will have the opportunity to develop a deep and detailed academic, critical and reflective knowledge of education. Trainees will be able to relate theory to practice to provide high quality learning opportunities for children, meet the QTS standards at a high level and contribute to their continuing professional development (CPD). This is in line with current developments in education, which emphasise the importance of partnership with schools, colleges and other educational settings for greater integration of, and smooth progress from initial teacher education and training to continuing professional development and on into practitioner research activities.

Professional Standards for Teachers

We aim to:

- enable all trainees to excel at teaching and learning.
- ensure all trainees use research to underpin, challenge and develop their practice.
- encourage all trainees to value and respect pupils' individuality, ensuring equality and celebrating their diversity.
- impact positively on the development of trainees' professional attributes, skills, knowledge and understanding through our modelling of good practice.
- impact positively on the development of pupils' attributes, skills, knowledge and understanding through our trainees' modelling of good practice.
- challenge all trainees to have high expectations of themselves, so they can be proactive in their own professional development.

Through studying for the PGCE trainees will:

- develop a deep and broad academic, critical and reflective knowledge of education;
- be able to relate and apply theory to practice to provide high quality learning opportunities for pupils;
- develop inclusive practice; recognising the range of diverse needs pupils have that can impact on their learning, including resilience and well-being;
- meet the appropriate standards for teaching qualifications at a high level;
- understand and apply key research skills and be able to critique research in a disciplined and reflective way; evaluating practice and links to theory in the light of recent research and policy;
- apply theory and research data to initiate, sustain and evaluate practice within a school;
- acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills appropriate to a Postgraduate programme;
- contribute to their continuing professional development while training.

PROGRAMME OUTCOMES

Knowledge and Understanding (KU)

Through successful completion of a PGCE/PGCE award, trainees will **deepen and extend their knowledge and understanding as trainees and professionals** as shown below:

| Levels and Codes | Learning Outcomes |
|------------------|---|
| Level 6 KU1. | Demonstrate detailed understanding of knowledge with an awareness of issues to learning and teaching and a good insight into tensions between theory and practice. |
| Level 7 KU1 | Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues and/or new insights related to relevant theory and practice at the forefront of the discipline; |

Intellectual Skills (IS)

Through successful completion of a PGCE/PGCE award, trainees will **understand and apply key research skills and critique research in a disciplined and reflective way**, as shown below:

| Levels and Codes | Learning Outcomes |
|------------------|---|
| Level 6 IS 1 | Demonstrate critical judgement in the application of specific tools and research strategies to professional practice and select, analyse and present evidence reflectively |
| Level 6 IS 2 | <p>The following themes are embedded in the Programme and students will have opportunities to engage critically with these issues in the modules:</p> <ul style="list-style-type: none"> • Education policy and its implication for practice • Education research, theory and professional knowledge • Reflective practice and professional development • Enquiry and evidence based practice • Creativity and critical pedagogy |

| | |
|----------------|---|
| Level 7 IS1 | <ul style="list-style-type: none"> • Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice; |
| Level 7 IS2 | <ul style="list-style-type: none"> • The following themes are embedded in the programme and trainees will have opportunities to engage critically with these issues in the modules: <ul style="list-style-type: none"> i. Education policy and its implication for practice ii. Education research, theory and professional knowledge iii. Reflective practice and professional development iv. Enquiry and evidence based practice v. Creativity and critical pedagogy vi. Educational Ethnography (including action research) |

Subject-specific and Professional Skills (SPS)

Through successful completion of a PGCE/PGCE award, trainees will **evaluate practice autonomously and collaboratively in the light of recent research and policy**, as shown below:

| Codes and Levels | Learning Outcomes |
|------------------|---|
| Level 6 SPS1 | Evaluate issues drawing on varied evidence to support professional judgements on practice |
| Level 7 SPS1 | Demonstrate the evaluation of complex issues, creatively and present varied evidence to support professional judgements which can further develop practice; |

Transferable Skills (TS)

Through successful completion of a PGCE/PGCE award, trainees will **apply theory and research data to initiate, sustain and evaluate the development of policy and/or practice within a workplace setting**, as shown below:

| Codes and Levels | Learning Outcome (Practitioner Inquiry Module only) |
|-----------------------|--|
| Level 6 TS1 | Deploy skills and knowledge to negotiate, plan, implement and evaluate change in policy and/or practice in work-place settings through sustained inquiry. |
| Level 7 TS1 | Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in work-place settings through sustained inquiry. |

PROGRAMME STRUCTURE AND IMPLEMENTATION

The programme is organised into academic and school placement modules. These serve to organise the programme content into coherent blocks, each of which contains work related to professional or curricular themes. Details of modules can be found on Blackboard.

Assessed school experiences will be undertaken in the age phases for which trainees are being trained, including enhancement and enrichment opportunities.

TEACHING AND LEARNING STRATEGY

The programme will be taught by lecturers who have relevant subject and professional expertise. Specialised inputs are given by visiting lecturers and colleagues from partner schools. Training will include a variety of strategies, such as lectures, seminars, workshops, tutorials and school experience. There is also an expectation of independent study, peer support and completion of directed tasks to support learning which includes working in study groups.

PROGRAMME MANAGEMENT AND ORGANISATION

The programme is the overall responsibility of the Head of Programmes (Primary and Early Years) for the School of Teacher Development with delegated responsibility being given to the Course Leader, the Cohort Leader for the 5-11 trainees and the PGCE Core Team. The Core Team are responsible for the day-to-day running of the programme.





The Head of Programmes, in consultation with the Course Leader and Cohort Leader, will develop procedures to monitor and ensure consistency, continuity, and progression in all elements of teaching, learning, and assessment.

Oversight of the programme and programme development is maintained through the committee structure, which includes trainees and school partnership representatives.

External Examiners, appointed by the University, monitor the academic assessed work and the trainees' practical teaching. They report on the standards of the programme to the University Directorate, Heads of Programmes, Course Leaders, Cohort Leaders, PGCE team and the University Examination Board.

STAFF

| | | | |
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Placement Services Office

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BGU - Placement Service Office placements@bishopg.ac.uk

BGU GROUP TUTORS – SCHOOL DIRECT – RUTH PEARSON AND SHAUN THOMPSON

Trainees will be organised into groups. The group tutor is the first point of contact for pastoral issues, and will be allocated to work with trainees during some seminar sessions and tutorials. The group tutor's role is to help support trainees. Details of groups will be provided at the start of the programme, following confirmation of chosen age groups.

SCHOOL EXPERIENCE

All trainees should expect to spend some time travelling to schools. The Placement Services Office is the main point of contact and will be able to advise on travel arrangements.

COMMUNICATION

The major communication tool will be the University VLE, 'Blackboard' facility. All information will normally be posted on the VLE. **It is vital that trainees check the VLE and their university email on a daily basis for any announcements, especially unexpected timetable changes.**

Whenever trainees have a query or problem, the first point of contact during University weeks should be the appropriately named group tutor. In this handbook the section 'Staff/Roles and Specialisms' identifies each tutor's responsibilities. Queries about school experience travel should be directed to the Placement Services Office. If trainees are unsure who to contact, or have a general query, please seek advice from the group tutor or the Cohort Leader. If they are unable to answer the question, they will advise trainees on the person to contact.

Trainees will have regular opportunities to see the group tutor during seminars and taught sessions and whenever possible they should use these opportunities to seek advice. Trainees can also contact the tutor by e-mail. However, the tutor will have other University responsibilities and when not teaching on PGCE may not always be in the University or be able to answer the e-mail question immediately. The trainee support staff are available for advice in emergencies, if trainees cannot contact their tutor.

During school experience, trainees will have a School Based Mentor (SBM) who will offer advice on matters related to teaching and expectations. A University Based Mentor/Link Tutor (UBM) will be allocated to support the school mentors.

PART 2 OF THE TEACHERS' STANDARDS

Trainees need to be very familiar with all of the Teachers' Standards but Part 2 is particularly important for trainees' professional role. It details safeguarding children, being able to work as part of a team, appropriate attendance, punctuality, and dress. It also ensures trainees follow statutory requirements as well as school policies and procedures. **Failure to meet Part 2 at any time will mean that the standards have not been met due to unprofessional conduct and could be removed from the school and/or course.**

HEALTH AND SAFETY

Trainees need to take a responsible attitude towards maintaining their own safety whilst at work in the University and school. It is important that trainees comply with the University Health and Safety practices (see Health and Safety Policy on the website).

SCHOOL EXPERIENCE AND HEALTH AND SAFETY ISSUES

During school experience trainees may be asked to undertake any duties which are normally expected of a member of the school staff.

The safety and welfare of children is paramount at all times. Every adult in school, including trainees, shares the responsibility for this. It is not possible to provide a complete list of rules that will ensure the safety of the children. The general principle is, however, to obtain the support of the school for the activities trainees plan to carry out and to take all reasonable precautions to minimise any risk to the children. The class teacher's guidance should be actively sought, and followed, at all times.

Trainees should adopt the following practices:

- **never** leave children unattended;
- **never** take children off site without the permission of the head teacher;
- **ensure** that the school's or local authority's policies on levels of supervision are followed by you at all times;
- **always** find out the schools or LA's policy on supervision of potentially hazardous activities, such as PE, swimming, break times and visits. Ensure that you comply with these policies at all times;
- **ensure** that they gain experience of the supervision of children before and after school, at playtimes and off site through working alongside staff;
- **always** find out the school's and local authority's policies on the use of potentially hazardous tools and materials. Follow these policies, and work under the guidance of your class teacher;
- **ensure** that trainees know the school's arrangements for first aid, including ways of dealing with the spillage of blood, e.g. nose bleeds, and the procedures for reporting accidents;
- **ensure** that trainees are familiar with the fire drill for all the rooms in which you work;
- **ensure** that trainees know the procedures for child protection and the Prevent duty, particularly what to do if a child discloses sensitive information.

Trainees also need to take a responsible attitude towards maintaining their own safety at work. It is important that trainees comply with the school's Health and Safety practices e.g. on working in school on closure days; moving equipment; meetings with parents and carers etc. and safe and appropriate use of ICT for children and personally.

ATTENDANCE

A PGCE course is an intensive and professional course, which requires full time study. Trainees should expect to be working full days for all five days of the week, in a combination of taught sessions, personal study, directed tasks and school experience.

The course requires attendance at all appropriate sessions; lectures, seminars and workshops are linked to eventual success in achieving Qualified Teacher.

Staff also have to comment on attendance as part of trainee's reference.

A detailed weekly timetable will be published at the start of the programme and available on the University VLE. It is also important that trainees fulfil commitments to their study group members and any other community learning activity.

REPORTING ABSENCE/ILLNESS

In the case of absence or illness **it is the trainee's responsibility** to inform the University (and school during school experience) by 8.00 am. Please contact attendance@bishopg.ac.uk and any tutor whose lecture that will be missing. On school experience, as well as the attendance email, contact the school, the school based mentor and the university based mentor.

A trainee who is absent through illness for more than 3 days must inform their group tutor and seek advice on how to meet the requirements of missed sessions. If the absence is likely to extend beyond a week a medical certificate must be forwarded to the Course Leader.

Please be advised that if trainees are ill during school experience it may be necessary to extend the experience to allow time to meet all the expected standards for teachers.

REVIEWS AND TRAINEE REPRESENTATIVES

If a trainee has an individual complaint please talk to a tutor in the first instance, but after this, should a trainee feel that the complaint has not been dealt with effectively, they may speak to the Cohort Leader. If the concern continues to remain unresolved they can use the University's Complaints Procedure, available on the University Website under 'governance' and then 'policies and procedures'.

Each tutor group will be asked to elect trainee representatives who act as the spokespeople for the group, and who attend regular meetings held by the Students' Union and other meetings relating to programme and wider issues for the School of Teacher Development. Be sure to raise with them any issues that trainees think the course team should discuss. Trainee representatives contribute to discussions at these meetings related to changes to the course, new policies, review documents etc. Representatives will report back to their colleagues after the meetings so that all trainees know what decisions were agreed.

As an individual trainee, further opportunities to influence changes are through:

- contributions to termly and session reviews,
- BG questionnaires,
- subject specific feedback and an exit survey.
- trainee ITE evaluations.

Comments about the programme and responses to trainee feedback are posted on the VLE. The programme is reviewed on a regular basis to ensure any issues raised in trainee reviews or annual monitoring review have been addressed. Last year's trainee review of the modules and the analysis and changes made as a result of the course review can be read by accessing the General Information folder on Blackboard.

If trainees have a concern, they should firstly have an informal word with tutors and try to suggest a positive way forward. If problems are left until the end of the year, the current year's cohort cannot benefit from changes and improvements that might be made in response to the suggestions.

ASSESSMENT

For full information please refer to the Code of Practice on Assessment and regulations for the award of PGCEs. These Codes are on the University website. Click **Home / Campus Life / Student Admin / Student Policies & Forms** or a direct link here - <http://www.bishopg.ac.uk/student/admin/policies/>

All assessments will be set at the start of the Programme, with deadlines and other specifications recorded in each Module handbook. All assignments are marked using specific marking criteria, which can be seen in full in Appendix 2 and any additional criteria specific to the assessment detailed in the assessment brief.

Assignments are marked under the following headings:

- Knowledge and understanding (KU1)
- Intellectual skills (IS1)
- Practical and Professional Skills (PPS1)
- Transferable skills (TS1)

The markers will also provide:

- Additional comments and targets

Trainees are working towards the qualification of Qualified Teacher Status that is awarded following recommendation to the NCTL and a PGCE / PGCE, awarded by the University. See the link for the Teachers' Standards.

<https://www.gov.uk/government/publications/teachers-standards>

Quality assurance requirements for assessment will be maintained in line with the University's Code of Practice for the Assessment of Trainees found at Home / Campus Life / Student Admin / Student Policies & Forms or a direct link here:

<http://www.bishopg.ac.uk/student/admin/policies/>

Written Assignments

All written assignments will be submitted and marked anonymously. Trainees must therefore ensure their name does not appear anywhere in their work. Trainee numbers (obtained from Registry at the start of the course) will be used for identification and **must** appear on Turnitin when submitted electronically and on both the cover sheet and the title page of the hard copy.

When preparing and submitting assignments please consider the following:

*Use a range of relevant and recent literary sources to demonstrate a broad and balanced approach to the assessment. These should include current and relevant book, journals, research articles, government documentation, Ofsted evidence, internet sources

*Use recent research to inform the discussion, considering reliability and validity

Trainees will be expected to complete a brief self-assessment, prior to hand in, which will indicate how they have addressed previous targets and met the criteria for the assessment.

Exceeding the Word Limit

Where a trainee submits an assignment which exceeds the prescribed word limit, marking will cease at the point at which the word limit has been exceeded by a margin of 10% and the mark will be awarded on the basis of the extent to which the criteria for assessment have been met, up to this point.

Plagiarism is used as a general term to describe taking and using another's thoughts and writings as one's own. Turnitin submissions will automatically generate an originality report on your work. Where plagiarism is

identified it will be referred to the Quality Office (see the Handbook for Written Course Work on the University VLE, Blackboard). Plagiarism is regarded very seriously and the sanctions are severe.

RESITS

Trainees will normally have the right to resit any failed assessment on one occasion only. The right of resit will be determined by the Examination Board. Quality assurance requirements for assessment will be maintained in line with the University Code of Practice for Assessment.

Resit school experience and assignments have to be paid for.

EXTENSIONS

In extreme circumstances trainees may need to apply for an extension. If they need an extension, or to claim mitigating circumstances for a particular piece of work, trainees need to complete a request form **before** the hand in date, which is signed by the Cohort Leader. Full information on how to do this and the supporting evidence trainees will need is provided in the Code of Practice for the Assessment of Trainees. TD Administrators can provide the appropriate forms in hard copy or by e-mail.

All assignments must be submitted to TurnItIn by the deadline; normally the deadline will be 4.00pm.

Assignments will not be accepted after this time.

Failure to meet the deadline will mean the assignment is automatically a fail.

Assessments will be returned on the published hand back date, normally twenty working days after the date of submission and viewed on Turnitin. If the normal return date falls during University vacations the date will be amended to the next available date during the following term.

Details of the assessments can be found on Blackboard in the assignment briefs and module handbook.

COURSE TIMELINE

| DATE | WEEK | MODULE | | ASSESSMENT | PLACEMENT | REVIEWS |
|----------|------|--|------|---|------------------------|---------|
| 3/9/18 | 1 | SCHOO1 | | AUDITS FOR SUBJECTS STARTED STANDARD 3 PORTFOLIO BREADTH OF EXPERIENCE COMPLETED | Introductory Placement | |
| 10/9/18 | 2 | | | AUDITS TO BE COMPLETED | | |
| 17/9/18 | 3 | | | | | |
| 24/9/18 | 4 | | | | | |
| 1/10/18 | 5 | | | | | |
| 8/10/18 | 6 | | | MATRICULATION (9/10/18) | | |
| 15/10/18 | 7 | | | | | |
| 22/10/18 | 8 | Half term/ Directed study- Holiday patterns may vary | | | | |
| 29/10/18 | 9 | SCHOO1 | SIPD | | Introductory Placement | |
| 5/11/18 | 10 | | | | | |
| 12/11/18 | 11 | | | | | |

| | | | | | | |
|----------|----|--|--|--|---|--------------|
| 19/11/18 | 12 | | | | | FINAL REVIEW |
| 26/11/18 | 13 | | | | | |
| 3/12/18 | 14 | | | SIGNIFICANT INCIDENT TO TUTORS | | |
| 10/12/18 | 15 | | | AUDITS / St 3 PORTFOLIO CHECK (14/12/18) | | |
| 17/12/18 | 16 | | | | | |
| 24/12/18 | | | | | | |
| 31/12/18 | | | | | | |
| 7/1/19 | 17 | | HAND IN SIPD (8/1/18) | Developing Placement Dates may vary | | |
| 14/1/19 | 18 | | | | | |
| 21/1/19 | 19 | | | | | |
| 28/1/19 | 20 | | | | | |
| 4/2/19 | 21 | | | | | |
| 11/2/19 | 22 | | | | | |
| 18/2/19 | 23 | Half term/ Directed study- Holiday patterns may vary | | | | |
| 25/2/19 | 24 | SCHOOL1 | PI | ETHICAL APPROVAL FOR PI | Developing Placement | FINAL REVIEW |
| 4/3/19 | 25 | | | | | |
| 11/3/19 | 26 | | | | | |
| 18/3/19 | 27 | | | | | |
| 25/3/19 | 28 | | | | | |
| 1/4/19 | 29 | | | | Enrichment opportunities- dates may vary according to cluster/ school | |
| 8/4/19 | 30 | | | | | |
| 15/4/19 | | | | | | |
| 22/4/19 | | | | | | |
| 29/4/19 | 31 | SCHOOL2 | HAND IN PI (29/4/18) | | Extending Placement | |
| 6/5/19 | 32 | | | | | |
| 13/5/19 | 33 | | | | | |
| 20/5/19 | 34 | | | | | |
| 27/5/19 | 35 | | Half term/ Directed study- Holiday patterns may vary | | | |
| 3/6/19 | 36 | | | | Extending Placement | FINAL REVIEW |
| 10/6/19 | 37 | | | | | |
| 17/6/19 | 38 | | | | | |
| 24/6/19 | 39 | | | | | |

ASSESSMENT OF SCHOOL EXPERIENCE

School experience will be assessed against the Standards for QTS. The *electronic Record of Professional Development (eRPD)* and trainees' school placement files will be used to record activities and progress towards QTS.

Trainees must achieve QTS Standards in the age phase to be able to obtain QTS.

LIBRARY SERVICES (section addressed to trainees directly from staff)

The Library is located in The Cornerstone Building and offers a wide variety of resources, services and facilities to help trainees complete their studies. At your disposal are over 140,000 printed materials and millions of electronic resources, a range of study areas (including bookable rooms for group and silent study), computer suites and Wi-Fi access, printing and copying facilities, document supply

services, stationery equipment, and a team of friendly staff trained to help you use the Library and find the information you need.

Please keep your ID card with you at all times when on campus; not only will you need it to enter the Library, you will also need it to enter the 24/7 IT Suite and to enter the Cornerstone Building outside of normal daytime hours. You may take lidded drinks into the Library; no other food or drink is allowed.

The Library is open every day until midnight during semesters / term-time. An opening hours schedule for the full academic year, including vacations, is available on the Library website at www.bishopg.ac.uk/library.

WorldCat (<http://bishopg.worldcat.org>) is the Library's online catalogue and research tool. It is a gateway to all of the Library's print collections and many online collections too, and is by far the best place to start if you are researching a topic or looking for specific books or materials. An A-Z list of the Library's online databases can be found at <http://libguides.bishopg.ac.uk/az.php> and there is more information about online resources in general at <http://libguides.bishopg.ac.uk/onlineresources>.

You are entitled to borrow up to 20 items at a time from the Library. The loan period for most items is 3 weeks, with some popular items available only for 1 week or for reference. Reminder emails are sent out by the Library three days before each loan is due to be returned. Items may be renewed unless they have been reserved by someone else, in which case they must be returned. Fines are charged for late returns at the rate of 20p per day per standard loan or 50p per item per day per 1 week loan. If you accrue fines of £10 or more you will be prevented from borrowing additional items until you pay your fine in full. The maximum amount charged for one accumulation of fines is £50.

Your reading lists will guide you to recommended texts and other resources. For more about reading lists consult your subject *LibGuide* at <http://libguides.bishopg.ac.uk>. In many instances multiple printed copies of key texts will be available in the Library, plus, where available, an additional electronic (e-book) copy. However, it is not possible for the Library to make available enough copies of every printed text for every student and for this reason there are likely to be instances when you may need to reserve copies that are on loan to other students or purchase essential texts yourself.

The library team works closely with your lecturers to make sure that library resources meet your needs. If you have any specific comments or questions about the resources for this programme please share them with the library staff or with the programme team or speak to your student representative.

For lots more information about the Library, including services and facilities not mentioned above, go to <http://libguides.bishopg.ac.uk>, where you will also find library guides for all subjects taught at BGU. Alternatively, speak to staff in the Library or contact them at library@bishopg.ac.uk or on 01522 583790.

The Teaching Resources Collection (TRC) is located just inside the library entrance and houses specialist resources for trainee teachers and those working, or intending to work, in educational settings. It is split into two areas – children's resources and teachers' resources. Children's resources include picture books, non-fiction books, books for teenagers, 'big books', feature films, audio books, resource packs & artefact boxes, novelty books, puppets, and Storysacks®. Most of these resources, with the exception of Storysacks®, are available for 12 week loan and are designed to be used in preparation for and during teaching placements. Teachers' resources include photocopiable teaching materials, reading schemes, government reports, and national curriculum documents. All teachers' resources are for reference only.

Using the Library when on placement:

Below is a link the page of the LibGuides site all about using the library and borrowing when on placement. Through this link, library staff can ensure you are always getting the most up-to-date information.

TRAINEE SUPPORT AND WELFARE

The Cornerstone Building

The Cornerstone Building is home to Student Advice, Learning Development, Library Services, the IT Helpdesk, and a 24/7 IT Suite. Access to Library Services and the 24/7 IT Suite is via ID card. Trainees will also need their ID card to enter the building after 6pm.

Student Advice is located just inside the building entrance and provides support and guidance to students on a range of subjects: from money and debt, to personal welfare and wellbeing, to specialist help for students with accessibility needs. Drop in to speak to a member of staff, or contact the team to make an appointment at studentadvice@bishopg.ac.uk.

Learning Development offers guidance to all students on developing good academic practices, as well as the skills and attributes needed for effective independent study at university. They are located in the Centre for Enhancement in Learning and Teaching (CELT), next to CuriosiTea. Please feel free to pop by, or e-mail at learningdevelopment@bishopg.ac.uk if you would like to use our study support services.

Library Services is open seven days a week and provides a range of resources, services and facilities to help trainees complete your studies. There are hundreds of thousands of printed and electronic resources at your disposal as well as a range of study environments, IT facilities and associated equipment, Wi-Fi access, document supply services, stationery supplies and a team of dedicated, friendly staff trained to help trainees find the information you need. Contact the Library team at library@bishopg.ac.uk.

The IT Helpdesk is located just inside the Library and provides support with all aspects of IT including network and email accounts, Wi-Fi, printing, laptops and mobile devices. The opening hours of the IT Helpdesk mirror those of the Library Service Desk. Contact the IT team at helpdesk@bishopg.ac.uk.

The 24/7 IT Suite is located near the entrance to the building and, as the name suggests, is open 24 hours a day, closing only over the Easter weekend and between Christmas and New Year. Facilities include 24 computers, a printer/copier, and a print credit top-up machine.

Chaplaincy: Ext. 3607: Direct Line 01522 583607: chaplaincy@bishopg.ac.uk.

Accommodation Officer: Please contact Rachel Crane. Ext. 3707: Direct Line 01522 583707: rachel.crane@bishopg.ac.uk.

STATEMENT OF PROFESSIONAL CONDUCT

Bishop Grosseteste University Lincoln deplores all forms of intolerance and discrimination, especially those which demonstrate prejudice with regard to race, gender, sexual orientation, disability, age, class or religion, and will take appropriate disciplinary action against the trainees who fail to acknowledge the cultural diversity embodied in a university environment.

All trainees are encouraged to access the University Equal Opportunities Policy and Health and Safety Policy from the website.

PROFESSIONAL PRACTICE IN THE USE OF IT, INCLUDING SOCIAL MEDIA

Mis-use/unprofessional use of social media sites during training can lead to removal from school and the course as trainee will be in breach of Part 2 of the QTS Standards

Trainees will be given guidance about appropriate use of IT both personally and in schools at the start of the programme and appropriate channels for professional communication about the course will be set up. There is

an expectation that trainee conduct reflects the professionalism required to be a teacher and meet the Standards.

BGU and schools will have clear guidelines about use of IT with children so please talk to mentors about this including use of safe search sites on the internet etc.

DISCLAIMER

The programme provider has endeavoured to ensure the accuracy of the information included at the time of publication. While it is intended to implement what is described in the trainee handbook, it reserves the right to amend the information where necessary.

Assessment Criteria for Level 6: Significant Incidents in Professional Development

| | 1 | 2 | 3 |
|--------------------|---|--|---|
| Programme Outcomes | KU1. Demonstrate detailed understanding of knowledge with an awareness of current issues and insight into the tensions between theory and practice | SPS 1. Evaluate issues drawing on varied evidence to support professional judgements on practice | IS 1. Demonstrate critical judgement in the application of specific tools and research strategies to professional practice and select, analyse and present evidence reflectively |
| Good Pass | <p>The trainee draws on a good range of sources including books, journals, internet documents and government documents.</p> <p>The trainee shows good judgement in the selection of current sources of information relevant to the professional context which link theory and practice.</p> <p>The trainee shows an appreciation of alternative perspectives and of tensions and ambiguities in policy or practice.</p> | <p>The trainee can reflect systematically and objectively on the significant incidents using models of critical incident analysis and/or models of reflective practice.</p> <p>The trainee shows critical judgement in the presentation of evidence, ideas and solutions, drawing on analysis of relevant issues, to support professional judgements in developing practice.</p> <p>The trainee shows an ability to independently evaluate their own judgements and discuss implications for his/her practice, and begins to evaluate wider professional practice.</p> | <p>The trainee demonstrates an ability to confidently present relevant research and theory related to the significant incidents being analysed.</p> <p>The trainee shows awareness of some limitations of research evidence.</p> <p>The trainee shows good understanding of how reflection links to professional development.</p> |

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| Sound Pass | <p>The trainee draws on a fair range of sources including books, journals, internet documents and government documents.</p> <p>The trainee identifies sound judgement in the selection of current sources of information and can see the relevance to the particular professional context.</p> <p>The trainee acknowledges the existence of alternative perspectives and of tension or ambiguities in policy or practice.</p> | <p>The trainee is able to reflect on the significant incidents objectively, using models of critical incident analysis and/or models of reflective practice.</p> <p>The trainee presents some evidence, ideas and solutions, showing some awareness of relevant issues, to support professional judgements in developing practice.</p> <p>The trainee reports his/her own judgements and some implications for his/her practice.</p> <p>The trainee shows some ability to evaluate and reflect on personal practice and may show awareness of wider professional practice.</p> | <p>The trainee demonstrates some ability to present relevant research and theory related to the significant incidents being analysed.</p> <p>The trainee shows some awareness of research strategies.</p> <p>The trainee shows some understanding of how reflection links to professional development.</p> |
| Fail | <p>Failure to meet the criteria set for the task. This would include:</p> <ul style="list-style-type: none"> • work that is not submitted at the agreed time; • poor presentation that impedes communication; • inaccurate or incomplete references; • work which does not meet the specific criteria for the particular task e.g. was the wrong length; employed inappropriate methods or did not address the required issues; • lack of sufficient evidence of module outcomes in the work presented. E.g. an overly descriptive, chronological account that fails to demonstrate appropriate levels of knowledge, application of skills of researching, or evaluation of practice. <p>There is a right to re-sit failed work on one occasion only, and a reassessment fee may be charged.</p> | | |

Assessment Criteria for Level 7: Significant Incidents in Professional Development

| | 1 | 2 | 3 |
|---------------------------|---|---|---|
| Programme Outcomes | KU 1. Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues and/or new insights related to relevant theory and practice at the forefront of the discipline | SPS 1. Demonstrate the evaluation of complex issues, creatively presenting varied evidence to support professional judgements which can further develop practice | IS 1. Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice |

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| Distinction | <p>The trainee uses current, and challenging reading including a wide range of books, journals, internet documents and government documents.</p> <p>The trainee shows excellent judgement in the selection of highly pertinent sources and shows very good understanding of the content.</p> <p>The trainee demonstrates an ability to construct critical arguments dealing with current ambiguities and tensions between sources, and between theory and practice.</p> | <p>The trainee selects highly appropriate reflective analytical tools to evaluate the significant incidents.</p> <p>The trainee demonstrates an astute understanding of complex issues in learning and teaching, drawing on varied and relevant evidence.</p> <p>The trainee presents, and critically evaluates, his/her own judgements on the implications of the significant incidents for future professional practice, both for him/herself and the wider profession.</p> | <p>The trainee can critically evaluate the relevance to context and discuss the credibility of research sources related to the significant incidents being analysed.</p> <p>The trainee clearly understands the value and limitations of different forms of reflective practice in professional development, in relation to the specific contexts under discussion.</p> <p>The trainee presents arguments in a systematic and objective way.</p> |
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|------------------|---|---|--|
| Good Pass | <p>The trainee uses current and/or challenging reading including a good range of books, journals, internet documents and government documents. The trainee shows good judgement in the selection of pertinent sources and shows good understanding of the content. The trainee demonstrates an ability to construct cogent arguments dealing with current ambiguities and tensions between sources, and/or between theory and practice.</p> | <p>The trainee selects appropriate reflective analytical tools to evaluate the significant incidents. The trainee demonstrates good understanding of some complex issues in learning and teaching, drawing on relevant evidence. The trainee presents, and to some degree critically evaluates, his/her own judgements on the implications of the significant incidents for future professional practice, for him/herself and the wider profession.</p> | <p>The trainee is able to evaluate the relevance to context and discuss some strengths and limitations of research sources related to the significant incidents being analysed. The trainee clearly understands the value and some limitations of reflective practice in professional development, in relation to the specific contexts under discussion. The trainee presents arguments in a fairly systematic and objective way.</p> |
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| Sound Pass | <p>The trainee uses some current and/or challenging reading including a fair range of books, journals, internet documents and government documents.</p> <p>The trainee shows sound judgement in the selection of pertinent sources and shows sound understanding of the content.</p> <p>The trainee demonstrates an ability to construct arguments dealing with current ambiguities and tensions between sources, or between theory and practice.</p> | <p>The trainee selects some appropriate reflective analytical tools to evaluate the significant incidents.</p> <p>The trainee demonstrates some understanding of some complex issues in learning and teaching, drawing on some relevant evidence.</p> <p>The trainee presents, and to some degree evaluates, some judgements on the implications of the significant incidents, for his/her future professional practice and for the profession in general.</p> | <p>The trainee is able to confidently present relevant research and theory and discuss some strengths and limitations of research sources related to the significant incidents being analysed.</p> <p>The trainee understands the value of reflective practice in professional development, in relation to the specific contexts under discussion.</p> <p>The trainee is beginning to present arguments in a systematic and objective way.</p> |
| Fail | <p>Failure to meet the criteria set for the task. This would include:</p> <ul style="list-style-type: none"> • work that is not submitted at the agreed time; • poor presentation that impedes communication; • inaccurate or incomplete references; • work which does not meet the specific criteria for the particular task e.g. was the wrong length; employed inappropriate methods or did not address the required issues; • lack of sufficient evidence of module outcomes in the work presented. E.g. an overly descriptive, chronological account that fails to demonstrate appropriate levels of knowledge, application of skills of researching, or evaluation of practice. <p>There is a right to re-sit failed work on one occasion only, and a reassessment fee may be charged.</p> | | |

Appendix 2

Assessment Criteria for Level 6: Practitioner Inquiry

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| Programme Outcomes | KU1. Demonstrate detailed understanding of knowledge with an awareness of issues to learning and teaching and a good insight into tensions between theory and practice. | SPS1. Evaluate issues drawing on varied evidence to support professional judgements on practice | IS1. Demonstrate critical judgement in the application of specific tools and research strategies to professional practice and select, analyse and present evidence reflectively | TS1: Deploy skills and knowledge to negotiate, plan, implement and evaluate change in policy and/or practice in work-place settings through sustained inquiry. |
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| Programme Outcomes | KU1. Demonstrate detailed understanding of knowledge with an awareness of issues to learning and teaching and a good insight into tensions between theory and practice. | SPS1. Evaluate issues drawing on varied evidence to support professional judgements on practice | IS1. Demonstrate critical judgement in the application of specific tools and research strategies to professional practice and select, analyse and present evidence reflectively | TS1: Deploy skills and knowledge to negotiate, plan, implement and evaluate change in policy and/or practice in work-place settings through sustained inquiry. |
| Good Pass | <p>The trainee shows good judgement in the selection of appropriate sources of information relevant to the professional context which link theory and practice. The trainee shows an appreciation of perspectives</p> <p>The trainee is able to critically evaluate relevance to context, drawing on a range of sources</p> <p>The trainee is able to cogently argue the case for alternative potential developments for practice showing awareness of current debates</p> | <p>The trainee shows good judgement in the presentation of evidence, ideas and solutions, drawing on analysis of relevant issues to support professional judgements in developing practice</p> <p>The trainee shows an ability to critically evaluate their own judgements and discuss implications for their practice</p> <p>The trainee clearly articulates metacognitive development and shows an ability to critically evaluate and reflect on their own practice and begin to evaluate wider professional practice</p> | <p>The trainee demonstrates an ability to confidently delineate an appropriate focus for inquiry or research within their setting</p> <p>The trainee is able to identify and critique the investigative strategies and techniques selected to undertake an analysis of professional practice and responsibly incorporate professional, ethical codes</p> <p>The trainee is able to identify patterns and relationships within data and critically evaluate the outcomes of research and/or professional inquiry</p> | <p>The trainee is able to use knowledge and understanding of theory to plan and evaluate practice-based projects</p> <p>The trainee is able to collect a range of critical evidence making informed professional judgements on impact, recognising tensions ambiguities & the potential for future developments</p> <p>The trainee is able to disseminate the project methods, outcomes and potential impact clearly</p> |

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| Programme Outcomes | KU1. Demonstrate detailed understanding of knowledge with an awareness of issues to learning and teaching and a good insight into tensions between theory and practice. | SPS1. Evaluate issues drawing on varied evidence to support professional judgements on practice | IS1. Demonstrate critical judgement in the application of specific tools and research strategies to professional practice and select, analyse and present evidence reflectively | TS1: Deploy skills and knowledge to negotiate, plan, implement and evaluate change in policy and/or practice in work-place settings through sustained inquiry. |
| Sound Pass | <p>The trainee identifies sound judgement in the selection of appropriate sources of information and can see the relevance to the particular professional context</p> <p>The trainee is able to evaluate relevance to the context, drawing on a range of sources</p> <p>The trainee is able to soundly argue the case for developments for practice showing awareness of current debates</p> | <p>The trainee is able to present evidence, ideas and solutions, drawing on analysis of relevant issues to support professional judgements in developing practice</p> <p>The trainee shows an ability to evaluate their own judgements and discuss implications for their practice</p> <p>The trainee shows some independence in the development of metacognitive skills and the ability to evaluate and reflect on personal practice and wider professional practice</p> | <p>The trainee demonstrates an ability to delineate an appropriate focus for inquiry or research within a setting</p> <p>The trainee is able to identify and begin to critique the investigative strategies and techniques selected to undertake an analysis of professional practice and incorporates professional ethical codes in inquiry</p> <p>The trainee is able to begin to identify patterns and relationships within data and evaluate the outcomes of research and/or professional inquiry</p> | <p>The trainee is able to use knowledge and understanding of theory to plan and evaluate a practice-based project gathering a range of evidence competently</p> <p>The trainee is able to show both independence and the ability to work with others as appropriate</p> <p>The trainee is able to collect a range of evidence making informed professional judgements on impact and recognising tensions, ambiguities and the potential for future developments</p> <p>The trainee is able to disseminate the project methods, outcomes and potential impact cogently</p> |

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| Programme Outcomes | KU1. Demonstrate detailed understanding of knowledge with an awareness of issues to learning and teaching and a good insight into tensions between theory and practice. | SPS1. Evaluate issues drawing on varied evidence to support professional judgements on practice | IS1. Demonstrate critical judgement in the application of specific tools and research strategies to professional practice and select, analyse and present evidence reflectively | TS1: Deploy skills and knowledge to negotiate, plan, implement and evaluate change in policy and/or practice in work-place settings through sustained inquiry. |
| Fail | <p>Failure to meet the criteria set for the task. This would include:</p> <ul style="list-style-type: none"> • work that is not submitted at the agreed time; • poor presentation that impedes communication; • inaccurate or incomplete references; • work which does not meet the specific criteria for the particular task e.g. was the wrong length; employed inappropriate methods or did not address the required issues; • lack of sufficient evidence of module outcomes in the work presented. E.g. an overly descriptive, chronological account that fails to demonstrate appropriate levels of knowledge, application of skills of researching, or evaluation of practice. <p>There is a right to re-sit failed work on one occasion only, and a reassessment fee may be charged.</p> | | | |

Assessment Criteria for Level 7: Practitioner Inquiry

| | 1 | 2 | 3 | 4 |
|---------------------------|---|---|--|---|
| Programme Outcomes | KU1: Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues and/or new insights related to relevant theory and practice at the forefront of the discipline | SPS1: Demonstrate the evaluation of complex issues, creatively presenting varied evidence to support professional judgements which can further develop practice | IS1: Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice | TS1: Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in workplace settings through sustained inquiry |
| Distinction | <p>The trainee uses new, challenging and highly pertinent reading which is interrogated authoritatively and effectively with perceptive awareness of the relative value of sources</p> <p>The trainee demonstrates an ability to construct a critical and cogent argument dealing with ambiguity, conflict and tension between sources and/or interpretations</p> <p>The trainee evaluates with criticality and insight the relevance to context and the credibility of sources</p> | <p>The trainee is able to present evidence, ideas and innovative solutions, drawing on synthesis of complex issues to justify professional judgements</p> <p>Awareness of the limitations of the study and possible constraints on future success is evident</p> <p>The trainee is able to articulate metacognitive development in research and professional contexts, question personal assumptions and critique current practices</p> <p>The trainee engages in a rigorous analytical critique leading to further explicit development of professional practice, ideas or hypotheses, as appropriate.</p> | <p>The trainee demonstrates a clear awareness of potential conflicts of interest between the subject and object of the research and a sensitive awareness of complex issues of triangulation, validity and reliability and with ethical issues critically discussed at every stage of the research process</p> <p>The trainee shows an ability to construct a clear and coherent analytical framework, mine the data and extract successive layers of interpretation</p> <p>The trainee shows confidence to address intricate ethical questions raised at any point of the enquiry</p> | <p>The trainee demonstrates skills of autonomy and negotiation in planning a sustained enquiry to develop practice</p> <p>The trainee is able to disseminate findings in the professional and research domains, discussing specific implications for future practice and further research</p> |

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| | KU1: Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues and/or new insights related to relevant theory and practice at the forefront of the discipline | SPS1: Demonstrate the evaluation of complex issues, creatively presenting varied evidence to support professional judgements which can further develop practice | IS1: Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice | TS1: Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in workplace settings through sustained inquiry |
|------------------|---|--|--|---|
| Good Pass | The trainee demonstrates clear understanding of the area and a critical awareness of current issues. Alternative interpretations are considered critically. There is an ability to use reading to reflect on observations in a professional context, and vice versa, adding depth and rigour to the critique. There is evidence of extended reading and the use of recent and varied sources. A thorough and illuminating analysis and evaluation is presented. | The trainee is able to produce a well-structured presentation with evidence, ideas and solutions, drawing on synthesis of complex issues, in order to justify professional judgements in developing practice. There is explicit evaluation of the process of enquiry as well as evaluation of the final conclusions and impact on their professional learning and development as a practitioner researcher. There is clear evidence of understanding metacognitive development in professional and research contexts and of the impact of the study on the trainee's current and continuing professional and research development. | Understanding of research is shown through the research design; judicious development of appropriate methodology to structure the research. Astute methods are used for collecting and analysing evidence and insightful critique of the strengths and limitations of the research design in the professional context. The trainee devises a purposeful analytical framework and explicitly seeks to triangulate different sources of evidence, recognising the limitations of some sources of evidence. Ethical considerations are an integral part of research design and application. | The trainee is able to initiate, plan and competently undertake a coherent practice-based project showing understanding of the complexity of the theory and its application to a work place setting. The trainee is able to show independence and be self-critical in learning, negotiating and engaging with professional colleagues as appropriate. The trainee is able to present and evaluate a range of evidence to make professional judgments on impact and the potential for future development. Conflicts of interest, tensions and ambiguities are recognized and potential developments are evaluated. |

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| | KU1: Demonstrate detailed and systematic understanding of knowledge and a critical awareness of current issues and/or new insights related to relevant theory and practice at the forefront of the discipline | SPS1: Demonstrate the evaluation of complex issues, creatively presenting varied evidence to support professional judgements which can further develop practice | IS1: Demonstrate critical understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice | TS1: Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate complex change in policy and/or practice in workplace settings through sustained inquiry |
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| Sound Pass | <p>The trainee demonstrates secure knowledge of the area through an ability to précis and paraphrase a range of perspectives drawing out the main ideas and highlighting issues relevant to current problems</p> <p>Evidence is drawn from different types of sources e.g. books, journals, internet, government documentation, etc. Analysis and evaluation are sound</p> | <p>The trainee is able to produce a clear and generally fluent and accurate presentation, which demonstrates sound understanding of reflective and reflexive practice in a professional context</p> <p>There is an evaluation of the process of enquiry as well as evaluation of the final conclusions and consideration of the impact on their professional learning and development as a practitioner researcher</p> <p>There is some evidence of understanding metacognitive development in professional and research contexts and of the impact of the study on the trainee's current and continuing professional development.</p> | <p>Understanding of the skills of practitioner research is shown through appropriate design of work-based research projects and the selection of methods for collecting evidence</p> <p>Analysis of evidence draws on a coherent analytical framework and considers alternative interpretations and trustworthiness</p> <p>Ethical issues are embedded in research design and application</p> | <p>The trainee is able to plan research and development projects which build on the findings of others</p> <p>There is a competent and informative analysis and evaluation of the impact of the practitioner research</p> <p>The trainee is able to disseminate findings, highlighting some implications for future practice and inquiry.</p> |
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|-------------|---|
| Fail | <p>Failure to meet the criteria set for the task. This would include:</p> <ul style="list-style-type: none"> • work that is not submitted at the agreed time; • poor presentation that impedes communication; • inaccurate or incomplete references; • work which does not meet the specific criteria for the particular task e.g. was the wrong length; employed inappropriate methods or did not address the required issues; • lack of sufficient evidence of module outcomes in the work presented. E.g. an overly descriptive, chronological account that fails to demonstrate appropriate levels of knowledge, application of skills of researching, or evaluation of practice. <p>There is a right to re-sit failed work on one occasion only, and a reassessment fee may be charged.</p> |
|-------------|---|

Curriculum Map
Professional Learning Outcomes for PGCE Modules

| Module Name | Programme outcomes for LEVEL 6 | | | | |
|--|--------------------------------|------|-----|-----|-----|
| | K&U1 | SPS1 | IS1 | IS2 | TS1 |
| PGE 601 Significant Incidents for Professional Development | x | x | x | x | |
| PGE 602 Practitioner Inquiry | x | x | x | x | x |

SCH001 and SCH002 are mapped against the current standards for QTS

Graduate Attribute Mapping

| Attribute | Programme Learning Outcomes | | | | | | |
|----------------------|-----------------------------|------|-----|-----|-----|--------|--------|
| | K&U1 | SPS1 | IS1 | IS2 | TS1 | SCH001 | SCH002 |
| Academic Literacies | x | x | x | x | x | x | x |
| Global Citizenship | x | | | x | x | x | x |
| Information Literacy | x | x | x | x | x | x | x |
| Digital Fluency | x | | x | x | | x | x |
| Employability | x | x | x | x | x | x | x |
| Being Enterprising | | x | | x | x | x | x |

Graduate Attributes

Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.

Global Citizenship This is about understanding the global context in which you live, study and work

Information Literacy This is about being able to search for, locate, utilise and manage information effectively and ethically

Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society

Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

Codes of Practice

The academic programmes of study at the University operate under a regulatory framework known as the Code of Practice for the Assurance of Academic Quality.

The sections of the Code referred to in this handbook are:

- Code of Practice for Trainee Transfer between Academic Programmes
- Code of Practice for Suspension of Studies
- Code of Practice for Progression, Final Awards and Degree Classifications (including undergraduate regulations)
- Code of Practice for the Assessment of Trainees
- Code of Practice for Academic Misconduct
- Code of Practice on Academic Appeals
- Trainee Complaint Procedure

A Handbook for Written Course Work can be found on the University VLE.

The policies can be found on the University website under 'Home / Campus Life / Student Admin / Student Policies & Forms'