

MANCHESTER
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**The University of Manchester
Manchester Institute of Education**

Secondary PGCE

**BUSINESS/ECONOMICS SUBJECT
Handbook 2021/22**

1. The purpose of this handbook

Thank you for choosing The University of Manchester for your PGCE, which is the start of your teaching career.

The purpose of this Student Handbook is to orientate you regarding all matters concerning the teaching of your subject. It will give you aims of your subject course and what it means to teach your subject. It aims to introduce you to The Teacher Standards from a subject position and raise awareness of Core Curriculum Framework or CCF.

This handbook will give you an overview of teaching sessions specific to your subject area, session plans and EPS. It provides detailed information regarding pre course subject specific reading, subject reading lists and useful social media links to follow to maximize your knowledge of teaching of your subject. It will also highlight the expectations of students and mentors in your subject area, with a summary of key roles and responsibilities.

We hope this handbook provides a useful guide to the teaching of your specific subject area.

This subject handbook should be used in conjunction with the Mini PGCE handbook which has useful guidance for all students regardless of subject area.

We wish you the best of effort in your pursuit of the PGCE at The University of Manchester.

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1. Welcome to the Business/Economics Secondary PGCE course

The University of Manchester Business/Economics PGCE Course is an excellent introduction to teaching Business and Economics in schools. It is recognised as outstanding by Ofsted and our student evaluation scores are always very positive. The course has a clear Business/Economics identity and you will understand and learn how to apply subject knowledge, curriculum, pedagogy, and assessment to make sure that students you teach learn to love the subject. During the course you will engage in wider debates which will develop your critical understanding of education policy.

An introduction from your university tutors

The contact details for the Business Education PGCE university staff are:

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Professor Carlo Raffo

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Research activities and teaching experience

Most PGCE tutors in the School of Education are actively involved in conducting and publishing their own research. Our partnership schools often contribute and you will undertake some of your own research for the enquiry assignment during the spring term.

Professor Carlo Raffo

Teaching experience: Carlo initially taught in an 11-18 school in Milton Keynes that was then followed by a period of time as Head of Department in two 11-16 Salford schools. His longest period in post was as IT co-ordinator and Head of Business Studies in a large sixth form college in Manchester.

Research interests: Carlo's main focus of research has been an examination of the way underachieving and educationally disaffected young people attempt to navigate their transition from schooling and adolescence into adulthood and work. He was involved in a national evaluation of the DfES's Full Service Extended School project and is also involved in examining the professional development of trainee teachers in urban contexts. He has produced behaviour management materials for tutors on ITE programmes on behalf of the DfE.

Bob Hindle

Teaching experience: Bob taught business and economics at a sixth form college in Greater Manchester, where he was also Student Manager, Equality & Diversity Co-ordinator and Head of Faculty. He spent five years as Assistant Principal responsible for teaching and learning and lesson observation, as well as PGCE students and the induction of newly qualified teachers (NQTs). Bob has also taught economics at IGCSE and IB, being Head of Humanities at an International School and a manager in two Further Education Colleges, including Head of Student Services. He has combined working at the University with consultancy and management roles in Further Education and sixth form colleges. Bob is an examiner

with two major boards in Economics.

Research interests: Having worked with diverse communities for many years, around race equality, celebrating diversity and community cohesion, he has been involved in some national initiatives, with a range of institutions. Bob's recent research has been on the impact of the Prevent duty in schools and colleges.

Giles Bennett

Teaching experience: Following a five year period in commercial banking, Giles' teaching career started in FE/ HE in London. He has spent over twenty years working in the sixth form sector in Greater Manchester as a teacher of business, accounting and economics, combining this with a range of management roles. Giles' work as an Assistant and Vice Principal has spanned curriculum and pastoral management, including staff development; coaching, mentoring and working with PGCE trainees and NQTs. He is also an AQA examiner in Business Studies.

Research interests: Giles' post-graduate work has explored the management of change and organisational culture in educational contexts

Tutorials and individual support:

There are many opportunities for you to discuss your progress with your university tutor. These include timetabled individual tutorials at key points during the year where your tutor will discuss your development and monitor your progress.

The other occasions on which you will spend some considerable time talking to your tutor about your progress and development are when your tutor visits you during teaching practice. Take advantage of these opportunities!

DELIVERY PARTNERS 2021-22

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2. Aims of the Business/Economics Subject Programme

By the end of the academic year, all trainees work towards achieving Qualified Teacher Status (QTS) and are awarded a Post Graduate Certificate in Education (PGCE). You will be awarded QTS for 14-19. All trainees on teacher training courses gather evidence of meeting the Teacher Standards, this is collected through the year.

We have our own aims on the Business/Economics course, these allow you to also meet the Teacher Standards and be awarded the academic PGCE but go a step further to develop you as a teacher. The Business/Economics aims of the course will develop your expertise in the value and importance of our great subjects. This knowledge aims to create an excellent and well-rounded reflective Business and Economics teacher.

The aims of the Business/Economics PGCE work together with wider programme aims at the University of Manchester. PGCE students will work towards meeting the following aims.

1. To understand the importance of Business/Economics as a subject, learn it's foundations and origins and complexities as a subject taught in schools and colleges.
2. Business/Economics PGCE students will understand how the subject is learnt by students. This is through an appreciation of learning theory. They will appreciate how students make sense of Business/Economics and demonstrate learning of the subject.
3. Students will learn how to plan, teach, and assess Business/Economics learning experiences, which are embedded in pedagogical knowledge. This will be demonstrated in and out of the classroom. Students will learn how to reflect on whether these practices have allowed progress to take place.
4. Business/Economics PGCE students will demonstrate a range of pedagogical practices which are suited best for their pupils progression in knowledge acquisition.
5. Business/Economics PGCE students will acknowledge that their own subject knowledge is crucial in their ability to teach good Business/Economics lessons and complete scholarly activities to keep it present.
6. PGCE students will appreciate the many complex reasons why attainment varies across certain groups of students, regarding race, gender, ability and wealth. Students will aim to address these barriers through research informed practice.

Further. offering high-quality training and support that prepares trainees with the skills they need to:

- ☐ critically evaluate their own teaching
- ☐ meet the needs of those they teach
- ☐ show through their teaching that they understand how children/pupils/learners learn
- ☐ use a range of approaches to teaching and learning, including information and communication technology (ICT) and educational technology where relevant
- ☐ recognise the signs that may indicate disability or special educational needs and make the necessary preparation to help children/pupils/learners overcome any barriers to their learning, including those for whom English is an additional language (EAL)
- ☐ make effective use of other adults, including teaching assistants, to improve children's/pupils'/learners' progress
- ☐ promote and manage good behaviour through effective teaching to ensure a good and safe learning environment
- ☐ develop strategies to promote and manage good behaviour successfully and tackle bullying, including cyber and prejudice-based bullying
- ☐ develop the literacy (reading, writing and communication) and mathematical skills of their children/pupils/learners and understand the causes of low achievement among some groups of

children/pupils/learners

- ☐ challenge and motivate children/pupils/learners in settings, schools and colleges where attainment is low
- ☐ use effective strategies to support the learning and progress of children/pupils/learners from underperforming groups.
- ☐ use effective strategies to support the learning and progress of children/pupils/learners eligible for the pupil premium
- ☐ work within the current and new curriculum, examination and assessment arrangements, including for vocational education and training where relevant
- ☐ understand how to use continuous assessment and summative tests effectively to evaluate the quality of their teaching and the progress of their children/pupils/learners.

During the course you will explore how Business/Economics contributes and enriches education. You will also gain an understanding of why Business/Economics skills and knowledge are of value to pupils in education. This makes your role as a teacher incredibly important and one which is very rewarding. Finally, we believe that an effective Business/Economics teacher is one that matches competence in the classroom with reflective and intellectual enquiry with a sound basis in theory.

Our moto is 'empathy, not sympathy': understanding students and their backgrounds and experiences but maintaining high expectations of how they behave and what they can achieve.

3. The University of Manchester Curriculum Model

The University of Manchester Initial Teacher Training model aims to deliver a course that will enable you to be an excellent teacher in your chosen subject area. Your subject tutor will introduce and develop theory and practice around subject and curriculum knowledge, pedagogy and assessment, together with wider principles. For the University to recommend your qualified teacher status by the end of the training period you will be assessed against **The National Teachers' Standards**. The curriculum that you will receive here at the University goes beyond that set by The Department for Education, **The ITT Core Content Framework**.

Curriculum Intent Statement: PGCE Business Education and PGCE Economics and Business Education

The course prepares trainees to teach in the 14-19 age range, with a specific focus on developing effective pedagogy for Key Stage 4 (GCSE and vocational Business) and Post 16 (A level Business/BTEC Business; A level Economics). Pre course sessions on Zoom focus on developing subject knowledge and an action plan, with the identification and filling of knowledge gaps. Subject knowledge enhancement events take place before the start of the course and during the programme. Assessments based on the A level Business Studies and A level Economics specifications lead to the production of trainee action plans, reviewed as part of tutorials and school/college visits.

Initial university weeks focus on key aspects of pedagogy- behaviour, sequencing, scaffolding and modelling- with sessions built around the ITE Core Content Framework. This is delivered both at the university but also centre based days with a specific focus: Loreto College (the post 16 environment including Ofsted and value added, teaching A level Business and Economics, SEN), Manchester Enterprise Academy (working in disadvantaged contexts, behaviour management) and other settings (behaviour management, Key Stage 3 and economics).

Close work with trained subject mentors ensures pedagogy is built incrementally, from lesson planning and evaluation through assessment for learning and marking to awarding body requirements, working with parents/carers and professional standards. School and college visits to observe lessons and meet with the mentor and trainee are designed to shape development, with identification of strengths and action planning on areas for improvement. The focus is on opportunities to gather evidence towards the

Teachers' Standards which are assessed at the end of the programme. Some university sessions are also led by mentors and wider experts, with a further input 'Me and My school' from former trainees with their early career advice, teaching strategies and experience.

Subject specific focus is around being a business and economics teacher. This includes teaching vocational programmes at KS4 and post-16, mixed ability teaching with a focus on differentiation and building understanding of teaching financial aspects of business (investment appraisal, break even, critical path analysis). In Economics this includes preparation in teaching tricky topics (working with elasticities, market failure and externalities, New Classical and Keynesian theory, inflation and deflation, balance of payments and exchange rates).

The course is reflexive in nature and likely to change based on trainee progress, specific skills and context (e.g. online teaching). A concise summary is given below for reference; topics covered below are recurrent themes over the year and are not simply 'covered' during stand-alone University sessions:

- 1] The place of business and economics as subjects in school/college: Progress 8 and the EBacc; entry data (numbers, gender, school type); key components of a good Business/Economics lesson; key traits, behaviours and facets of an effective Business/Economics teacher; pedagogy for BTEC and A level; marketing the subject and generating numbers to ensure viability.
- 2) Managing behaviour in business classrooms: using behaviour systems in different schools; routines and positive reinforcement; self-regulating one's emotions; building relationships, pupil motivations.
- 3) Teaching misconceptions, exam skills and teaching beyond the exam: powerful knowledge, internationalism, environmental issues; assessment objectives and exam skills; teaching problem topics.
- 4) Lesson planning and curriculum: mid-term and long-term planning; sequencing and scaffolding, differentiation and assessment for learning in business and economics; planning for vocational versus GCSE/A level.
- 5) Differentiation and adaptive teaching- the range of students in typical business classes, cultural capital; LA, MA, HA; SEND; EAL and stretch and challenge at all levels.
- 6) Cognitive Science and its application: Rosenshine's Principles of Instruction; Interleaving; Metacognitive strategies; Spaced and deliberate practice; Retrieval and retention.
- 7) Assessment- assessment for learning, exam practice and skills, vocational versus academic courses, Key Stage 4 versus A level, use and value of assessment data; effective feedback
- 8) Equality and diversity in business and economics teaching: opportunities to celebrate and promote inclusion; the wider school environment; dealing with bullying and harassment; an inclusive classroom
- 10) Professional practice and dealing with challenge; professional conduct, working with colleagues, CPD, workplace politics, resilience and coping strategies, positive thinking

The Education Programme of Studies (EPS) course provides sessions centred around some of the 'generic competences' [as opposed to subject specific input] looking at [amongst others] issues and strategies surrounding: Behaviour management; creating a good climate for learning; managing workload; applying for jobs; personal and professional conduct; the Early Career Framework and Progression beyond the

4. What are The National Teachers' Standards?

The Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status or QTS. The standards are used to assess the performance of all teachers. In your training year your subject tutor and school mentor will assess your teaching against the standards and you are expected to demonstrate achieving them in your **Progress Matrix**. You will be assessed using the standards as a trainee working towards your QTS, as an Early Career Teacher and after for appraisal purposes in all maintained schools. Your subject tutor and school experience will give you guidance on how to meet the standards in your training year. The RoAD has the complete Teachers' Standards but as an example see below.

Teachers' Standard (TS1) states '**A teacher must set high expectations which inspire, motivate and challenge pupils**'.

Past Business/Economics trainees (to meet this standard) have planned exciting lessons which use a range of activities that motivate pupils. They have used a range of interesting and differentiated objectives that challenge all pupils to make progress. They have modelled high expectations by being well planned, researching the topic and made sure the Business/Economics being taught was pitched appropriately for their classes, with exam board requirements in mind.

As another example, Teacher Standard (TS2) '**A teacher must promote good progress and outcomes by pupils**'.

Past Business/Economics trainees (to meet this standard) have made sure they plan to check learning of pupils such as using a test, they have used a mark book where they can track the progress being made by pupils. They have marked pupils work for either homework or classwork and given feedback that celebrated successes and advice for improving their learning.

As the year progresses, with the support of your University tutor and subject mentor you will grow in confidence in using a wide range of evidence to meet Teachers' Standards. In your mentor meetings and tutorials, you will always be guided in how to show best evidence.

5. What is the ITT Core Content Framework (CCF)?

The Department for Education believes that 'the quality of teaching is the single most important in-school factor in improving outcomes for pupils- and that is particularly important for pupils from disadvantaged backgrounds'. (Department for Education 2019).

The Initial Teacher Training (ITT) Core Content Framework sets out a minimum expectation in the curriculum that trainee teachers should have.

The University of Manchester PGCE course has been carefully structured so that all trainees can experience the activities detailed in ITT Core Content Framework in sequence that will support you as a trainee to succeed in the classroom. As a trainee, your subject tutor has designed the course so that you can experience the ITT Core Content Framework requirements in University sessions, in school practice, University EPS sessions and through academic work. You will find that your PGCE will go beyond the minimum expectation of the Framework and provides a curriculum that encourages research, criticality of theory and demonstrate expert practice in teaching your subject.

Business/Economics example **Standard 1- Set high expectations.**

High Expectations (Standard 1- 'Set high expectations).	
Learn that	Learn how in Business/Economics University sessions and through school experience and EPS
<p>1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</p> <p>2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</p> <p>3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.</p> <p>4. Setting clear expectations can help communicate shared values that improve classroom and school culture.</p> <p>5. A culture of mutual trust and respect supports effective relationships.</p> <p>6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</p>	<p>How to communicate clear instruction in your teaching using Business/Economics subject specific language that would allow the pupil to succeed.</p> <p>How to speak to pupils so that the teachers always see the potential in all pupils, be that in form time, Business/Economics lessons, fieldwork and when interacting with guardians and report writing.</p> <p>You will learn how to reward pupils in Business/Economics lessons where a culture of positivity is used as a way of learning for example in the use of Business/Economics games, role play and competition. You will learn how to motivate all pupils in Business/Economics through lesson design especially those who could be classed as disengaged.</p> <p>In Business/Economics sessions you will learn to set work for pupils that encouraged participation of parents and guardians through interesting project and homework and the potential to get involved in Business/Economics fieldwork. You'll undertake assignments that allow you to understand the pupils view of Business/Economics and then create actions based on that.</p> <p>In Business/Economics sessions you will be asked to observe a range of lessons and identify how high expectations taught within the subject, this could be through language, activity design and professionalism of the Business/Economics teacher.</p> <p>In Business/Economics sessions you will learn how to differentiate activities so that all pupils can make progress no matter what their ability is. You'll practice Business/Economics lesson observations and identify what high expectations look like from mentors and teachers.</p> <p>In Business/Economics sessions you will experience research and discourse around what high quality of Business/Economics teaching is, what it should include and how it can be assessed. So that all pupils get a high-quality Business/Economics experience.</p>

	In lesson observation feedback you will be asked to reflect on how and if you are 'setting high expectations' in order for strengths and targets to be identified.
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You will not be assessed against the CCF but will be assessed against the Teachers' standards.

An example of how the CCF is integrated on **Business/Economics** PGCE course is given below. Remember the CCF will be delivered to you in school and University sessions and through your own research and planning activities.

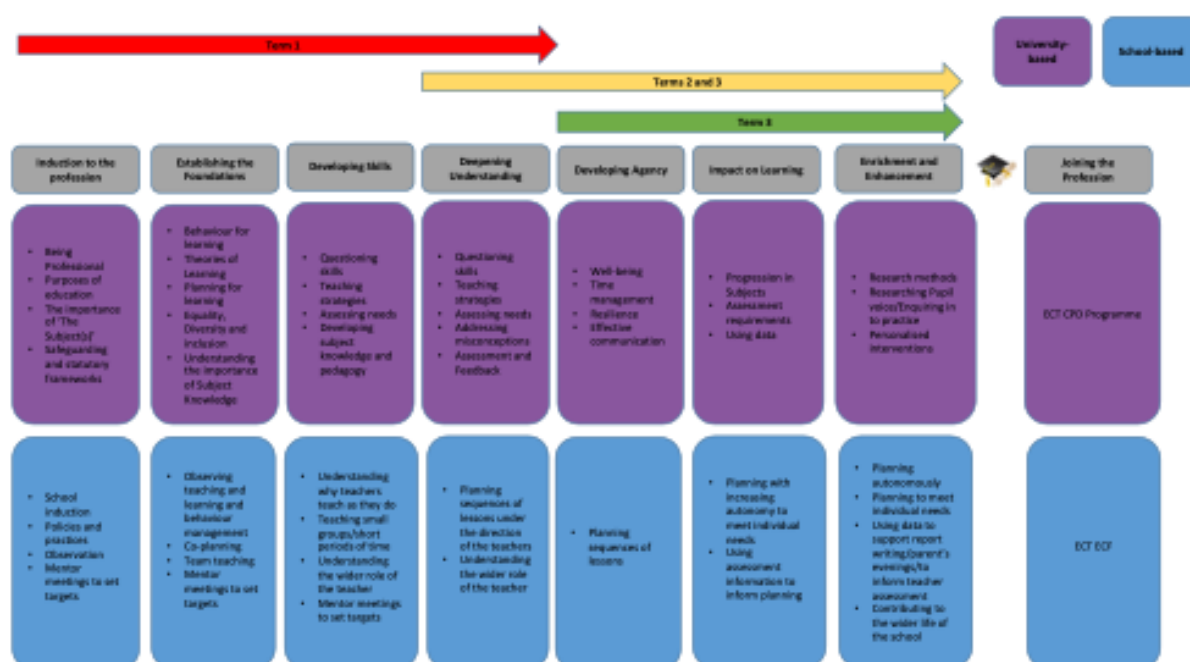
Business/Economics example of **CCF Standard 2- Promote good progress**.

How Pupils Learn (Standard 2- 'Promote good progress'.)	
Learn that	Learn in Business/Economics PGCE sessions School Experience and EPS sessions and personal academic work
<p>1. Learning involves a lasting change in pupils' capabilities or understanding.</p> <p>2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p> <p>3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p>4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</p> <p>5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</p> <p>6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p> <p>7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</p> <p>8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</p>	<p>You will receive knowledge as to why learning is important to the pupil's knowledge of world and future opportunities</p> <p>Know how to plan teaching sessions that plan to build Business/Economics from prior knowledge through a range of activities. You will receive planning advice on how learning theories are used to plan your lessons.</p> <p>You will be shown how to plan Business/Economics lessons that gradually progress so not to overwhelm the pupils, for example gradual steps and modelling techniques. This also plan to limit distractions.</p> <p>You will be mentored in planning sequences of work that build on knowledge learnt in prior years. Using working memory and long – term memory.</p> <p>Through observations in University sessions and school experience you'll learn when pupils have not been challenged enough or have become overwhelmed and learn how to plan better Business/Economics lessons.</p> <p>Through University sessions and lesson feedback you'll become aware of how to recognize pupils misconceptions around Business/Economics and how to plan for better Business/Economics lessons.</p>

9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	<p>You'll be encouraged to use your knowledge to reflect on lesson planning in Business/Economics so that planning takes account of what pupils already know and what they should achieve by the end of the lesson or longer planning. You'll be shown activities such as retrieval, repetition and Business/Economics skills which is a useful way to gauge understanding.</p> <p>In the Business/Economics PGCE you will constantly be asked to plan for pupil progression in Business/Economics, shown how to use a variety of ways to differentiate encompassing knowing your pupils well, learning about timing, providing frameworks, range of learning styles and most importantly when to take differentiation away.</p>
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6. How do I progress in my training during school experience?

As mentioned earlier, you follow the University of Manchester's PGCE curriculum which states our Intent, Implementation, and Impact. The curriculum you receive includes all the elements as stipulated by the Core Content Framework. To award your QTS recommendation you will be assessed against the National Teachers' Standards. To award the PGCE (the academic qualification) you will also complete three academic assignments. You will spend a substantial amount of time in school teaching, gathering evidence towards meeting the standards and writing your assignments. You are still required to follow the progression curriculum shown below for your school teaching, going from basic steps in Term 1 to becoming more confident and expert in Term 2 and 3.



7. The PGCE Business/Economics Curriculum.

Your subject tutor has carefully structured a curriculum that allows you to engage and experience the full richness of teaching your subject. Courses have been structured so that you understand learning theory, pedagogy, curriculum and assessment from a subject angle formed by expert subject knowledge, personal experience and professional subject associations. You will learn a huge amount through mentor meetings, informal meetings and observations and of course by learning from your fellow trainees. In these sessions you'll experience opportunities to gather evidence towards the Teachers' Standards, with assignment advice and placement information. The Business/Economics curriculum has been constructed with aid of Business/Economics subject associations, Business/Economics subject mentors, exam boards and experts in the field to make sure you well prepared for teaching.

There is a long-term plan for your course below. Remember that your subject tutor is likely to change the course timetable based on what is needed at that time, for example responding to any changes in the teaching of your subject.

Sessions are informed by the university curriculum and the [DfE Core Content Framework for Initial Teacher Education](#), references to which are in brackets.

September- December 2021: key focus on lesson planning, developing effective assessment to inform progress, managing behaviour and inclusive teaching

Session title	Session title
Introduction to PGCE and teaching business and economics (S1 parts 2 and 3; S8 parts 3-4)	Introduction to Assessment and Assessment for Learning (S6 1-7)
Subject knowledge update [two days]- A level Business Studies (S3 1-6)	Behaviour for Learning/Teaching in a context with a high proportion of disadvantaged students, literacy [MEA] (S1 parts 3-5; S5 part 6, S7 parts 1-7)
An introduction to Heartwork (S5 parts 1-3, 6)	SEN and Education, Health and Care Plans [Loreto College] (S5 part 7; S8 parts 5 and 6)
Subject knowledge update- Macroeconomics and Microeconomics (S3 1-6)	EAL and working with high needs students [Loreto College] (S5 part 1, 7)
Introduction to lesson planning and lesson evaluation (S1 parts 3 and 4; S2 parts 2-4; S4 parts 1 to 11; S5 part 2)	Engagement, challenge and independent learning (S5 parts 1-5)
Developing resources and differentiation; EEF teacher toolkit (S5 part 1)	Schemes of Work, schema and curriculum mapping (S3 7-8)
Behaviour management and high expectations (S1 parts 1-6; S7 parts 1-7)	An Introduction to Vocational: BTEC, VCERT, Cambridge & OCR Nationals- course units, design and assessment (S6 parts 1-7)
Teaching Online and adjustments with covid-19	Retrieval practice, recap and recall (S2 parts 1-9; S5 part 2)
Assessment and working with specifications- AQA (S6 1-7)	Structure and Scaffolding your lesson (S4 1-4; S2 parts 7-9)
The UK education system and school and college types in 2021	Introduction to GCSE Business Studies (S6 1-7)
Introduction to resilience: managing mood; workplace politics	Marking an A level Business Studies case study (S4 part 11)
Ensuring Pupil Progress (S2; 7-9)	Introduction to teaching KS3 computing (S6 1-7)

Introduction to teaching A level Business Studies (S6 1-7)	Introduction to differentiation (S5 part 1, 3, 4, 6, 7)
Introduction to assignment one: Learning, Teaching and Assessment in the Curriculum	Subject terminology and memory- building understanding of definitions
Achievement gaps and closing them [gender/ethnicity/disadvantage] (S5 1-4)	Self-reflection, evidence building and career planning (S8 1-3, 7)
Cognitive load theory and dual coding (S2 parts 1-9)	

January- March 2022: key focus on developing assessment, adjusting teaching to ensure progress in a contrasting context, effective mid term planning and curriculum design

Session title	Session title
Using ICT in teaching: online apps and multiple choice questions (S6 1-7)	Equality and diversity in schools and colleges
EBEA conference: Teaching Business Education for PGCE trainees	Assessment, planning and target setting using ALPS (S6 parts 1-4)
Professionalism and professional conduct refresher (S8; S7 part 3)	Workplace politics in schools and colleges
Differentiation with low and high ability; ensuring 'lost children' are included (S5 parts 1, 3, 4, 6, 7)	First appointments
Positive thinking and dealing with challenge (S7 part 3)	Managing behaviour in context: School visit (S1 part 5; S7 1-7)
Numeracy: Teaching Business Finance- investment appraisal and break even (S3 2-6)	Delivering an outstanding lesson: stretch, challenge and mixed ability (S5 1, 3, 4-7)
Developing Q&A skills (S4 part 6)	Destinations at 18: university, jobs and apprenticeships
An Introduction to Subject Associations- the EBEA	Intro to assignment Two: Inclusive Educational Practice
Disadvantage and poverty [Prof Carlo Raffo] (S5 parts 1-3, 6)	Ofsted priorities and the Education Inspection Framework
Marking in A level Business Studies (S6 1-7)	Introduction to powerful knowledge- curriculum planning S1 parts 3 and 4; S2 parts 2-4; S4 parts 1 to 11; S5 part 2)
Intro to assignment Three: Developing Practitioner Enquiry- Pupil Voice	Research informed teaching cont. – Hattie and effect sizes, EEF toolkit revisited
Using assessment to support teaching and feedback – Dylan William research (S4 part 11; S6 parts 5-7)	Assessment, success criteria and stretch and challenge – Tom Sherrington blogs (S6 parts 1-7)
Safeguarding and student wellbeing update [Loreto College]	Marking A level Economics (S6 parts 1-7)
Working with parents and carers (S8 part 4)	My first year in teaching- the ECT year [guest speaker]
Literacy: Teaching writing (S3 9-10)	Job interview workshop
Cultural Capital (S1 1-3; S5, 2-5)	Using success criteria in the classroom (S5 2-4; S1 1-4)

April- June 2022: key focus on securing good and outstanding teaching and transition to first post and

beyond.

Session title	Session title
Introduction to Metacognition (S5 parts 5 and 7)	Career planning and CPD
Planning for the year for new teachers	Leading a business department
Oxbridge preparation for business and economics students	Working with TAs and SSAs (S5 part 7; S8 parts 5 and 6)

Trainees will also need to complete the Skills Audits in Literacy and Numeracy that are introduced early on in the course.

8. Education Professional Studies (EPS)

Alongside your subject sessions in University and school experience you also follow the Education and Professional Studies Curriculum or EPS. EPS is a tightly constructed course within the PGCE, taught across subjects, and linking to sessions in schools. EPS addresses critical issues for all teachers including inclusion, diversity and equality, safeguarding, special educational needs, relationships and sex education and education and disadvantage. **More information will be provided in terms of reading lists, EPS booklet/workbook. EPS sessions are excellent and highly regarded by trainees.**

“The EPS sessions have been a tremendous help with my development as a teacher, as opposed to specifically a science teacher. The sessions on behaviour management in PRUs, the importance of discussing issues surrounding diversity and equality, and the need for decent PSHE education helped me develop a view of a teacher’s role in the lives of their students, rather than just their development as a young scientist, geographer, linguist, etc. This is especially important to my development as I see myself more as a teacher of young people rather than a teacher of science, so being aware of all these issues will aid in this development”.

INSERT EPS YEAR PLAN HERE.

9. Roles and responsibilities in your PGCE year.

The PGCE course at The University of Manchester uses a wealth of experience from a range of experienced individuals. In University sessions you’ll get to know your subject tutor, PGCE leader and EPS tutors. You’ll also get to know the Professional Support team (PS) really well and they are crucial in you navigating the requirements of the course.

In order to ensure trainees receive a high quality experience and are well prepared for the demands of the profession, we have clear expectations of our partners in terms of the school generally, school mentors working with individual trainees and ITT coordinators who may be supporting them.

Who does what?

Who?	Key roles
Headteacher	<ul style="list-style-type: none">• Provide overall commitment and structure to facilitate effective ITE in school or college
Professional mentor *	<ul style="list-style-type: none">• Ensure the key aspects of the partnership agreement are adhered to• Oversee trainee placements and work with the university to

	<p>resolve any issues should they emerge</p> <ul style="list-style-type: none"> • Select mentors who are experienced and able to give the trainee support and mentoring • Ensure subject mentors attend mentor training • Offer moderation observations, support and guidance where needed to both subject mentors and trainees
Subject mentor *	<ul style="list-style-type: none"> • Attend mentor training in order to be prepared for and complete the expectations and requirement of the placement • Offer time and support to the trainee to assist them in making progress across the placement including modelling good practice, agreeing clear targets and checking planning, with a strong subject specific element • Model good practice and work collaboratively with the trainee to mentor and coach their development
Other school staff	<ul style="list-style-type: none"> • Be willing to be approached by the trainee if they have a subject or specific leadership role that may support the trainee's progress or subject knowledge • Model good practice and encourage the trainee to learn from their experience and/or expertise

We are committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. This is essential in ensuring trainees receive the best support, training and outcomes as they enter the profession. The course directors and partnership lead will maintain a broad overview of trainees' progress and the course impact as a whole.

Who?	Key roles
Programme Director	<ul style="list-style-type: none"> • Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS • Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary • Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors
School Liaison Officer (Team)	<ul style="list-style-type: none"> • Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements • Monitor and QA the partnership, report back to programme director, advisory boards and, where necessary, specific school partners • Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership • Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress
Subject tutor	<ul style="list-style-type: none"> • To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements

	<ul style="list-style-type: none"> • Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees • Support trainees and/or mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans • Oversee the assessment of trainees in line with UoM and Teachers' Standards
Trainee *	<ul style="list-style-type: none"> • Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping • To be responsive to feedback and open to being mentored in order to improve their professional skills • Represent the university and the expectations of the course to a high standard.
Professional Support Staff	<ul style="list-style-type: none"> • Support students in all compliance and registration checks • Communicate notices from The University of Manchester to students, such Blackboard notifications • Deal with day-to-day enquiries • Help with assignment submissions. • The PS staff are a vital component of the successful running of this course.

10. Your role as a Business/Economics trainee

Your role on this year is exceptionally important, the course is designed in such a way that you should be capable of achieving a PGCE and recommendation for QTS by the end of it. You will need to follow direction from your tutor and school mentor to meet the Teacher's standards and meet the deadlines for academic work.

Trainees are expected to:

- Be punctual to all University sessions and in all school experiences including teaching, meetings, professional development sessions and to report your absence following professional procedures
- Set a good example in the way you present yourself, be that appearance or manner in a professional environment
- Carry out, in a professional manner, tasks required by the headteacher/Principal, mentor and the University
- Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
- Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for their education and welfare
- Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the mentor
- Mark work promptly in accordance with school policy and quickly seeking advice when needed
- Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
- Become involved in the general and corporate life of the school, attending staff meetings and school events by invitation, including parents' evenings

- Maintain the RoAD and establish and maintain a school file. Have both available at all times.
- Listen to constructive advice and act upon it to the best of their ability
- Take responsibility for their own professional development
- Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
- Demonstrate, and collect evidence of, achievement of the standards for QTS by completing relevant sections of the RoAD
- Return any resources or materials belonging to the school at the end of the professional placement
- Be aware of the wider context of education and that learning takes place both in and out of school.
- Be expected to willingly display the attributes of wanting to complete the PGCE training year.
- Be involved in wider Business/Economics associations, independently seeking to broaden your experience of debates around Business/Economics education.

11. An overview of your Business/Economics School Experience. What to expect, do and keep a record of.

Your school experience is crucial in your training to be a good Business/Economics teacher. You'll use what you have learnt in university sessions and apply this to your setting. You'll also learn how Business/Economics departments teach, what resources they have and experience what a career in teaching will look like. It is immensely rewarding. This is what you can expect from your Business/Economics school experience.

What Key stages will I get to teach and qualify in?

All Business/Economics trainees will gain an overview of Key Stage 2 during the Primary School Placement (PSP). During secondary school/college placements, they will gain experience of teaching Key Stage 4 and Key Stage 5 (post-16) classes. All trainees on the PGCE Business Education and PGCE Economics and Business Education course are on a 14-19 track. Some may also teach in Key Stage 3.

Placements or your School Experience

Practical teaching experience is provided through two main placements. We call this School Experience. The first of these takes place during Term 1 and will normally be in an 11-16 or 11-18 school or a sixth form or Further Education College. Term 2 will be completed in a contrasting school or college; this could be contrasting by geographical location, school intake, department structure, Ofsted rating or curriculum model. Depending on your professional needs, you will normally return to your first placement during term 3. Your tutor is responsible for your allocation to a school or college. Your tutor will organise your placement and will try to make sure you are able to get there within 1hr of commuting.

Transition Placement

Near the end of the course, trainees spend four days in their employing school if they have been appointed to a teaching post by that time. Alternative placements may be discussed with tutors closer to the time. Transition placement is a great way to orientate yourself in your employing school's Business/Economics department.

Attendance and Punctuality

Trainees are expected to attend for the whole of each school or college day. Trainees should arrive in good time and they should be ready to stay for meetings, parents' evenings and extracurricular activities when required. Similarly, all university days are compulsory. Absence procedures must be

followed in the event of illness.

Mentor Observations and Meetings

Trainee's teaching will normally be observed at least once per week during placements by the trainee's mentor who will provide a written report. You should hand in lesson plans and resources to the class teacher at least 48 hours before the lesson. Trainees will also meet with their mentor once per week to discuss progress and to review and agree targets. All observation forms can be found in the RoAD file or where your subject tutor directs you.

Tutor Observations and Feedback

Tutors normally visit each trainee once per placement to observe a lesson and give verbal and written feedback. The subject mentor or class teacher normally observes the lesson with the tutor. They will normally observe together and feedback to you about your lesson. Remember these observations are developmental, expect some positive feedback and some areas for improvement.

You should ensure that lesson plans are available for tutors and mentors. Make sure that your files such as School Experience and RoAD are available to be seen online.

Trainee Timetable

In placement 1 (term 1) you should be teaching 8 to 10 hours per week. In placement 2 (term 2) this increases to 10 to 12 hours per week. In term 3 (normally in placement 1), you should be teaching 12 to 14 hours per week. The majority of your teaching experience should be across all key stages. There can be a gradual build-up of teaching load and some paired or team teaching. For Business/Economics trainees it is normal to teach other subjects in a school setting, including Key Stage 3 computing. However the vast majority (67% or more) should be Business/Economics teaching as that's how your PGCE will be awarded.

Planning Expectations

In Business/Economics all lessons should be planned using the Business/Economics PGCE lesson plan template, all lessons need to be reflected on using the **lesson evaluation form**. Your subject tutor may alter the planning expectations based on need and development as the year progresses.

Planning for when you are absent.

You may have to take some time off school. If you are absent from School Experience or University sessions you must email both your tutor and school subject mentor. If you are absent during School Experience you must set cover work if you can do so. When you are ready to return make sure to contact your subject mentor to discuss when you can resume teaching and what to teach. If you have missed too much school experience, then you may be asked to extend school placement to meet the Teachers' Standards. This will be discussed with good notice and always in collegiate manner.

Subject knowledge Audits

Your Business Studies and/or Economics subject knowledge will grow this year, you are expected to update and record your subject knowledge as the year progresses. In Business/Economics this is completed as a subject knowledge log and your tutor will expect this to be completed as the year progresses.

Addressing Problems

The University of Manchester PGCE is a collegiate course, but sometimes problems and differences of opinion do occur. Although it may not seem so at the time, these events are also developmental and

from our experience most problems are easily resolved with good communication. The following advice is not set in stone, for Business/Economics trainees, **speak to your university tutor and school/college mentor.**

If problems do occur, try talking to other Business/Economics trainees to get their opinion on the matter, they may interpret the issue a different way to one you see it as. If school/college-based problems arise, the first point of contact is your subject mentor. Trainees may feel more comfortable talking with another colleague, perhaps the professional mentor. For university-based issues, trainees should first discuss with their tutor. If problems remain unresolved, trainees should discuss with the secondary PGCE Programme Director.

As all University of Manchester students are entitled to additional support for coping with variety of matters. Links can be found here. <https://www.studentsupport.manchester.ac.uk/>

If you feel that an issue is starting to overwhelm you or causing you to worry, talk to someone about immediately.

Record of Achievement and Development (RoAD)

The RoAD is the central record of trainees' achievements and progress towards the Qualified Teacher Status standards. The RoAD should contain:

- mentor/class teacher observation notes for each lesson observed;
- notes on meetings with mentors;
- tutor observation notes for each lesson observed;
- a summative report from the trainee's mentor for each placement;
- a copy of a completed RoAD progress matrix for each placement.

Teaching File

Trainees should keep a Teaching File for each placement. This should contain:

- schemes of learning for each class or topic taught;
- a lesson plan for each lesson taught, with an accompanying lesson evaluation
- a record of work assessed, including a mark book or spreadsheet of marks for work completed;
- examples of pupils' work including evidence of formative assessment.

Formats for planning may be amended during Placement 3 unless this is a target for development.

Trainees should also keep the following:

- background information about the school or college
- copies of key policy documents;
- background information about the Business Department;
- notes from school/college-based professional studies sessions;
- details of pastoral responsibilities'
- details of extracurricular activities.

12. Your Business/Economics mentor's role. What they do and what to expect.

Your relationship with your mentor is one of the most valuable you will have this year on the PGCE. Mentors are experienced teachers who will help and guide you in your first steps in teaching Business/Economics, through to the end of the course when you will be more confident. Mentors are all committed teachers who are particularly concerned with assisting new recruits to become good teachers in Business/Economics.

All mentors have attended mentor training sessions at the University of Manchester. It's important to remember that mentors are often busy teachers themselves and have decided to commit to your training needs. The mentor in Business/Economics is to act as a critical friend during your early steps as a teacher. It is part of his/her task to support you and to try to ensure that you develop as a teacher whilst looking after the students in his/her, and colleagues', classes. This means that s/he, and possibly his/her colleagues, will be offering advice about how trainees can quickly improve. At times, therefore, it may seem that much of the feedback that you receive is rather negative – this may be the case even if a trainee is doing really well. This is perhaps a result of mentors and tutors wanting you to become as good as possible, in as short a time as possible.

For some trainees it will perhaps be the first time that you have ever had negative comments about their performance, either in an academic or a work setting. As we all find out, performing as a teacher in the classroom is difficult and everyone needs to work hard at the outset to be able to do even a satisfactory job. Of course, we do ask mentors to give some positive feedback for every lesson they observe – some trainees overlook this praise and dwell on the negative. We ask that trainees try to make sure they have a balanced view being aware of the positive feedback as well as the negative.

As well as supporting trainees throughout the teaching practice with them, we ask mentors to write a **summative report** at the end of each term. The summative document (in the RoAD) should be the basis of discussions during each teaching practice to help trainees and their mentors to set targets for development. Advice about writing reports is given to mentors.

Weekly mentor meeting

You should expect to have a timetabled weekly meeting with your mentor that lasts approximately one hour. Trainees are asked to let us know immediately if they are not getting this. You are expected to keep a record of this meeting by completing the 'mentor meeting form' in the RoAD file.

We expect that trainees will have some quality time set aside each week which they will use to focus on their individual development. We feel that it is important that this meeting has some structure that is set out or agreed at the outset. Otherwise, it is easy to fill the time focusing on the detail of teaching particular classes or even individual students without considering the 'bigger picture'. An important question trainees should continually be asking is, "What can I learn in general from my experiences and how can I apply this across all of my teaching?"

Mentors are also aware of the assessed tasks trainees are expected to do and each term will expect trainees to discuss with them which of these they will carry out and how the experience that term can assist you.

Some good things to discuss with your Business/Economics mentor in meetings.

- Review how your teaching is developing over the last week.
- Establish when you will give lesson plans to your mentor to check before teaching
- Discuss any successes and challenges you are facing with some of your classes.
- Discuss what you will be teaching next week and be aware of subject knowledge and resources you'll need.
- Discuss any university assignments you need to complete which your mentor can help you with
- Ask about any whole school activities that may disrupt your teaching such as fieldtrips or exams
- Set the focus of your next observation, what do you both agree should be the focus for example, Business/Economics subject knowledge, pace, timings, assessment etc.

13. Some pointers to help you get established teaching Business/Economics.

Your University Tutor

Your development into a teacher is the most important role your University tutor has. You and your tutor will develop a strong relationship throughout the year and in most cases remain in contact after you have qualified. Your tutor will act as a mentor, friend, assessor, and lecturer and will have a variety of responsibilities over the year to aid your teaching and development.

Some of the roles your University tutor has

- Arrange placements and train mentors for your school experience
- Plan and deliver University subject sessions and EPS sessions
- Complete tutorials with trainees
- Go through assignments with you and make sure you are progressing well on the academic course
- Visit trainees in schools and complete observations to ensure you developing well
- Review your evidence of teaching and assess it against the Teachers' Standards
- Mark and assess any academic work
- They also spend a lot of time answering your emails and questions!

Appendices

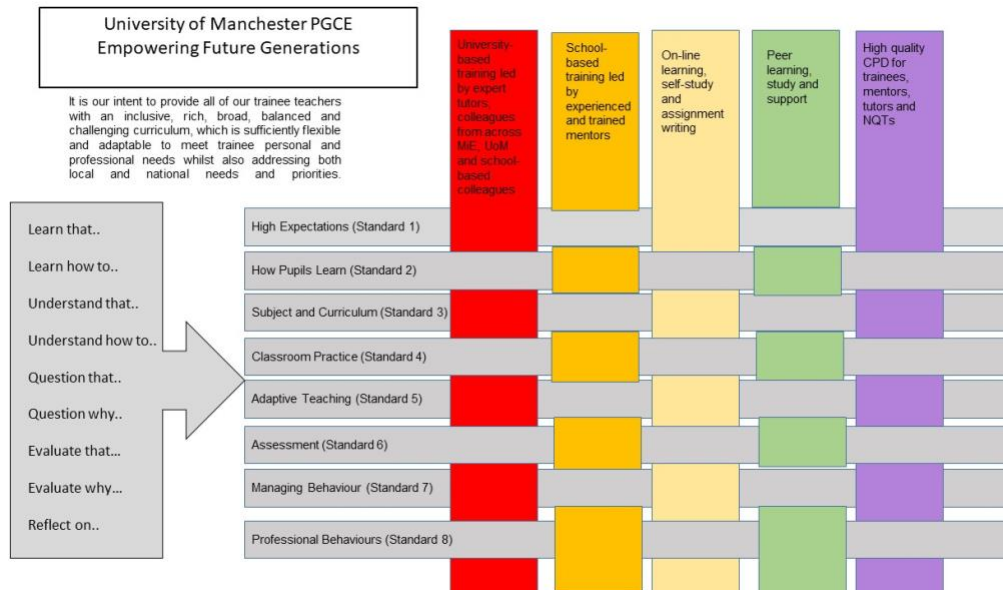


Chart One: University of Manchester PGCE Curriculum model (2020)

Section 2: Intent

The University of Manchester Initial teacher education (ITE) partnership strives for excellence through its high expectations from recruitment, through training and into employment.

Vision – *“Empowering future generations”*

Curriculum Intent

The University of Manchester PGCE programmes echo the vision, values and principles as outlined by UCET (2020) (<https://www.ucet.ac.uk/11675/intellectual-base-of-teacher-education-report-updated-february-2020>).

And the purpose, vision and values of the University of Manchester [Our future: vision and strategic plan](#)

As a well-established provider of Initial Teacher Education (ITE), the University of Manchester recognises that teaching is:

- a challenging, complex, intellectual and ethical endeavour.
- crucial in improving student learning and in enabling the positive, transformational contribution that education can make to communities, and to the development of more socially just and sustainable societies.

Our Programmes build on the substantial evidence base about teaching and teacher education and draw on a body of knowledge embedded in ethical practice, including robust evidence from research. Our Programmes encourage a lifelong commitment to the education profession and pay careful attention to the factors that promote a healthy learning environment for teachers and learners.

Our PGCE Curriculums are co-created with our wider school partnership and it is our intent to produce teachers who are:

- competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.
- epistemic agents, acting as independent thinkers, who learn to search for theories and research that can underpin, challenge or illuminate their practice. Our trainees learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
- able to engage in enquiry-rich practice and are encouraged to be intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas.
- responsible professionals who embody high standards of professional ethics, who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.

It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national priorities and needs. The curriculum provides trainees with opportunity to develop:

Knowledge of:

- Primary Curriculum and Assessment Requirements (according to phase of training)

- Secondary and post-16 Curriculums and Assessment requirements (according to phase of training)
- Progression in subjects
- Progression across age phases
- Subject Knowledge
- Knowledge of how children learn
- Pedagogical Knowledge
- Behaviours for Learning
- Theories of teaching and learning
- Inclusion and Diversity
- Statutory Frameworks
- Health and Wellbeing

Skills to:

- Meet the Professional Teachers' Standards (2012)
- Be reflective practitioners
- Undertake scholarly activity
- Teach creatively and innovatively
- Be resilient teachers, whilst managing a workload and work life balance
- Be an effective communicator
- Work collaboratively

The ITE Core Content Framework forms a key part of the University of Manchester curriculum. Here's the link to the full document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

Guidance for Lesson Observation

Observing other teachers

This is a key part of a trainee's on-going professional development. Trainees should aim to observe staff outside of the department- whom to observe might be best advised by the trainee's mentor or Professional Mentor.

Trainees should think about how they are covering the National Standards for Teachers. These are listed under the headings used for standards for PGCE students:

Teaching and Learning

- Pace of the lesson- how quickly do the students and teacher get through activities. Is this too slow/too fast or about right for learning to take place? How do you know?
- Questioning- how is this used to differentiate? Does the teacher use open or closed questions? How does the teacher ensure most of the talking is done by the students?
- Maintaining interest- what methods does the teacher use to stimulate and engage learners?
- Scaffolding and consolidation- how do later activities in the lesson build on what it began with? Is there a recap of the previous session and a review of the learning goals?
- Checks for understanding- how regular are these within the session and how do they take place? Questioning? Reading written answers? Peer assessment?
- Secure learning environment- what does the teacher do to ensure students all feel comfortable to make contributions? How does this link to classroom discipline?
- Behaviour management- what strategies does the teacher employ? How ordered and structured are the tasks? How does differentiation inform this? What evidence is there that the teacher 'knows their students'?

Planning

- Love of learning- how do teachers enthuse their students?
- High expectations- what evidence is there of this in the classroom? In teacher comments to learners? What evidence is there that teachers have high expectations of themselves? Is this done via Churchillian oratory or more subtly?
- Learning goals- what are they and how are they communicated to students?
- Lesson structure- how long does each aspect of the lesson last? How does one aspect link to another?
- Knowledge of students- how does the teacher use evidence on current progress, achievement, home circumstances and multiple intelligences to inform planning?
- Inclusion- what adjustments are made for students with a learning difficulty/disability? Do classroom examples reflect the diversity of the group, e.g. in terms of social class, religion and ethnicity?

Assessment

- Methods of assessment- which ones are used in class and why?
- Feedback and measures to secure progress- how is 'precise praise' ensured and how do students know they are making progress?

Pupil Progress

- How does the class teacher know pupils are making progress?
- How does s/he use the assessment evidence gained in class to help make this decision and how does this influence future planning?
- Are students of all abilities making progress?

Working with Mentors

Amongst the most important relationships trainees will develop during the year are those with their mentors in schools/colleges. These are the experienced teachers who will help and guide trainees in their first steps in teaching, through to the end of the course when they will be increasing in expertise and confidence. They are all committed teachers who are particularly concerned to assist new recruits to become good teachers. They have been to mentor training sessions in the university so are very much aware of the course and expectations of trainees and themselves, but perhaps more importantly they are experienced teachers themselves and will be able to assist trainees on a day-to-day basis in all kinds of ways.

The mentor's role

Their main job is to act as a critical friend during a trainee's early steps as a teacher. It is part of his/her task to support trainees and to try to ensure that they develop as a teacher whilst looking after the students in his/her, and colleagues', classes. This means that s/he, and possibly his/her colleagues, will be offering advice about how trainees can quickly improve. **At times, therefore, it may seem that much of the feedback that a trainee is getting is rather negative** – this may be the case even if a trainee is doing really well. This is perhaps a result of mentors and tutors wanting trainees to become as good as possible, in as short a time as possible.

For some trainees it will perhaps be the first time that they have ever had negative comments about their performance, either in an academic or a work setting. As we all find out, performing as a teacher in the classroom is difficult and everyone needs to work hard at the outset to be able to do even a satisfactory job. Of course we do ask mentors to give some positive feedback for every lesson they observe – some student teachers overlook this praise and dwell on the negative. We ask that trainees try to make sure they have a balanced view being aware of the positive feedback as well as the negative.

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Mentors are also aware of the assessed tasks trainees are expected to do and each term will expect trainees to discuss with them which of these they will carry out and how the experience that term can assist you.

Advice on Using Social Media

Advice on using Social Media

Students of all ages are increasingly savvy with the internet world, albeit not always sure of procedures to ensure they are safe online. Schools are legally obliged to use web filters and audits to ascertain what their learners [and staff] are looking at and pastoral programmes cover topics such as cyber bullying. Some schools and colleges make active use of Facebook to communicate with students and parents, encouraging learners to engage this way; other institutions ban social media completely. The first stop is to check what the school or college's policy is.

Be wary of your own use of social media and consider your security settings carefully- you can be sure some savvy students will be trying to find your online presence. Schools and Colleges increasingly do similar searches as part of the recruitment process for new teachers.

Increasingly, teachers are making use of social media in the classroom as a teaching tool and as a means of extending learning

Should you be the victim of inappropriate comments made about you on social media- by students, parents/carers or fellow staff, your first point of contact should be the Headteacher or Safeguarding Lead in the school. This includes hate crime of any form [such as race, religion and homophobia] Similarly, if your accounts are hacked and you suspect someone in school. Remember that this is also a criminal offence and breach of privacy: you should consider contacting the police. Greater Manchester Police have a specialist cybercrime team who have worked with university staff and students. You should report any breaches of your university account to IT services.

The University policy on social media references the legal implications of defamation and malicious falsehood, harassment [including trolling and cyber bullying] as well as providing advice for staff and students. You should read this before posting or engaging with any social media platform: <http://www.regulations.manchester.ac.uk/guidance-on-social-media-for-students/document/>

Further advice on e-safety is provided in the Safeguarding Independent Study Pack and in the Safeguarding lecture that forms part of the EPS programme.

Useful sources include Stay Safe Online <https://staysafeonline.org/> and advice for teachers at Child Net <https://www.childnet.com/teachers-and-professionals>

The 2018 HM Government publication *Education for a Connected World* is also a helpful source: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF]

Before engaging with any social media in class, check the Safeguarding policy at the institution and speak to your mentor about any institution-specific protocols. Staying Safe Online is of value to teachers as well as students.

Adjust all of the settings on your personal social media pages- and consider deleting or archiving past accounts- once you start in school

Under no circumstances should you comment critically on your mentor, or placement school/college on any social media platform

Assessment

In addition to various pieces of ungraded work (PSP and ISPs) done during the year [on which you will gain general feedback to support your development], you will complete three assignments assessed at Masters level (worth 60 credits in total). QTS [Qualified Teacher Status] is embedded throughout the programmes and trainees have to demonstrate the standards required to be a teacher through undertaking school experiences. All this writing should be word-processed using font size 12 (Arial or Times New Roman) and double spaced, with all sources acknowledged using Harvard referencing. T

The table in the Mini Handbook gives the details of the assignments, together with the relevant deadlines. You should consider these very much as final deadlines – experience shows that it is often best to get started with these pieces of work as soon as possible.

Assignments will be assessed using the assessment criteria in the Graded Assignments Handbook

If you feel you are not able to submit an assignment on time you must let your tutor know. If you have a genuine reason for requesting an extension you can submit a request using the mitigating circumstances procedure available on Blackboard to the Chair of Examiners (John Keen), copied to your tutor. Your tutor will be required to send an email of support before an extension can be granted. Please note that it is much better to ask for an extension than to risk failing an assignment.

Penalties for late submission are as follows:

- A loss of 10 marks per day (sliding scale), for up to 10 days

Expectations of trainee teachers

Being on teaching practice is no different from working as teacher in any institution. Your input will be valued and you will be treated as a member of the school/college staff. Expectations will be high: you must remember to act professionally at all times.

Your mentor will most probably be one of your referees as you apply for a first post, so it is an important opportunity to impress them with your diligence and wider professionalism. In most institutions, PGCE students attend staff meetings, professional development sessions, extra-curricular activities and parents evenings amongst other things.

Your Professional Mentor and Subject Mentor will explain the procedures the school follows as part of the Professional Studies Programme, for example access to the building and working hours, notifying absence, dress code and Safeguarding. It is important that you follow these to the letter, as any member of the school/College staff would.

Some general advice for placements includes:

- Find out more about the context of the school/college- where do its students come from? How diverse is it, in terms of ethnicity, socio-economic background and learning difficulty/disability? What are its values? How are these illustrated in its day to day practice?
- What practice do you like about the school/college? How might you use this to good effect in the classroom?
- Does the school collaborate with any other institutions? These might include universities, primary schools, community groups and sports clubs.
- What are the school's policies on assessment, feedback and homework?
- What assessment methods does the school use? How do these help to measure its progress to national benchmarks? How does the school perform relative to other schools and why?
- What is the discipline policy at the school? How does this work both in and outside of classroom and who is involved in its execution?
- What are the key themes of the pastoral programme?
- What are the procedures for Safeguarding students? What are the duties of the Designated Safeguarding Officer [DSO]?

The University places students in a range of institutions. Some of these can be challenging but each represent an addition to your professional experience. We are all lifelong learners and the PGCE year is key in shaping professional practice.

In the rare event of absence, you must inform your mentor and university tutor by e-mail of any absence from teaching practice and from university. You must also send the class teacher lesson plans and resources for the sessions you are going to miss.

Minimum expectations whilst on placement

- Produce a carefully thought through lesson plan for each session
- Evaluate the lessons you deliver using the template thoughtfully and honestly
- Keep an up to date SoW that is annotated to reflect changes as you progress through its topics
- Regularly update your teaching file
- Attend all Education and Professional Studies meetings arranged by the Professional Mentor
- Update RoAD regularly with the help of your mentor
- Professional conduct at all times, reflecting on the national standards for teachers

- Hard work and a positive contribution to the school/college and its students
- A good record of attendance, with absence procedures followed in the event of illness
- Observe a range of teaching staff in the department
- Abide by College policies and procedures
- Take part in team meetings and associated training activities

Most importantly, COMMUNICATE, both with your university tutor and mentor!

Some possible contacts from social media

Twitter: a useful vehicle to send weblinks/videos to students. You can set up a 'group' of your students to do so and manage security settings so that this is not visible outside. Some teachers tweet homework reminders and demand that students follow them at school as they tweet links to articles and videos. Others use it to tweet questions or make points during lessons, to store revision topics, take and tweet pictures of students work and more.

Twitter also houses a network of teachers who share classroom ideas and experiences who you can use as a sounding board, to gain advice or simply to be reassured [more details in *Appendix Six*].

As a starting point, try:

@tutor2u Jim Riley tweets about key business events daily

@pivotalpaul Paul Dix, behaviour management specialist

@tutor2u_graham, Graham Prior runs business studies education at tutor2u

@tutor20_econ Geoff Riley is a regular tweeter of articles and ideas, mainly on economics

@dylanwilliam Professor at the IoE in London and with some interesting research on assessment

@suttontrust Organisation that promotes social mobility in education and runs conferences, mentoring opportunities and internships for students from disadvantaged areas

@teacherhead Tom Sherrington's twitter handle and blog are both recommended for practical ideas and discussion of current issues

@Teachertoolkit Excellent support with resources and classroom ideas

Teachers tweeting links to articles/resources: Economics

- @BobHEcon Bob Hindle, economics- PGCE Subject Lead
- [Matt Smith @EconomicsALevel](#) Economics Course Leader and Accounting teacher at Wyggeston and Queen Elizabeth 1 College
- [Phil Holden @pajholden](#) Economics teacher and Headmaster of St. Lawrence College, Athens, Greece. And occasional olive farmer. And aspiring wine producer
- @priestleyecon Useful tweeting on topical economics issues, mainly from the UK, by Dan Martin at Priestley College
- [MandyR @business_teach](#) Teach Economics/Business/ICT in an Outstanding North East Secondary school
- [Miss Keys @Keysonomics](#) Teacher of AS/A2 and IB SL/HL Economics at Bromsgrove School. Second in Economics Department. OCR/IB Economics Examiner
- [O M Fernie @OMFteachecon](#) Economics Teacher in London, AS/A2 & iGCSE (both Edexcel) and IB. Interests include behavioural economics
- [Neil Elrick @neilelrick](#) Teacher of IB Econ and Bus in an international school in Asia
- [Mark Johnston @econfix](#) Economics teacher in Auckland, NZ. Run a blog that helps students understand issues in the world economy
- [economicshelp @economicshelp](#) <http://Economicshelp.org> - helping to simplify economics
- [tutor2u Economics @economicsuk](#) All the latest articles, resources and downloads from the tutor2u Economics blog and supporting website
- [Geoff Riley @tutor2u_econ](#) Economist, Entrepreneur, Co-Founder of Tutor2u, Fellow of Royal Society of Arts, Sports coach, sports fan

Sites to follow for resources and updates:

[The Economist @ECONdailycharts](#) Official daily charts from The Economist

[IFS @TheIFS](#) Established in 1969, the Institute for Fiscal Studies (IFS) is now established as Britain's leading independent microeconomic research institute.

[Jonathan Portes @jdportes](#) Director, National Institute of Economic and Social Research.

Economics, especially fiscal policy, labour markets and immigration

Danny Blanchflower @D_Blanchflower The real David Blanchflower. Economist, professor, ex MPC. Currently with the Independent, New Statesman and Bloomberg

Dambisa Moyo @dambisamoyo Economist & author of NYTimes bestsellers Winner Take All, Dead Aid & How The West Was Lost. Named by @TIME as one of 100 most influential people in the world.

Tim Harford Verified account @TimHarford Author of Adapt; Undercover Economist at the FT; presenter of More or Less, Radio 4. (Email v/ website is best for important messages.)

Robert Peston @Peston Economics Editor for the BBC, allegedly. Founder of Speakers for Schools (<http://www.speakers4schools.org>).

Paul Mason @paulmasonnews Former Channel Four economics editor. Author of Meltdown; Live Working or Die Fighting; Rare Earth; Why It's Kicking Off Everywhere. Visiting prof <http://wlv.ac.uk>

The Economist Verified account @TheEconomist Official site for The Economist. Follow for article updates, events and news from The Economist. To subscribe go to: <http://econ.st/ddlkQq>

Stephen King @KingEconomist Chief Economist at HSBC, author of When the Money Runs Out (<http://tinyurl.com/apj5doj>) & Losing Control (<http://amzn.to/TVt4Yr>)

Econ Films @econfilm Videos/movies about economic ideas, research, debate and stories - for think tanks, universities, charities, companies and sometimes just for the sake of it

Russell Roberts @EconTalker Host of EconTalk, econ novelist, co-creator of the Keynes/Hayek rap videos, blogger at Cafe Hayek

Storify: create your own online newspaper to collect and share content weekly, daily or just by topic. Used by a large number of business and economics teachers

Instagram: Useful to capture student work, keep a record of topics or real time events and signs, shop fronts, etc.

Edmodo: A more complex social media platform used by a number of schools. Includes opportunities to share videos, set questions and polls and a portal for students to submit homework

Kahoot: online quizzes in a range of styles that are pre-designed or that you can design yourself.

Memrise: great site devoted to creating downloadable revision flash cards on key topics. Many have been produced already and are free to use. You can create your own, or get students to do so and share.

Coursera: short online courses that serve as good subject knowledge professional development. Produced as part of the open source policy of many leading universities. Many options available in business and in economics.

Padlet: an online noticeboard that allows you to pin files and share these with others, such as students. Makes sharing and multiple access possible without having to use platforms such as Moodle.

Socratic: another online tool that helps you create quizzes and tests and stores the marks for your students

Sparcle.com: a useful site devoted to teachers sharing resources, similar in content to the share point on the TES website

The flipped classroom: a new development in teaching in many schools and colleges that focuses on students completing learning tasks via videos, blogs and online platforms such as Moodle before they come to class. Teaching then focuses on answering questions students then have based upon their learning. More at: <http://flippedlearning.org/site/default.aspx?PageID=1>

Some videos illustrating the impact of using social media are here:

<https://www.youtube.com/watch?v=Oguz0AMue2A&feature=youtu.be&app=desktop>

<http://videoformyclassroom.blogspot.co.uk/2014/03/the-day-when-ofsted-inspected-my.html>

Blogs- a large number of teachers, headteachers and commentators blog their views on education,

including a number of Faculty at MiE [including David Spendlove and Narinder Mann]. Others include Geoff Barton [@realgeoffbarton, <http://blog.geoffbarton.co.uk/site/Blog/Blog.html>] who also writes for the TES and Tom Sherrington (see above): <https://teacherhead.com/about/>

Subject Knowledge updates and issues in the news:

www.tutor2u.net Sign up for the daily email of business/economics blogs and general weblinks: <http://beta.tutor2u.net/business> . Invaluable.

Ian Stewart at Deloitte also writes a weekly economic briefing. This is great to keep your subject knowledge up to date. Register here: <http://blogs.deloitte.co.uk/mondaybriefing/>

The **Economics and Business Education Association** are also a useful source of information and teaching advice: <https://ebea.org.uk/>

Wider reading

a) General texts on teaching

Beadle, P [2010] *How to Teach*, Crown House Publishing. ISBN: 9781845903930

Phil Beadle came to national attention on *The Unteachables* on Channel 4 in 2005. A former English teacher, he has since established himself as a commentator on secondary comprehensive education, especially in teaching young people in disadvantaged backgrounds. The book offers advice on key issues such as homework and participation, as well as some innovative approaches to use in class.

More at www.philbeadle.com

In the same series there is also a '*How to Teach: Plenary*' [2013] and a '*How to Teach: Literacy*' [2015]. Some of his 'Teaching tips for new teachers' here:

<https://www.youtube.com/watch?v=88KmvRGQrcI>

Ginnis, P [2010] *Teacher Toolkit*. Crown House Publishing. ISBN: 1899836764. This book contains some great ideas to be creative and innovative in classroom teaching. Whilst a product of its time to some degree- with limited application of ICT- there are some great activities listed and few take up more than one page of the book.

Hattie, J [2011] *Visible Learning for Teachers*. Taylor and Francis Ltd. ISBN: 9780415690157. John Hattie, based at the University of Melbourne, completed a huge meta-data study in 2008 that looked at several thousand studies of teacher pedagogy. He tried to establish what research suggested worked in the classroom by judging 'effect sizes', some of the most effective being feedback, peer learning and high expectations. In this book, Hattie explains his results and has advice on how to deliver in class.

Lemov, D [2015] *Teach Like a Champion 2.0*. ISBN: 1118901851 <http://teachlikeachampion.com> A US academic and teacher/trainer, Doug Lemov's book highlights key barriers to learning, again focusing on young people from disadvantaged backgrounds. It is as much advice on classroom planning and self-evaluation rather than specific resources and approaches.

Petty, G [2014] *Teaching Today*, Fifth Edition. Oxford University Press. ISBN: 9781408523148. Geoff Petty is a leading UK proponent of 'evidence-based teaching'. His approach is to encourage teachers to conduct 'experiments' with their pedagogy to identify what works and the impact of different approaches. This book offers practical advice on how to use classroom strategies- such as questioning and independent study packs- effectively. www.geoffpetty.com

Sherrington, T (2020) *Teacher Walkthrus*. John Catt Publishing. ISBN-10: 1912906767

An excellent guide for new teachers, with 'how to' guides on a number of key areas of practice. Strongly recommended.

b) Business Education

There are a range of texts devoted to teaching business subjects but these two stand out:

Davies, P and Brant, J (2006) *Teaching School Subjects 11-19: Business*, Economics and Enterprise. London: Routledge.

Jephcote, M and Abbott, I (eds) (2005) *Teaching Business Education 14-19* London: David Fulton (in conjunction with the EBEA (http://www.ebea.org.uk/teaching_resources/))

Also recommended are the subject blogs on www.tutor2u.net. These are contributed by a range of teachers and examiners: some cover particular topics, others advice on teaching key themes, as well as exam board advice and new resources/approaches.

'*Give it a Go*' is devoted to teachers sharing new ideas that have worked in class

[<http://beta.tutor2u.net/teaching-learning>]. There is an excellent blog from Matt Smith here, for example: <http://beta.tutor2u.net/teaching-learning/blog/marginal-gains-for-a-level-students>. The TES website also has a series of resources [<https://www.tes.co.uk/teaching-resource/business-studies-website-6018785>] that are put together by teachers as a sharepoint. The site also has some generic resources and approaches. Ofsted have also published a series of collected articles of good practice in business and economics teaching: <https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-economics-business-and-enterprise-teaching>

EBEA [Economics, Business and Enterprise Education Association]: have a useful website devoted to sharing best practice, networking and promoting the subject: <http://www.ebea.org.uk>

c) **Business Studies and Economics textbooks**

Textbooks are a thing of the past in many schools, though students continue to use them as a revision tool and staff as a subject knowledge update. Many are now specific to the core requirements of different exam board specifications. Some examples include:

- **Hall, D, Jones, R, Raffo, C [2015].** Edexcel A level Business Studies. Pearson, ISBN: 1447983548
- **Surridge, M and Gillespie, A [2019].** AQA A level Business. ISBN: 1471836134. Hodder. ISBN-10: 1510453342
- **Marcouse, I (2019).** Pearson Edexcel A level Business Studies. Hodder. ISBN-10: 1510452702
- **Marcouse, I [2017].** Edexcel GCSE (9-1) Business, Second Edition. Hodder. ISBN-10: 1471899357
- **Anderton, A [2015]** Edexcel A level Economics. Pearson. ISBN: 1447990552
- **Powell, R and Powell, J [2019].** AQA A level Economics 4th Edition. Hodder. ISBN-10: 1510451951

d) **Journal articles and research on teaching Economics and Business**

Brant, J. W. (2015). *What's wrong with secondary school economics and how teachers can make it right - Methodological critique and pedagogical possibilities.* Journal of Social Science Education, 14 (4), 7-16

Brant, J; Cullimore, D (2012). *Participation, progression and value added: business and economics for 14–19-year-olds in England.* Curriculum Journal, 2012, Vol.23(1), p.79-98

Coyle, D (2012). *The paradox of popularity in economics.* In Journal of Economic Methodology Vol 19 (3)

Coyle, D (2012). *What is the Use of Economics? Teaching the Dismal Science after the Crisis* Edited by Diane Coyle. London: The London Publishing Partnership, 224 pp. ISBN: 978 1 90799 404 3

Dziubaniuk, O. and Nyholm, M., 2020. Constructivist approach in teaching sustainability and business ethics: a case study. *International Journal of Sustainability in Higher Education.*

Fairhurst, D (2015). *Next Generation BTEC.* Teaching Business and Economics Vol 18 (3), 2015

Hall, D (2007). *Constructing a Critical Business Studies.* Teaching Business and Economics 11 (3), 2007.

Karsenti, T., 2020. Gamifying economics teaching in secondary school: a case study of a class of 34 students. *Mediterranean Journal of Education*, 1(1).

Mearman, A., 2020. Economists: neither emperors nor dentists. *International Journal of Pluralism and Economics Education*, 11(3), pp.221-223.

Modig, N., 2020. What do economic scholars consider powerful economic knowledge of importance for people in their private and public lives? Implications for teaching and learning economics in social studies. *Studies in Higher Education*, pp.1-16.

O'Donoghue, T (2015). *Teaching a Behavioral Economics Elective: Highlighting the Science of Economics.* American Economic Review Vol.105(5), pp.391-395

Peadon, J., 2021. *An examination of how teachers operationalise formative and summative assessment with students against a backdrop of high stakes testing* (Doctoral dissertation, Durham University).

Portelli, R., 2020. *Infusing the United Nations sustainable development goals in the teaching and learning of Business studies* (Master's thesis, University of Malta).

The Economist (2015). *The demand side; Teaching Economics*. February 7th 2015

Wooten, J., Al-Bahrani, A., Holder, K. and Patel, D., 2021. The role of relevance in economics education: A survey. *Journal for Economic Educators*, 21(1), pp.11-34.

Mindfulness

Research suggests teaching is now one of the most stressful jobs¹. Whilst it is also one of the most enjoyable, it is subject to much political interference in the curriculum and as such, change is something teachers must get used to. Long hours are common during term time and few teachers are able to simply put their feet up during the holidays. As such, anxiety can be commonplace in staffrooms. Also be wary of the stress that many young people are under: this can come from parents, school, peers or social and other media.

Many schools employ counsellors and also work with Occupational Health. Increasingly, institutions engage in mindfulness training for staff, including away days, get togethers and wider social activities. The TES website has some good advice on coping with stress and anxiety here:

<https://www.tes.co.uk/teaching-resource/mindfulness-for-teachers-6453189>

The Mindfulness in Schools project is researching the impact of education policy on the well-being of pupils and teachers in Primary and Secondary schools: <http://mindfulnessinschools.org/>

¹ <http://www.bbc.co.uk/news/education-31921457>

Subject knowledge checklists

At the beginning of the year Business Education trainee subject knowledge is assessed. The test provided for this purpose covers most aspects of an A level Business Studies course and takes approximately 3 hours. Trainees attend two subject knowledge booster days at the end of the first week of the programme. The evidence from these will form the basis of a subject knowledge development plan. This will incorporate a subject focus and highlight the nature of A level questions to be undertaken during developmental activities while on school/college placement. Recommended texts and websites are referred to in subject sessions.

Every class is different in terms of prior experience, teaching quality to date, aspirations and literacy and numeracy skills. However, on the whole, those topics indicated below tend to be the ones student find most difficult.

Often key is understanding of the term itself. For example, an understanding of 'capacity utilisation' might be best tackled by helping students to understand 'capacity' first, by using examples [such as hotels, sports stadiums, bottles, factories]. Language acquisition is an important part of teaching.

Note the specification [the syllabus] tends to differ slightly between exam boards. The list below includes topics up to A level- these are not always part of the specification for GCSE and for BTEC Introductory or BTEC First.

The next few pages include topics that tend to cause difficulty for students. This list is by no means exclusive and is one you should annotate and add to as your experience develops.

Business Studies: these tend to be tricky topics

The nature and purpose of business organisations

- Differences between private limited companies, public limited companies; private sector and public sector
- Mission statements, corporate objectives and strategy

External environment of business organisation

- Exchange rates, interest rates and the impact of government policy on business [such as fiscal policy and monetary policy]
- Globalisation [many students have a limited awareness of the world beyond the UK and Europe]

Management, leadership and decision-making

- Leadership theory and judging the effectiveness of different types
- Critical path analysis and decision trees

Marketing

- Methods of sampling
- Using SWOT analysis, the Boston Matrix, Ansoff's matrix and Porter's Five Forces [often confused]
- Elasticities of demand [price and income]
- The different distribution channels and application of these to contexts

Operations management

- Break-even, margin of safety and capacity utilisation
- Inventory control and lead time

Financial management

- The difference between cash flow and profit
- Putting together cash flow forecasts and profit and loss accounts
- Accounting ratios [all of them, generally... Often best taught in 'sets', e.g. profitability ratios,

liquidity ratios, gearing then shareholder ratios]

- Capital investment appraisal

Human resources

- Confusion between the different motivation theorists, especially Herzberg and McGregor

Strategy and culture

- Growth of firms- including economies of scale and synergy
- Managing change
- Organisational cultures

Economics- these tend to be tricky topics

Economic methodology

- The margin, value judgements, drawing up PPFs
- Utility theory and maximisation
- Biases in decision making

Supply and demand

- Confusing factors that determine demand with those that determine elasticity of demand; similarly for supply
- Calculating with elasticities
- Shifts in demand and supply versus movement along the curve

Production, costs and revenue

- The difference between production and productivity

Market structures

- Confusing the assumptions of oligopoly, perfect competition, contestable markets and monopolistic competition
- Accurately drawing diagrams that illustrate particular market structures and different objectives, e.g. equilibrium in perfect competition, kinked demand curve model

The market mechanism and market failure

- Different types of economic efficiency
- Being able to define 'market failure' and explain it as a concept
- Confusing public goods with merit goods
- The difference between private and social costs/benefits; drawing diagrams to illustrate these externalities
- The difference between equity and equality, as well as types of equity
- Reasons for government failure [often an alien concept that governments might 'fail' in policy decisions and execution]

The labour market

- Marginal productivity theory of labour
- Monopsony and associated diagrams; impact of a trade union

Macroeconomic objectives

- The difference between a budget deficit and a balance of payments deficit
- Real and nominal GDP
- Calculations with index numbers when dealing with years other than the base year
- Inflation, deflation and disinflation
- Exchange rate calculations and systems
- Factors affecting the size of a balance of payments surplus/deficit

Circular flow of income

- Confusing the multiplier with the accelerator

Aggregate supply and aggregate demand

- Differences between factors affecting aggregate supply in the short run and the long run

Government policy

- Monetary policy: quantitative easing and the quantity theory of money; remembering that interest rates are set by the Bank of England, not the government; definitions of 'money'; relationship between interest rates and the price of bonds; monetary transmission mechanism
- Fiscal policy: how fiscal policy can influence aggregate supply
- Supply-side policies: confusion between free market and interventionist supply-side policies

International trade

- Types of protectionism [often confused]
- Types of trading blocs, e.g. customs unions [often confused]
- What goes in the various sections of the balance of payments
- Whether the UK should join the Euro; the process of creating the Euro as a currency union

