

MANCHESTER  
1824  
The University of Manchester

# Primary PGCE



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## Main handbook 2021-22



EMPOWERING  
FUTURE  
GENERATIONS



### **Dignity at work statement**

*The term 'Dignity at Work and Study' emphasises that everyone has the right to be treated with respect at The University of Manchester.*

*It is vital that we strive for an environment within the University in which discrimination, harassment, bullying and victimisation are simply not tolerated. Such unacceptable behaviour must be identified early and managed effectively. We must also support any member of staff or student who is subjected to such behaviour and encourage them to report this as early as possible.*

*There are three key ways in which we ensure that this environment exists at the University.*

*The first is by charging managers and advisors with the responsibility for ensuring that staff and students are not subject to unacceptable behaviour. The second is to foster an environment in which there is no tolerance of unacceptable behaviour from any member of staff or any student. The third is by having in place a supportive, confidential and transparent process that proactively tackles unacceptable behaviour and encourages respect and trust.*

**Professor Dame Nancy Rothwell (President and Vice-Chancellor)**

### **Black Lives Matter and Our University**

*The University is strongly committed to equality, diversity and inclusion and has zero tolerance to any forms of harassment and discrimination.*

*We understand that many of our staff, students and alumni feel shocked and disturbed by the killing of George Floyd and subsequent events in the United States. These events show how deep and appalling the problem of racial inequality and discrimination continues to be in society. We understand and share the horror that many staff, students and alumni feel about recent events.*

*We assure you that the University takes pride in our diverse community and our place in this very diverse city. We are committed to our support to equality, diversity and inclusion. Our diverse and tolerant community is one of Manchester's strengths. Nonetheless, we are not complacent. No one should ever feel discriminated against at The University of Manchester. We monitor our policies and processes to prevent systemic racism and act where we see evidence of bias. We have a Report and Support mechanism in place where our community is able to raise issues.*

*Our people and values are central to our University, and we are categorically clear that we will never accept discrimination in any form. Our Students' Union and our Equality, Diversity and Inclusion team provide education and support our staff and students to take positive action.*

*We are here to support anyone who has been affected by discrimination and our counselling and support services are available to all staff and students. Our purpose as a University is to benefit society, and through our teaching, research and social responsibility work, we have, and will continue to address discrimination and work to eradicate it.*

**Professor Nalin Thakkar (Vice-President for Social Responsibility)**

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*Updates:*

*24.09.21 pp. 44-47 Stages of concern section and flow chart*

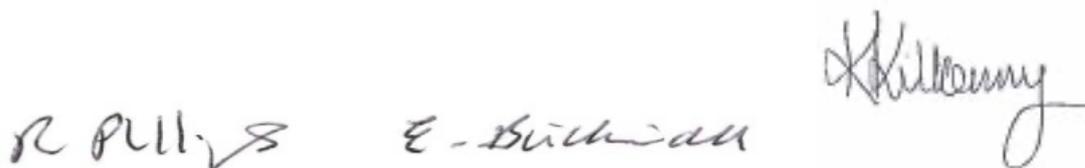
# Welcome

On behalf of all the university tutors, teaching staff and school mentors we would like to welcome you to the University of Manchester Primary PGCE Programme. We are all committed to assisting you in becoming successful primary school teachers and we look forward to working with you in what will be a very intensive, but also a very rewarding and enjoyable, year. Since March 2020 the global coronavirus pandemic has presented us, as educators, with new challenges and possibilities for reimagining traditional forms of teaching, learning and assessment. During the programme, you will learn how school communities are constantly adapting and developing their practices and approaches to teaching and learning. We expect you, as trainee teachers, to understand and work flexibly and creatively in response to all the different approaches being taken in our local schools as you learn how to provide an excellent education for primary school pupils throughout Greater Manchester and beyond.

During your PGCE training year, you will learn how to become good teachers by engaging with and learning our UoM Primary PGCE curriculum. You will work closely with our experienced university lecturers and tutors and expert school-based mentors from our partnership schools in order to develop a secure understanding of the subject and pedagogical knowledge needed in order to put into practice good evidence-based teaching. We work with approximately 150 different schools throughout Greater Manchester, Cheshire, Derbyshire and Lancashire so you are sure to benefit throughout the year from diverse and varied placements in our partnership schools.

The aim of this handbook is to introduce you to the broad structure and key requirements of the programme. It will provide you with essential information and regulations to guide and support you in completing your studies. It should be read in conjunction with the Manchester Institute of Education (MIE) handbook which can be located in the PGCE Primary Blackboard space.

It is timely to remind you that your PGCE is just the first rung on the ladder of life-long learning as a teacher. This year is the start of a journey that will see you inducted into the profession as an early career teacher. We are very much looking forward to working with you as you become the teachers of the future.

Three handwritten signatures are displayed in a row. From left to right: 'R Phillips', 'Liz Birchinall', and 'Kilkeny'.

Rebecca Phillips and Liz Birchinall, Co-directors: Primary PGCE Programme  
Karen Kilkeny: Primary Partnership Lead and School Direct Lead

Please note: this handbook provides an overview of the University of Manchester Primary PGCE Programme and ITE curriculum. Please note that some information in this handbook may be subject to change throughout the year. Please check the online version on Blackboard (BB) for updates. Trainees also should refer to the Manchester Institute of Education (MIE) Handbook for general university information.

For all enquiries relating to programme administration please email [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk).

For Covid-19 guidance and advice please refer to the university coronavirus webpages: <https://www.manchester.ac.uk/coronavirus/> and the government's coronavirus website: <https://www.gov.uk/coronavirus>

# Programme structure

## *'Empowering future generations'*

The overarching UoM primary PGCE programme curriculum at the University of Manchester will prepare you to teach in the age range 5 to 11 years and will, upon successful completion of the course, lead to the recommendation to the Department for Education (DfE) for Qualified Teacher Status (QTS) and to the beginning of the next stage of your training as an early career teacher.

There are three PGCE programme routes running alongside each other:

- primary core (approx. 130 trainees)
- primary core with maths (approx. 12 trainees)
- primary School Direct (known as SD) (approx. 35 trainees)

Primary core with maths includes a maths lens through which you will view various aspects of teaching, learning and assessment. The SD programme includes some time being trained by your chosen alliance within their partnership schools in addition to the same university training as the core programme for English, maths, science, placements, EDUC unit assignments and some selected professional studies sessions. Each SD school alliance lead teacher will provide SD trainees with details and an overview of their specific, bespoke alliance-led training programme. School experience is central to all core and SD PGCE routes and is taught in partnership with expert mentors and colleagues working in an established and committed group of local schools. We refer to this group as our 'partnership'.

The programme as a whole includes a combination of:

- taught curriculum sessions led by university tutors, lecturers, academics with specialist knowledge in the field of education and experienced, expert school-based teachers and mentors
- 3x 20 credit Masters level assignments
- A variety of long and short school experience placements
- independent study and online directed learning

This table provides an overview of how our PGCE programme is structured throughout the training year.

Term	Aspect of programme	Duration	Location	Assignment links
Term 1	Induction week	1 week	Online, campus	3x EDUC Unit assignments 
	University-based PGCE curriculum taught course	4 weeks	Online, campus	
Terms 1 and 2	School experience block 1 placement	10-11 weeks (approx.)	In a primary school	
Term 2	University-based PGCE curriculum taught course	2 weeks	Online, campus	
	Inclusion focus placement	1 week	In a primary school	
	ITE curriculum taught course	3 weeks	Online, campus	
	Early years placement	2 weeks	In a primary school	
	University-based PGCE curriculum taught course	1 week	Online, campus	
Terms 2 and 3	School experience block 2 placement	10-11 weeks (approx.)	In a primary school	

Curriculum enhancement and continuous professional development: each term, we offer a variety of optional twilight sessions (for continuing professional development (CPD)) which you can sign up for. These sessions will be advertised throughout the year and have been designed to enhance your understanding of evidence based teaching and learning and align with the content of our UoM PGCE curriculum and the [DfE's ITT Core Content Framework](#).

# The UoM primary PGCE curriculum

This section of the handbook provides an outline of the UoM primary PGCE curriculum (known as 'our curriculum') in terms of its intent, implementation and impact. This information will be supplemented by additional subject specific curriculum information provided in the various subject sections of our virtual learning environment, Blackboard, and the Teamup calendar. You will find a copy of our full Curriculum Booklet for all subjects and areas of training on Blackboard

Our UoM primary PGCE curriculum is taught through the four key areas of our primary programme. These are:

- Professional studies
- The primary National Curriculum subjects
- Teaching in primary schools on placements
- 3x 20 credit EDUC unit Masters' level assignments

The programme is structured so that you begin your training (in September and October) in university-based taught course sessions where your lecturers will introduce you to the key skills, concepts and knowledge you will need for teaching. You then embark on a long teaching placement (school experience block 1) in which you put into practice what you have learnt. When you return to university-based sessions (in January and February), you will build on your experiences on placement, engage in evidence and research and further activities involving the development of your critical thinking and analysis skills. Two short teaching placements in term two will allow you to gain a deeper understanding of inclusion and SEND and teaching in the Early Years (focusing on teaching early reading and early maths and transition from reception to year 1).

## University-based training: an overview

The primary PGCE curriculum includes taught elements in the full range of the primary national curriculum subjects. In addition, the course has a professional studies element supported by cluster group tutorials, which encompass general professional and pedagogic issues such as safeguarding, child protection, behaviour management, pedagogy and planning, cognitive science (how children learn), bullying, assessment for and of learning, communicating with parents and carers, working with other adults, inclusion and diversity and understanding special educational needs and disability (SEND). All sessions contribute to a) your understanding effective teaching and learning and b) how you will implement these in the classroom. Professional studies sessions are delivered as online whole cohort lectures with linked tutorials and through a carousel of classroom-based inclusion-focused seminars.

**For core PGCE trainees:** professional studies and foundation subjects will be delivered by university staff and visiting tutors.

**For school direct trainees:** foundation subjects and some professional studies elements of the programme will be delivered by staff in your alliances. Please refer to your alliance lead for details.

The content of the taught programme is usually delivered through a combination of campus-based face-to-face lectures, seminars and workshop sessions, on-line resources to support independent study and group tutorials (both university- and school- based). It is the aim of the tutors that university-taught content, concepts, issues and discussions are tightly linked to professional learning in the school experience placement elements of the course. You will be given tasks to complete as part of learning about primary curriculum subjects and professional elements of teaching (these can be found in the Professional Development Activity Booklet). The academic assessment element of the course is through 3x 20 credit Masters level assignments (known as the EDUC units). Further information about assessment through assignments can be found in the Assignment Handbook.

## **The ITT Core Content Framework and the DfE Teachers' Standards**

The CCF is a document which sets out the minimum content for initial teacher training programmes: You can access it here: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

The TS are the standards against which you will be assessed for your suitability for the award of qualified teacher status at the end of the programme. You can access them here: <https://www.gov.uk/government/publications/teachers-standards>

Embedded within our UoM PGCE curriculum is content related to the five strands of the national Core Content Framework (CCF) for Initial Teacher Training and also the DfE Teachers' Standards (TS) for QTS. The five strands of our primary PGCE curriculum are:

- A Behaviour management
- B Pedagogy and planning
- C Subject and curriculum knowledge
- D Assessment
- E Professional behaviours

We will refer to both the CCF and the TS throughout the programme in both the university-based sessions and during your teaching practices on placement. It would, therefore, be very useful for you to read through both documents before starting the course.

The table below shows how the Teachers' Standards relate to the five strands from the CCF which are central to the way our curriculum had been structured and to the manner in which your teaching is formatively assessed throughout the year and summatively assessed at the end of the programme.

<b>The five strands of the CCF</b>	A Behaviour management: high expectations and behaviour management	B Pedagogy and planning: how pupils learn, classroom practice and adaptive teaching	C Subject and curriculum knowledge	D Assessment	E Professional behaviours
<b>Links to the CCF and Teachers' Standards (S) for QTS</b>	S1: Set high expectations which inspire, motivate and challenge pupils  S7: Manage behaviour effectively to ensure a good and safe learning environment	S2: Promote good progress and outcomes by pupils  S4 Plan and teach well-structured lessons  S5: Adapt teaching to respond to the strengths and needs of all pupils	S3: Demonstrate good subject and curriculum	S6: Make accurate and productive use of assessment	S8: Fulfil wider professional responsibilities

## The overall UoM primary PGCE curriculum: intent, implementation and impact

### *Intent*

We aim to provide all trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainees' personal and professional needs whilst also addressing both local and national priorities and requirements. Our UoM PGCE curriculum provides trainees with opportunity to develop knowledge of:

- the Primary National Curriculum for Key Stages 1 and 2: curriculum teaching, learning and assessment requirements (according to phase of training)
- progression in subjects
- progression across age phases (including from EYFS into KS1)
- 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

and skills to

- meet the DfE Professional [Teachers' Standards for QTS](#) by the end of the programme
- 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

### *Implementation*

Our curriculum is informed by OFSTED national and local priority areas for example: safeguarding, behaviour management, SEND and inclusion, and develops trainees' skills in teaching in a range of contexts, including challenging schools.

A commitment to research underpins design and delivery for the of the curriculum which is focussed on collaborative research and dissemination of research activity and which impacts on outcomes for pupils. These foci are integral to the [vision of the University](#).

Learning outcomes for the programme, specifically the three 20 credit Masters level assignments and learning on placement, are designed to develop trainees' knowledge and understanding and their intellectual, practical and transferrable skills and personal qualities.

Trainees engage in lectures, practical workshops, seminars and independent learning (including on-line learning) to address the academic requirements of the programme, and they are assessed formatively and summatively. Formative assessment takes a variety of forms, and includes activities such as peer presentations in university-based sessions, self-assessment through subject audits and self-assessment in recording learning and progress in the Trainee portfolio, reflective and professional conversations with expert teachers, school-based mentors and university tutors and lecturers and through the use of personal action plans. Summative assessment entails the submission of 3x 20 credit assignments linked directly to the specific learning outcomes.

Underpinned with a philosophy of social responsibility, the intent of the curriculum is to equip trainees with a theoretical understanding about children as learners and teachers as practitioners. Theory, pedagogy and subject knowledge are explored in university-based sessions and throughout school placements, with trainees learning from a range of expert practitioners.

The curriculum is implemented through the use of a range of creative teaching methods in order to meet the variety of learning needs of trainees. Teaching is delivered in a variety of ways including

- *Practical workshops*: these afford trainees with the opportunity to engage in practical, hands on sessions, facilitated by a range of subject based experts both from the partnership and from the University. The focus of these sessions is on developing subject and pedagogical knowledge and the application of this in relation to the classroom.
- *Seminars*: these are taught sessions led by both school and University based staff, involving opportunities for discussions, small group activity and focused teaching of subject and pedagogical knowledge and skills.
- *Lectures*: mostly delivered online, whole cohort lectures provide an opportunity for the cohort to explore key themes running through our professional studies curriculum which relate to the five strands of the ITT Core Content Framework: behavior management, pedagogy and planning, curriculum, assessment, professional behaviours.
- *Tutorials*: all trainees are allocated a named professional tutor (academic advisor) at the start of each year. Professional tutors work with individual trainees to support their progress through a series of scheduled meetings throughout the year. In addition, they will provide an initial level of pastoral support.

The implementation of our PGCE curriculum continues during professional school experience placements. Trainees put into practice the evidence informed practices they have learnt during university-based curriculum teaching sessions. On placement, they are expected to regularly engage in the on-going process of reflection, action planning and target setting by contributing to the development of their Trainee Portfolio.

Trainees have access to wider university resources and are actively encouraged to participate in wider university life by, for example, working alongside tutors and the widening participation team to engage undergraduate trainees in working with children and young people.

Trainees are encouraged to make use of university facilities when on campus and also when in schools, and draw on UoM assets such as the Whitworth Gallery and the University of Manchester Museum, the Virtual Museum, sports facilities and generic support services such as the university libraries and learning commons.

### *Impact*

By the end of the programme, trainees will have learnt the curriculum pertaining to each subject and professional studies and be confident to put into practice high quality evidence-led teaching.

The impact of our curriculum will result in trainees who have developed a good **knowledge base**, a good understanding of **ethical issues** and the **transferrable skills** of:

- group and collaborative working
- evaluating, adapting and using a variety of learning resources
- reflection and self-evaluation
- managing and organising information

- autonomy
- self-directed and independent learning
- good communication skills in a variety of contexts for different audiences
- problem-solving

Trainees will have been assessed formatively and summatively with regard to their **academic writing, knowledge base** and understanding of **ethical issues** through submission of written assignments that constitute the 60 (3x20) credit units that provide the academic structure for the award.

By the end of the programme, trainees will be able to demonstrate attainment of the Teachers' Standards through evidence, such as:

- observations recorded by expert teachers, mentors and tutors during their professional practice in school settings
- completion of professional placement tasks and activities
- attendance at and engagement with taught, university-based curriculum sessions
- attendance at and engagement with school placements
- records of progress and attainment recorded in the Trainee Portfolio.

## **Subjects in the curriculum**

All primary National Curriculum subjects, professional studies and learning on placement contribute to the design and implementation of our overall UoM primary PGCE curriculum. Please refer to the individual subject overviews on Blackboard and to our overall Curriculum Booklet for a full representation of the intent, implementation and impact of the various aspects which make up the primary PGCE curriculum as a whole.

# Programme timetable

## *Day-by-day timetable*

The timetable below gives you an indication of which curriculum subjects/aspects will be taught on each day and which weeks you will be learning on placement. *Please note: this timetable may be subject to change throughout the year in response to any changes of circumstance caused by the pandemic.*

## *Session times*

A typical day of university-based lectures, seminars, tutorials and workshops will be from approx. 9.30am to 4pm depending on the subject and mode of delivery.

A typical day on placement will be from 8am to 4.30pm in a primary school.

Please make sure that you have suitable arrangements in place so that you can attend all days from start to finish.

## *Modes of delivery*

Our timetable is a combination of online and campus-based curriculum teaching sessions and weeks training on placement. Whilst most of our curriculum teaching sessions will be on campus, the whole cohort lectures will remain online in the autumn term and possibly extending into the spring term. The online aspects of the programme will be the professional studies lectures and assignment briefing lectures.

*A note about whole cohort 'live' online sessions:* times and Zoom links for any live whole cohort online lectures or Q&A sessions will be communicated by course leaders throughout the year via the 'Teamup' calendar.

## *Session details*

Please refer to the TeamUp calendar app for the exact details of the curriculum teaching sessions on each day (e.g. subject, session timings, rooms, groups, Zoom links, etc). The TeamUp calendar can be accessed [here](#) and through the individual subject pages on Blackboard.

## *Timetable for School Direct trainees*

You will attend all the timetabled sessions unless otherwise indicated. On a few days where your timetable differs from the core programme, this has been indicated in red as '**SD trainees in alliances**' and '**SD trainees directed online learning**'. On all other days you will attend the daily sessions on the timetable below. Please refer daily to the SD section of the TeamUp calendar for details of your alliance-led days and any other SD specific activities.

## *Groups*

In the first week you will be put into groups for different subjects. Your groups will be communicated to you via email and then indicated on the TeamUp calendar. Please do not change or swap groups as the sizes of these have been worked out carefully to match the teaching rooms and types of session.

### *Independent study/directed online learning*

On days when you are not timetabled to attend taught curriculum sessions in person on campus or online, you will be directed towards specific independent online learning activities on that day. Sometimes these activities will be designed to follow-up and enhance your learning from the taught sessions and sometimes they will be focused curriculum units or specific training courses tailored to meet the learning objectives of our UoM primary PGCE ITT curriculum.

### *Timetable for school experience placements*

Weeks on placement are indicated on the timetable in yellow. The number of weeks you will spend in primary school settings on placement complies with the DfE requirement of training in schools for at least 120 days. Placements have been carefully designed to enable you to learn from expert colleagues, receive high quality mentoring and put into practice your learning from university taught curriculum sessions. Please refer to the Professional Placements handbook and Professional Development Activity Booklet for further information about placements and the role they play in our UoM ITT curriculum.

**Please note:** Do not book personal holidays during any of the school experience placements or during the university taught course curriculum sessions as this could hinder your training and development and, in some circumstances, prevent your placement from taking place.

## **Timetable of curriculum sessions and placements**

w/b	Monday	Tuesday	Wednesday	Thursday	Friday
Start/end times for university-based sessions	9.30am-4pm	9.30am-4pm	9.30am-4pm	9.30am-4pm	9.30am-4pm
06.09.21	Induction online	Induction online	Professional Studies lecture online (am); tutorials on campus (pm)	English, maths, Science online	Induction EDUC assignment A briefing
13.09.21	Professional studies lecture online (am); tutorials on campus (pm) <b>SD trainees in alliances (pm only)</b>	½ cohort: history, geography, religious education on campus ½ cohort: directed online learning	Science on campus	English, maths, science on campus	½ cohort: history, geography, religious education on campus <b>½ cohort &amp; SD trainees: directed online learning</b>

		SD trainees in alliances			
20.09.21	Professional studies lecture online (am); tutorials on campus (pm) SD trainees in alliances	English on campus	½ cohort: music, modern languages, design technology on campus ½ cohort online directed learning SD trainees in alliances	English, maths, science on campus	½ cohort: music, modern languages, design technology on campus ½ cohort & SD trainees online directed learning
27.09.21	Professional studies lecture online (am); tutorials on campus (pm) SD trainees in alliances (pm only)	Maths on campus	¼ cohort art on campus ¼ cohort PE online ½ cohort online directed learning SD trainees in alliances	English, maths, science on campus	¼ cohort art on campus ¼ cohort PE online ½ cohort & SD trainees online directed learning
04.10.21	Professional studies lecture online (am); tutorials on campus (pm)	English, maths, science on campus	Professional studies lecture online (am) Computing online (pm) SD trainees in alliances	English, maths, science on campus	Professional studies lecture online (am) Directed online learning (pm)
11.10.21	8am-4.30pm School experience block 1 placement (SE1)		SD trainees in alliances		
18.10.21	SE1		SD trainees in alliances		
25.10.21	Independent study week				
01.11.21	SE1				
08.11.21	SE1				
15.11.21	SE1				

22.11.21	SE1				
29.11.21	SE1				
06.12.21	SE1				
13.12.21	SE1				
20.12.21	SE1 University closed from 5pm	Xmas break/ independent study			
27.12.21					
03.01.22	Bank holiday	SE1 continued			
10.01.22	SE1			Professional studies lecture (am); tutorials on campus (pm)	Inclusion conference online
17.01.22	Professional studies seminars rotation on campus	English on campus	Professional studies seminars rotation on campus	English, maths, science on campus	Professional studies lecture; EDUC Assignment B briefing
24.01.22	Professional studies lecture (am); tutorials on campus (pm) SD trainees in alliances	Maths on campus	½ cohort: history, geography, religious education on campus ½ cohort: directed online learning SD trainees in alliances	English, maths, science on campus	½ cohort: history, geography, religious education on campus ½ cohort & SD trainees: directed online learning
31.01.22	8am-4.30pm Inclusion placement				
07.02.22	Professional studies lecture (am); tutorials on campus (pm)	¼ cohort art on campus ¼ cohort PE in a school ½ cohort online directed learning	Science on campus	English, maths, science on campus	¼ cohort art on campus ¼ cohort PE online ½ cohort & SD trainees online directed learning

		SD trainees in alliances			
14.02.22	Professional studies lecture (am); tutorials on campus (pm)	Maths on campus	½ cohort: music, cross curricular learning;; design technology on campus ½ cohort online directed learning SD trainees in alliances	English, maths, science on campus	½ cohort: music, cross curricular learning;; design technology on campus ½ cohort & SD trainees online directed learning
21.02.22	Modern languages online (am) Directed online learning (pm) SD trainees directed online learning	Independent study day	Independent study day	Independent study day	Independent study day
28.02.22	8am-4.30pm Early years foundation stage placement				
07.03.22	Early years foundation stage placement				
14.03.22	Professional studies lecture (am); tutorials on campus (pm)	English on campus	EDUC unit assignment C briefing online; professional studies lecture online (am); Computing online (pm) SD in alliances (pm only)	English. Maths, science on campus	Meet your mentor in school
21.03.22	8am-4.30pm School				

	experience block 2 placement (SE2)				
28.03.22					
04.04.22	*				
11.04.22					Good Friday bank holiday
18.04.22	Easter Monday bank holiday	SE2			
25.04.33	SE2				
02.05.22	Bank holiday	SE2			
09.05.22	SE2				
16.05.22	SE2				
23.05.22	SE2 Enrichment week				
30.05.22	**Independent study week			Bank holiday	Bank holiday
06.06.22	SE2 Enrichment week				
13.06.22	SE2				
20.06.22	SE2				9.30am-2pm Final day: Professional studies lecture and tutorials on campus (am)

\*trainees will follow the same pattern of Easter holiday weeks as their placement school

\*\*all trainees will have an independent study week w/b 30.5.22. If your school takes 2 weeks holiday at Whit, you will be required to go into a different school setting for the other week to ensure that you receive your entitlement of training in a school setting for 120 days.

## A typical day on the programme

Depending on whether the university-based teaching sessions are online or on campus, or whether you are learning on school placements, the structure of the day will be slightly different. This section shows what a 'typical' day on the programme will look like, with session timings. **Please make sure that you have suitable arrangements in place so that you can attend all days from start to finish.**

### A typical day on campus

9.30-11am	PGCE curriculum taught course session
11-11.30am	Break
11.30-1pm	PGCE curriculum taught course session
1 - 1.45pm	Lunch break
1.45-4pm	PGCE curriculum taught course session
4-5.30pm	<i>Additional taught sessions: clinics, subject knowledge building, CPD for education, support and intervention</i>

### A typical day online

9-9.45am*	Directed pre-session learning / activity
9.45-10am	Break
10-11.30am	Synchronous ('live') main lecture - PGCE curriculum taught course session
11.30-12.30pm	Directed post-session learning / activity
12.30-1.30pm	Break
1.30-4pm	Synchronous ('live') lecture or tutorial, synchronous small group collaborative learning, drop-ins or Q&A sessions

<i>From 4pm</i>	<i>Plenary sessions, independent learning, subject knowledge building, CPD, clinics...etc</i>
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\*pre-session tasks for online learning should usually be available from our VLE, Blackboard, a few days before the session to allow you more flexibility for when plan to complete them.

## A typical day on placement

8.00am	Arrive at school
	Follow the structure of the school day, including break and lunch duties, planning, preparation and admin time (PPA), staff meetings and INSET days.
4.30pm	Leave school
5-5.30pm	<i>Leave school later if required to stay for staff meetings, in-service training (known as INSET), pupil progress meetings, parents' evenings ...etc</i>

## School holidays

As primary schools do not always use the same dates for their holidays, while you are on placement we expect you to follow the same holiday pattern of the school you have been placed in. This is to ensure that you receive your entitlement of being trained in a school setting for 120 days. However, please note the following:

### *Xmas holidays in December*

the timetable above identifies indicative dates for the end of your SE1 placement December. Some schools will finish in 17<sup>th</sup> December and some will continue into the following week. This means that some trainees may finish their placements on 17<sup>th</sup> Dec and some may continue until Monday 20<sup>th</sup> December. All trainees will have finished their placement by 5pm on 20<sup>th</sup> December (regardless whether the school carries on for a few more days) as the university will be closed from Xmas from this date.

### *\*Easter holidays in April*

The dates identified on the timetable above are indicative only. Please follow the same holiday dates as your placement school. These may not be the same as the dates on this timetable. You will need to check the school website to see when your SE2 placement school

has timetabled its Easter break. Your professional tutor will advise you which school you have been placed in. **Please do not book any holidays over the Easter break until you have confirmed the dates of your placement school's Easter break.**

***\*\*May/Whit half term/ independent study week***

some schools have a one week break at the end of May (sometimes referred to as the Whit half term holiday) and some schools have two weeks. If you are in a school which has two weeks, you are only permitted to take the week beginning 30<sup>th</sup> May as your independent study week/ Whit half term. For the second week of the Whit holiday (while your placement school is still on holiday) you will be placed in a different school for one week (known as 'enrichment week') in order to continue teaching and learning in a school setting and to fulfil the DfE requirement of training on placement for 120 days. The enrichment week could be either week beginning 23<sup>rd</sup> May or 6<sup>th</sup> June depending on which school you are placed in. To find out if this will be relevant for you, please talk to your professional tutor.

***End of programme 24<sup>th</sup> June***

We do not advise booking a holiday or arranging to be out of the area as soon as the programme has finished in case you are required to extend your placement beyond 24<sup>th</sup> June. This would be for trainees whose teaching does not yet meet the expected standard to pass the programme on this date. This could be for a number of reasons including extensive absences throughout the year or competencies in the classroom. Sometimes a few extra weeks training in a school is needed in order to meet the standards and pass the course. Regular discussions with your school-based mentor and professional tutor during SE2 will indicate whether this is something you will need to consider.

# Safeguarding statement

The University of Manchester is committed to safeguarding and promoting the welfare and safety of children by:

- Adhering to University procedures to recruit staff and select students
- Carrying out appropriate DBS checks as necessary
- Ensuring that staff and students are aware of and have access to the [University of Manchester Safeguarding Children Policy and Guidance document](#) and related procedures, the PGCE safeguarding handbook and the most up-to-date version of the DfE guidance document [Keeping Children Safe in Education](#).
- Providing information to teachers, group leaders, service providers and any other interested parties regarding the University of Manchester's expectations regarding child protection responsibilities when visiting the University and when our staff and students are involved in activities on premises external to the University
- Working closely with other organisations to safeguard children
- Having procedures for dealing with allegations of abuse.
- The Primary and Secondary PGCE teams consider safeguarding to be a fundamental component of the programmes. Safeguarding is considered from the following perspectives:
  - Ensuring children are protected
  - Ensuring children are empowered to protect themselves
  - Ensuring students are protected
  - Ensuring students are empowered to protect themselves
  - Ensuring staff are protected
  - Ensuring staff are empowered to protect themselves

Please refer to the professional studies area of Blackboard, the Safeguarding Handbook and the DfE document Keeping Children Safe in Education for further safeguarding information.

# Tutor groups

At the beginning of the programme, core and core with maths PGCE trainees will be allocated to a tutor group led by a UoM professional tutor. These groups are based upon geographic clusters of up to approximately fifteen schools and are led by our very experienced professional tutors. You will work regularly with your tutor group for online tutorials and whole cohort lectures as part of our taught course blended learning offer. As much as possible, you will remain within the same cluster of schools for the school experience placements. The allocation of core trainees to tutor groups will, as much as possible, relate to where you live but, as communicated to you during the selection process, reasonable travel time is considered to be up to two hours each way to a placement school. Trainees are required to make their own travel arrangements to and from their placement schools.

School Direct trainees will have a designated school-based alliance lead who supports the requirements of the programme. Your alliance lead will be your main point of reference during the course. There is also a university-based school direct lead who will liaise with trainees and alliance leads. The alliance leads and school mentors play a key role in organising, monitoring and assessing school experience placements.

For trainees on the core PGCE programmes: whilst on school placements, you will be supervised jointly by your university-based professional tutor, a school-based mentor (class teacher) and, in some instances, a school ITE/ITT coordinator.

Further information about the requirements of school experience and teaching practice placements can be found in the School Experience Handbook and Professional Development Activity Booklet

# Communication

The primary programme is intensive and demanding, and the timetable is extremely complex, so effective channels of communication within the programme are absolutely vital for its smooth operation. It is the responsibility of individual trainees to ensure that they are aware of developments regarding the course including any new arrangements and/or changes to the timetable. Trainees are expected to keep up-to-date with events and this will involve regularly checking emails, calendars and the VLE.

## Email

Email is our main form of communication with you. You will receive important programme information via email from the university tutors and lecturers, the PGCE office, the admissions tutors and your school mentor. Please get into the habit of checking your university postgrad email on a daily basis.

University staff will normally respond to emails **within three working days**, however, any communication relating to safeguarding issues will be addressed as a priority. If the situation is urgent, then a phone call to the relevant person may be more appropriate than an email.

Please ensure that all emails sent to professional support services staff, at [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk) and [pgce@manchester.ac.uk](mailto:pgce@manchester.ac.uk), university tutors and school-based staff are professionally written and polite in tone. Please read through an email before sending it, as offence can sometimes be accidentally caused by the tone of an email. Think about how you are presenting yourself as a professional through the written and verbal communication you engage with.

The VLE (Blackboard) offers a forum for communication and also for learning. Trainees will be encouraged to participate in on-line professionally focused discussion forums through Blackboard. You should always remember that the discussion forum is a showcase for not only internal but also external visitors, so avoid discourteous and unprofessional remarks (please be aware that all postings on the university VLE and other social media platforms will be traceable and inappropriate contributions would be considered evidence of unprofessional behaviour which could result in a warning).

## Office hours

Individual professional tutors will communicate their availability outside tutorial times to the group of trainees in their tutorial groups. For subject related questions, please contact the subject tutors directly. For personal matters which require the involvement of the programme directors, please contact Rebecca Phillips and/or Liz Birchinall to arrange an appointment. For placement and School Direct matters please contact Karen Kilkenny to arrange an appointment. The location of tutors' offices in the Ellen Wilkinson building can be found in the subject sections of Blackboard and at the end of this handbook.

# Online learning

If you have not experienced online learning before, some of you may be feeling apprehensive or unsure about whole cohort online lectures or the nature of online directed learning tasks and activities and whether these will offer the same training opportunities as campus-based sessions. Please don't be! Online learning offers you new spaces in which to manage your workload and be proactive.

It is important to view online learning as an opportunity to learn from and about different modes of delivery and learning-spaces for educational purposes, both for your own independent learning and to help you understand the manner in which teachers are adapting to new ways of educating their pupils. Online learning allows you to establish work patterns which best fit your personal circumstances and gives you more freedom to independently explore and research different aspects of primary teaching in more depth. There will be regular opportunities for creating and working in an online community with your tutor, your peers and with the wider university lecturer team. We strongly recommend that you embrace the new opportunities afforded by online learning and use these to develop vital skills for becoming an effective teacher. This is the time to enhance your understanding of good communication, effective listening, collaboration, cooperation and emotional intelligence, and establish how you can make an impact to teaching and learning online. In the words of Amanda Conway, UoM careers consultant: 'being able to operate effectively online is your future, whatever you do next, and it may open the doors to something you had never imagined'.

## 'Synchronous' and 'asynchronous' delivery: a definition of terms

The term '**synchronous**' delivery means that the lecturer/tutor and trainees engage with course content and each other live, at the same time, but in different locations e.g. by means of video conferencing (we use Zoom). For the first term, we will start with online live lectures for all our large whole cohort lectures. These will be delivered synchronously.

A typical online synchronous whole cohort lecture will involve:

- Pre-reading tasks/reflective activities (independent)
- A 'live' synchronous session led by a university lecturer (approx. 1 to 1.5 hours long)
- Follow-up tasks (independent)

Course materials, resources and recordings of 'live' synchronous sessions will be available on Blackboard. Information about pre-reading and post lecture tasks can also be found on Blackboard. Online professional studies lectures will be followed up by discussions in campus-based tutorials on the afternoon of the same day.

'**Asynchronous**' delivery means that the instructor and students engage with course content at different times (and from different locations). The instructor provides students

with a series of activities for reflection and development that students complete as their schedule permits. Both directed and independent learning are asynchronous activities.

## Protocols for working in online spaces

### *Using Zoom*

The online video conferencing tool we will use at the start of the autumn term for whole cohort lectures is Zoom (<https://zoom.us>). Zoom allows document sharing and presentations as well as opportunities to break out into smaller groups for interactive activities and discussion-based work. **Please note that the presentation parts of our synchronous (live) sessions will be recorded** and made available via our VLE, Blackboard. To ensure we are safeguarding all users of Zoom, and to help you prepare for engaging in the live sessions, please follow these simple protocols:

- Set your Zoom identity as both your first name and your surname – we need to know exactly who is online for security and safeguarding purposes, and for registrars of attendance, so no nicknames or comedy names please. Your tutor will recognise you by your full name and admit you into the meeting from the waiting room.
- We prefer you to switch your video on during the lecture. We encourage you to get used to having your video on as this helps to establish us as a community.
- For whole cohort sessions, the host will usually mute everyone on entry. Please ensure that your microphone stays muted throughout the session unless you are in a break-out discussion group.
- Check your microphone, camera and speakers in advance of the session.
- Please make sure you log in to the meeting in good time. We aim to start and finish each live session on time. Refer to the TeamUp calendar for session timings.

### *Online etiquette*

#### General guidelines

- All written communication should be at a professional level and include correct spelling and grammar
- Treat fellow students and tutors with respect in all types of online-communication (e-mail/chat/discussions/ synchronous sessions/online meetings etc)
- Use clear and concise language as things can sometimes be misinterpreted if not communicated well.
- Avoid text speak, abbreviations and slang
- Keep caps lock at a minimum for emphasis: IT MAKES YOU LOOK LIKE YOU ARE SHOUTING!
- Use standard fonts and font size: Arial/Times New Roman/Calibri, 11-12 pt black font
- Be careful not to overuse emoticons

#### Online break-out rooms and small group discussions

- If you are sharing your desktop, be sure only topic appropriate windows are open

- Be aware that if your volume is turned up, others may hear feedback through their speakers. To avoid this, consider using headphones or similar.
- Do not talk over the speaker and try to avoid interrupting as this can be frustrating for others.
- Wait your turn to speak. You may want to agree a system between group members for indicating you want to contribute to the discussion (e.g. raised hands).
- Check your equipment before the session begins
- If your webcam is on during a live session, be sure you have appropriate lighting, appropriate attire and limit distractions in the room (pets, spouses, roommates, children, etc)
- Be careful when using humour or sarcasm as much can be lost in translation and give offense by accident in online environments
- In whole cohort synchronous sessions, before posting a question in the chat, listen carefully to the presentation to make sure it hasn't already been addressed. Lecturers will respond to questions posted in the chat but they won't repeat what they have already said!

#### Online discussion forums/groups

- Review and edit your post BEFORE posting
- Spell-check, Spell-check, Spell-check
- Stay on topic and provide well thought out replies to thread postings, Be respectful of others' opinions
- Read previous messages in a thread BEFORE replying. E.g. if asking a question in a discussion forum, check previous posts to make sure you are not repeating what others have already asked.
- Cite any sources you reference in your post
- No swearing or personal/insulting remarks please! Adhere to the Teachers' Standards Part 2 to maintain professional behaviours online.

*Adapted from original source, with thanks to:*

<https://shsuonline.wordpress.com/2014/02/18/bestpracticemonday-netiquette-for-the-online-course/>

If you don't have much prior experience of learning online or learning from a distance, please read the advice in appendix 1 about how to get the most out of online learning

# Professional school experience placements

Built into our programme are four teaching placements. On your teaching placements, you will put into practice the teaching strategies and specific pedagogical content knowledge you have learnt from the taught course university-based sessions for each subject of the National curriculum and professional studies. You will also be able to make links with your research and reading for the three EDUC unit assignments as you engage with evidence-informed teaching and learning practices.

This table provides an overview of the four placements, their duration in terms of weeks and when they take place in the programme.

Terms 1 and 2	School experience block 1 placement (approx. 10-11 weeks)
Term 2	Inclusion focus placement (1 week)
Term 2	Early years placement (2 weeks)
Terms 2 and 3	School experience block 2 placement (approx. 10-11 weeks)

**Please note:** *Trainees follow the term time pattern of their placement school for all school holidays which occur during placements. All trainees placed in schools which have a two-week half term in May will spend one of these weeks as an enrichment week in an alternative setting.*

During each placement you will have opportunities to:

- Observe expert colleagues
- Discuss and analyse practice with expert colleagues
- Practise, reflect on, receive coaching and improve your teaching
- Gain a broader understanding of being a professional teacher in a school
- Develop, analyse, critique and adapt your own philosophy of education
- Make connections with subject specific pedagogies
- Take responsibility for your own practice

For detailed information about all placements, please refer to the School Experience Handbook and the Professional Development Activity Booklet.

# Assignments and assessment

The primary PGCE programme includes two types of assessment for the award of Post Graduate Certificate in Education with QTS.

- Academic assessment: 3x masters level written academic assignments
- Assessment of teaching: evidence of sustained teaching and learning in key stages one and two to a sufficient standard which meets the requirements of the Teachers Standards, recorded in the Trainee Portfolio

## Academic assessment: EDUC Masters Level assignments

There are three Masters level assignments to be submitted to the university via the turnitin facility on Blackboard during the year:

**EDUC 66900: Developing practitioner enquiry (assignment A)**

**EDUC 66800 Inclusive educational practice (assignment B)**

**EDUC 66700 Learning, teaching and assessment (assignment C)**

These three assignments contribute to 20 Masters credits each and must be passed in order for completion of the course and to gain your PGCE qualification. Further guidance, support and examples will be given through university sessions, through the online learning support units on Blackboard and in the Assignment Handbook. You should refer to the **Assignment Handbook** for assignment titles, deadlines and more detailed information on writing and submitting assignments.

### *Assignment submissions*

Assignments must be submitted to turnitin in good time. Do not leave this to the last minute as IT issues preventing you from submitting on time will not usually be considered as mitigating circumstances for late submissions and penalties may be incurred. Please refer to the Blackboard further information on mitigating circumstances and penalties for late submissions.

Submission deadlines for all written assignments can be found in the assignment handbook and in the submissions deadlines section of this handbook. Please refer to the assignment handbook and the information on Blackboard for more details regarding examination regulations and mitigating circumstances.

Alex Duffy will contact you shortly before the deadline for each assignment with instructions for submitting it to turnitin. Please contact [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk) for all queries regarding turnitin submissions.

## *General guidelines for presenting your assignment*

- All references to schools and people must be anonymised
- Use an academic font such as TNR, Arial or Calibri
- Use 1.5 line spacing
- Make sure you have numbered the pages
- Ensure a good level of accurate grammar, punctuation and spelling throughout
- Make sure you proof read your work thoroughly, and proof read again, before submitting to turnitin.
- Do not identify yourself, your placement school, your tutor or your school mentor on any part of the assignment
- All referencing must follow the Harvard referencing format (no footnotes please). Use the UoM library guide for accurate referencing, which can be accessed here: <https://subjects.library.manchester.ac.uk/referencing/referencing-harvard>
- Use the UoM award winning online tutorials 'My Learning Essentials' to help develop your understanding of all aspects of academic writing: <https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/online-resources/>
- Avoid plagiarism by paraphrasing and referencing accurately. This online tutorial is a useful guide for understanding plagiarism: [https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story\\_html5.html](https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story_html5.html)
- Submit your assignment to turnitin using your student ID number (not your name, as submissions must be anonymous). Further information about how to submit each assignment will be communicated to you by Alex Duffy via [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk).

For more detailed information about presenting your assignment, please refer to the Assignment Handbook.

## *Grades and marking*

All written assignment grades are provisional and are subject to moderation, ratified at the end of the programme by the exam board. The assignments will be marked by university staff and you should use their constructive feedback to inform the ways in which you approach the following assignment.

## *Publication of Results*

Once the Board of Examiners and School Committees have approved the final results for all written assignments and teaching practice, a confirmation letter will be sent to each trainee.

For an overview of each EDUC Unit, please see appendix 3.

## Assessment of teaching: assessment on placement and the Trainee Portfolio

### *What is the trainee portfolio?*

The Trainee Portfolio is an essential document used to evidence your progress towards becoming a good teacher, the manner in which you have put the PGCE ITE curriculum into practice and your attainment of the Teachers' Standards by the end of the PGCE programme. During your school experience placements, you will gradually build up the amount of teaching you do and evidence your progress and achievements through your Trainee Portfolio document.

Our Primary PGCE curriculum includes taught sessions, Masters level assignments and practical application of teaching and learning practices during school placements. It encompasses the requirements of the ITT Core Content Framework plus learning and experiences that we see as essential in preparing you to enter the profession. Our curriculum is sequenced and developed to ensure that by the end of the programme you are ready to enter the profession as an Early Career Teacher (ECT). You will be formatively assessed and monitored by self-reflection and by expert school-based mentors and university tutors throughout the programme. This will help you reflect and understand your own professional development at key points in the curriculum. This also allows you, and those supporting you, to know if you are on track to meet the summative assessment against the Teachers' Standards at the end of the course.

We have aligned 5 key strands around your professional development to the ITT Core Content Framework areas to enable you to reflect on your own progress against these and to facilitate focused expert mentor and university tutor support.

These are:

**Strand A - Behaviour management (BM)** (*high expectations and managing behaviour*) - S1 and S7

**Strand B - Pedagogy and Planning (PP)** (*how pupils learn, classroom practice and adaptive teaching*) - S2, S4, S5

**Strand C - Subject and curriculum knowledge (SCK)** - S3

**Strand D - Assessment (A)** - S6

**Strand E - Professional behaviours (PB)** - S8 and Part 2 of the Teachers' Standards

There will be many opportunities for you to gather the evidence required to demonstrate your progress and attainment relating the manner in which you put the PGCE curriculum into practice on your teaching placements. You will also use the Trainee Portfolio to demonstrate your competence against each of the Teachers' Standards by the end of the programme. It is also key that you log your time training in schools, the subjects you have taught and your attendance on the taught course and on placement. The trainee portfolio will provide one

central place for you to record and store a bank of evidence of progress, attainment and development during your professional learning journey.

Your professional tutor will guide you during the year about specific evidence required within the portfolio. However, this is an essential document which you are responsible for completing to a professional standard, updating it regularly and making it available to tutors and mentors. The portfolio will be used as a method of informing the support you may need, for identifying your emerging strengths and will support the final course outcomes at the final examination board in July. Tutors will look at this portfolio at regular points throughout the year, but especially during placements. Any issues will be raised quickly to ensure the portfolio is fully completed and presented in a professional way. It is important to keep your Portfolio up-to-date at all times as a real-time reflection and record of your progress and attainment.

### *Assessment of teaching and gaining QTS*

The Teachers' Standards are the measure used at the end of the programme to assess whether you can gain the right to Qualified Teacher Status (QTS) and begin practising in a school as an Early Career Teacher (ECT).

The Trainee Portfolio is the main document used to track your learning journey and progress over the year and to summatively assess that, over the course of your various teaching practices, you have met the Teachers' Standards by the end of the programme. It will log your professional engagement, teaching and learning activities, targets and mentoring during the programme.

The evidence you compile to show the extent to which you have met the Teachers' Standards impacts on the recommendation for QTS at the final exam board in July on completion of your PGCE. University tutors and mentors check this document as a true representation of the experiences you have had and of the evidence you have collated. You should be willing to show your Trainee Portfolio to your tutor and mentor at any time during the programme. This document should also be used by your professional tutor and mentor to assess your progress towards becoming a teacher at key points in the programme. Please refer to the Trainee Portfolio document for more details.

It should be used as a starting point for all professional and reflective discussions about progress and as a tool to help you identify your targets for improvement. For further information about the Trainee Portfolio, please refer to the School Experience Handbook.

In the event of failure to meet the requirements of the Teachers' Standards for school-based teaching practice, you cannot be recommended for Qualified Teacher Status. If a trainee fails to meet the Teachers' Standards by the end of a placement, a resit of the placement may be considered by the Examination Board. Any such placement could take place during the following academic year.

# The trainee role and responsibilities

The following sections in this handbook include chapters on the role and responsibilities of trainees during their PGCE training year. It includes information about:

- Trainees' responsibility for registration and compliance
- The role of the trainee in terms of professionalism and expectations for code of conduct
- Trainee representation on the programme – the role of the student reps.
- Trainees' responsibilities for managing their time effectively and prioritising their workload according to curriculum and placement demands
- Trainees' responsibility for submitting key documents and ensuring deadlines are met
- Trainees' responsibilities for ensuring that they adhere to the attendance and absence reporting/requesting procedures and protocols

## Registration and compliance

It is the responsibility of all trainees to become fully compliant with university admissions requirements by meeting their conditions in order to register on the programme and/or attend placement.

If you are still waiting for your overseas police check or other outstanding documents relating to compliance by the start of the course, please make it your priority to chase these up. You will receive reminders from the PGCE professional support staff and it is important that you respond to ensure that you regularly update the university with your progress towards obtaining any missing documentation.

For non-compliance, individual situations will be assessed by the suitability committee and trainees may not be able to start placements in schools until all entry conditions have been met. You may also be required to attend a safeguarding panel to discuss any outstanding documentation. You will be informed by email if this is the case.

**Please also be aware that you are required to inform the University immediately of any changes to your medical or personal information that could affect your fitness to practice, or safeguarding compliance. A school placement may be withheld if the necessary checks and documentation are not in place.**

## The role of the trainee

All UoM trainee teachers are expected to adhere to the code of professional conduct outlined in the Teachers' Standards part 2 and in a later section of this handbook.

During wider-school aspects of school-based placements, trainees are expected to:

- be punctual, arriving at school no later than 8.00 am and not leaving before 4.30pm except in circumstances as negotiated with the mentor or in line with any Covid-19 school arrangements.

- set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English.
- carry out, in a professional manner, tasks as required by the head teacher, university and mentor.
- understand their pastoral responsibilities including the safeguarding, health and safety of all pupils. Manage any bullying or discrimination issues calmly.
- establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils.
- involve themselves in the wider life of the school attending staff meetings and school events when invited and where appropriate. NB - Trainee teachers cannot legally take full responsibility for playground supervision, but will be expected to join a member of staff carrying out this duty, where possible. The trainee's involvement in extra-curricular activities is voluntary, but such activity can be valuable and contribute to the standards of professional values and practice.
- maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers.
- make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately.
- return resources or materials belonging to the school at the end of the placement.

### *Specific professional aspects of classroom work.*

Trainees are expected to:

- plan and prepare allocated lessons in advance, and in close support and liaison with the mentor, mark work promptly in accordance with school policy and procedures.
- ensure that all the resources necessary to teach their lesson are prepared in advance and ready before the lesson.
- record an accurate assessment of pupil progress resulting from the lesson.
- reflect on and evaluate the effectiveness of their teaching and learning strategies regularly as part of their professional learning journey.
- establish and maintain school placement files and have them available at all times.
- listen to constructive advice and act upon it to the best of their ability.
- take responsibility for their professional development and professional behaviour.
- seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly.
- ensure that the classroom is tidy at the end of the day.
- build the subject knowledge required to teach effectively within the National Curriculum. Keep up to date with developments in the subjects they teach.

demonstrate and collect evidence of achievement of the Teachers' Standards necessary to achieve QTS.

Please refer to the School Experience Handbook for a detailed summary of the role of the university professional tutor (for core and core with maths trainees), the role of the school-based mentor and the role of alliance lead and SD university tutor (for SD trainees).

## Code of Professional Conduct

The code of professional conduct is linked to part two of the Teachers' Standards. It is expected that all trainees who are on a programme leading to a recommendation of Qualified Teacher Status (QTS) at the University of Manchester conduct themselves in a professional manner. This code of professional conduct is additional and complementary to the University of Manchester Student Regulations and the policies and practices of schools hosting trainees for professional placements. This code of conduct is informed by the Teachers' Standards Parts 1 and 2, the current Initial Teacher Training Criteria, the Disclosure and Barring Services legislation and Keeping Children Safe in Education documentation. It reflects the reasonable behaviour expected of a trainee teacher as a professional. Knowledge of and adherence to this code of professional conduct are key responsibilities of a trainee teacher on the ITT Programmes at the University of Manchester. This code sets out the expectations of you as you engage with a professional programme.

It is expected that you will:

- Show respect for others including all university and school staff, other trainees, children and parents
- Read and follow all relevant school policies, procedures and codes of practice and conduct, including safeguarding pupils' well-being, in accordance with statutory provision and school policies
- Take responsibility for your own learning and listen to and act on advice from others. This includes engaging in university sessions, completing tasks, attending tutorials and taking responsibility for addressing areas of improvement by discussing concerns with university tutors and school mentors
- Take responsibility for looking after your personal well-being and actively seek relevant support where necessary
- Attend and be punctual for lectures and tutorials at university, and in accordance with placement expectations while on professional placements
- Ensure a professional approach to all communications, including e-communications and use of social media
- Maintain an appropriate standard of professional appearance, especially whilst on professional placements and adhere to school policies and practice in relation to dress code
- Respect the confidentiality of school resources, staff and children
- Follow relevant procedures as outlined in programme and placement handbooks to raise any issues/concerns you may have with your training.

**Please note:** a breach of one or more terms of the Code of Professional Conduct may have implications for your continued professional development and award of Qualified Teacher Status. Please refer to the warnings section of this handbook.

## **Student representation**

The Manchester Institute of Education is very committed to providing opportunities for the student voice to be fully represented at all levels. The primary PGCE programme embraces this notion and structures have been provided through which trainees are consulted about matters relating to the primary programme and through which they can provide feedback to the programme directors. Trainees will be asked to complete regular feedback and evaluation forms, distributed by the taught course leaders and by the wider university (linked to the EDUC units). Trainees on the primary PGCE programme are encouraged to participate in shaping the future of the programme through student representation on the student rep committee.

### *Student rep committee*

The primary PGCE student rep committee includes student representation from each of the partnership cluster tutor groups, from the core with maths programme and representation from school direct trainees. It meets officially at various strategically appointed times during the PGCE year in order to review and evaluate the programme. It will also, we hope, take a proactive role in planning and organising social functions, including an end of year celebration event. The student reps may also play a pivotal part in working with professional tutors to create communities of cluster groups for both academic and social purposes. The primary PGCE student committee will also provide student representation, as required, at university and stakeholder meetings and briefings. At the start of the programme tutors will discuss the role with you and each tutor group and the School Direct group will have an opportunity to select a rep.

## **Time management**

As this is a postgraduate and professional education and training course, you are expected to show initiative in the manner in which you use your time. This includes being ready for attending campus-based and online teaching sessions, being organised for directed and independent online learning activities, as well as being organised for your school experience placements. Working with closely with your university tutors and expert mentors and colleagues in schools, you are expected to take responsibility for your own progress and to make best use of available time in a very busy year.

There will be many deadlines to meet along the way relating to activities such as assignment writing and submission, document submission, online training, action plan writing, updating your Trainee Portfolio, sending lesson plans and reports to your tutor and mentor...etc. As such, we strongly advise you to get into good habits early by recording all deadlines in a diary so that you can keep track of your workload and prioritise your work accordingly.

# Submission deadlines

During the year, we ask you to submit key programme and placement documents to turnitin by specific deadlines. Information about how to submit a document will be sent to you throughout the year by the PGCE admin team. You will also need to submit three EDUC Masters level written assignments. In addition to placement related documents, you will also be asked to submit subject knowledge **audits** for the core curriculum subjects. The dates for these will be communicated to you by the maths, English and science tutors throughout the programme. As soon as you receive these dates, please put them in your diary! For submission details for the 3x academic Masters level assignments, please refer to the assignment handbook. This can be downloaded from the assignments section of Blackboard.

Please contact [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk) if you are unsure how to submit a document or if you have problems uploading it. We strongly advise you to transfer the submission dates below into your diary to help you manage your time effectively and prioritise your workload throughout the year.

Placement related documents for submission include:

- **Placement attendance logs:** attendance log proformas can be found in the School Experience Handbook. All attendance logs must be submitted to turnitin dropboxes after each school experience block.
- **Placement reports:** please refer to the School Experience Handbook and the Trainee Portfolio for details of interim review points and placement reports
- **Early Career Teacher (ECT) transition document:** this document is submitted at the end of the programme to assist with your transition from being a trainee teacher to an ECT.

Please make a note of the key submission deadlines in this table:

Type of document	Deadline for submission to turnitin
School experience Block 1 attendance log	12.01.22
End of school experience mentor report (block 1)	12.01.22
Inclusion placement attendance log	04.02.22
EYFS placement attendance log	11.03.22
School experience Block 2 attendance log	23.06.22
End of school experience mentor report (block 2)	23.06.22

Completed trainee portfolio	23.06.22
Early Career Teacher (ECT) transition document	23.06.22
<b>Assignment deadlines</b>	
EDUC 66900: Developing practitioner enquiry (assignment A)	01.11.21
EDUC 66800 Inclusive educational practice (assignment B)	28.02.22
EDUC 66700 Learning, teaching and assessment (assignment C)	16.05.22
Subject knowledge audits	
Subject knowledge audits	dates TBC by subject leads for English, maths and science

# Attendance

## Reporting and monitoring attendance

The PGCE is a professional and academic course and as such ***full attendance at all timetabled taught course sessions, tutorials and school experience placement days is a requirement.***

The programme requires excellent attendance in all aspects. Your attendance at university-based sessions, online sessions and attendance on placement is monitored through registers, placement attendance logs and daily electronic sign-in procedures on campus.

The Trainee Portfolio includes an attendance record overview for each school experience placement and you will be expected to upload to turnitin your placement attendance log on the final day of each placement.

## Attendance boards

**Please note:** failure to attend campus-based taught course sessions or school placement days may affect your progress towards achieving QTS and the award of the PGCE qualification. If attendance becomes a cause for concern, trainees will be required to attend an attendance board with the programme directors.

Failure to comply with the steps outlined in this section of the handbook for signing-in, requesting or reporting an absence is taken seriously and could result in a warning letter. If a trainee persistently fails to comply with the university protocols and procedures for attendance, then they will be required to attend an attendance board with the programme directors and/or partnership and School Direct lead.

## Signing in to sessions on campus and online

For safeguarding reasons, the university administrators need to know who is in attendance on campus each day. In order for the university to monitor your attendance, you will be required to **sign-in** to individual curriculum sessions on campus. The tutor leading the session will let you know how this works for each session. You will need a QR code reader on your phone or tablet.

For Zoom sessions, please join the Zoom with your first and second names (no comedy names please!). This is so that we can match your name to our cohort registers. If you are not identifiable by your Zoom name, you may receive an attendance monitoring email.

## Medical appointments

Unless there is a medical emergency, all appointments should be made outside school/university hours. You may be asked to provide evidence for your appointment if you are requesting an absence. This does not include university occupational health appointments, which trainees should prioritise attendance for (even if this means missing taught sessions or time on placement).

Trainees can 'self-certify' an illness for 5 days, after which time, they will need to provide a doctor's note for any further period of absence. Occupational Health would then need to approve their return to placement or taught course (following a face-to-face appointment) and they would need to discuss the process for their return with their professional tutor or the programme directors.

## Injury

In the case of extended absence due to injury, a safeguarding meeting must be held with the placement school/ university tutor to discuss the trainee's return to university or placement. They would also be required to attend an appointment with occupational health to discuss fitness to return. The programme directors would then need to agree their return to placement/university. A risk assessment may need to be written to ensure a safe return. This is for safeguarding reasons.

## Requesting holidays

Requests to go on holiday (or similar) during term time will be declined. We strongly advise you that you do not make any holiday arrangements during the course as this could put your training at risk. If you are concerned about pre-booked holidays (or similar) prior to accepting your place on the programme, please contact the programme directors to discuss your situation.

## Procedures for requesting and reporting absences

### *Absences from school experience placements*

To ensure that you have completed a sufficient number of days teaching and learning in school settings (120 days), you will be required to keep an attendance log for each placement. This is a handwritten attendance record and can be found in the School Experience Placement Handbook. This is to be signed by your school mentor and submitted to your professional tutor on completion of each placement. You will also be required to upload a scanned copy of each placement attendance record to turnitin.

In the event of extended absences, you may not be able to show enough evidence of meeting the Teachers' Standards to the required level by the end of the programme. If this happens to you, you may be required to extend your final placement. This is to help you to successfully meet the Teachers' Standards and complete the course by the end of the school year in July rather than by the end of the programme in June.

### *Absence from school placement due to illness*

If you are unwell and cannot attend placement, **you must follow these steps:**

- Contact your mentor, your university tutor and phone the school office by 8am on the first day of absence so that all the relevant people are informed of your absence.
- Complete the university online absence form to report your absent to the PGCE office. The link for this can be found on Blackboard.

If absent for longer than a day, trainees must keep their mentor, tutor and school updated and informed about their absence regularly, so schools know when the trainee will return and can plan for their class accordingly.

Mentors are asked to discuss and agree their preferred methods of contact for trainees to contact them on should they be ill or unable to attend their placement for any reason (e.g. text, email, phone call).

NB: If a message has been left on a school answer phone then trainees must still endeavour to speak to a member of staff as soon as possible after this. This is to ensure that someone has picked up the message and passed it on to the correct person as answer machine messages may not be picked up until after teaching time begins.

### *Planned absence from school placement (e.g. for an interview, unavoidable medical reason)*

If you know that you will be absent for a planned or unavoidable medical appointment which cannot be rescheduled after school hours, you must follow these steps:

- Request permission for the absence from the head teacher and school mentor
- Request permission for the absence from your professional tutor
- Complete the university online absence form to report your absence to the PGCE office. The link for this can be found on Blackboard.

NB The headteacher, mentor and professional tutor reserve the right to decline the request for absence if there is a valid reason to do so (for example, if an excessive number of absences has been requested and the trainee is putting them self at risk of not meeting the Teachers' Standards by the end of the programme).

### *School visits prior to interviews*

Any arrangements for school visits being made prior to application or interview for a teaching post **must be made after the end of the school day**. This is to ensure that you are maintaining consistency and a commitment to the children and staff in your placement school and to ensure that you don't miss any of the taught content of the programme or placement days. **Requests to be absent from university sessions or school placement days will be declined.**

## **Absences from university campus-based and online taught course curriculum sessions**

### *Absence due to accident/illness*

Please follow these steps to ensure that all the relevant people are informed in a timely manner:

- Email the PGCE tutor responsible for the taught session you will be absent for to let them know you are absent. There could be several different sessions in a day do please check the TeamUp calendar to see who you should contact
- Email/text your professional tutor to let them know your circumstances. They will be able to signpost you to any relevant support
- Complete the university online absence form to report your absence to the PGCE office. The link for this can be found on Blackboard.

### *Planned absence e.g. interview, unavoidable medical reason*

Please follow these steps if you wish to request an absence for an unavoidable, pre-planned activity which cannot be rescheduled out of university taught course hours:

- Request permission from your professional tutor.
- Request permission from the PGCE tutor responsible for the taught session you will miss.
- Complete the university online absence form. The link for this can be found on Blackboard

### *Absence from alliance days (for School Direct trainees)*

Please follow these steps if you wish to request an absence for a pre-planned unavoidable activity which would mean being absent from an alliance training day:

- Email/call your alliance lead in the morning of absence or as soon as is feasible and, if known, email the session lead/school hosting for that day
- Email the university SD lead (Karen Kilkenny) to inform her of your absence
- Complete the university online absence form. The link for this can be found on Blackboard

# Avoiding problems

Sometimes things go wrong and it is important that, if this happens, you take responsibility for your actions. It is also important that if things do go wrong, you ask for help and support from your tutors and mentors. Often problems can appear insurmountable when, in reality, they are not. You can, however, avoid creating problems by recognising that you are working in both an academic and professional environment which has high expectations at all times.

Expectations for **personal and professional conduct** are identified in the Teachers' Standards part two, which you will be expected to adhere to in all aspects of the programme.

The following guidance will help you to maintain the professional standards expected of all trainees at university and on placement:

- Do not disclose or share confidential information about pupils, colleagues or schools with third parties who are not associated with the setting
- Use social media and networks carefully and professionally and manage your privacy settings accordingly
- Avoid using social networks to make critical comments in relation to your academic and professional development. There are appropriate mechanisms for any concerns you have which you should use if you wish to raise concerns
- Do not take non-school related, inappropriate materials (e.g. on a laptop, smartphone) or substances into school and do not access non-school related or inappropriate materials whilst in school
- Accepting feedback is sometimes difficult regardless how effectively it is delivered. Please remember to be courteous and understand that our shared aim is to make you the best possible teacher you can be
- Finally, choosing the right person to speak to and take advice from is important and most of the time this will be your professional tutor or school mentor.

Please refer to the code of professional conduct section in this booklet.

## Stages of concern

Students whose progress is less than satisfactory in respect of any professional programme requirements will be subject to a staged concern process (see flow chart below). This process has four stages and has been developed to provide clear guidelines and targets for students experiencing problems in meeting programme requirements during the course. The stages of concern process and cause for concern procedure will be adhered to by staff and students as outlined below.

Communication (via a letter of concern) related to concerns about failure to make progress with respect to **any aspect of the course**, at any time, will identify specific areas where improvements are necessary. These letters are intended to be formative in nature and in themselves are internal to the programme. For example, cause for concern letter will be sent

if a student's behaviour is a cause for concern in terms of its impact in the care of children/vulnerable adults or relationships with colleagues or members of staff or if the student is judged to be in danger of failing to meet programme requirements in respect of issues relating to, for example:

- Safeguarding
- Attendance and punctuality (in university- and school-based periods)
- Professionalism (negative or aggressive forms of address towards and treatment of tutors, admin staff school staff or children; punctuality, dress, relationships with staff or pupils, inability or unwillingness to accept constructive criticism);
- Completing the Trainee Portfolio
- Completing school-based tasks on placements
- Practical teaching (and associated documents;
- Persistent failure to meet deadlines or submit work
- Professional misconduct
- Timely communication with PGCE tutors or office administrators (including responding to emails and requests)
- Other professional or academic issues raised by a member of school or university staff

There are four stages of concern. Trainees reaching the final fourth stage will be required to attend a MIE professional suitability panel (please refer to MIE handbook) which could result in the trainee failing or being dismissed from the course. It is rare for concerns to reach stage 2 or above. We work hard with you as tutors to prevent this.

In most cases, trainees would have to pass through each stage to reach the final stage. However, where trainees are asked to leave two different schools/colleges by their mentor and/or head teacher or other senior member of staff, or where there has been a serious breach of professional conduct, trainees will be required to attend an MIE panel immediately. In such cases, the outcome may be that a further placement cannot be offered, and the trainee will have failed the course.

Whilst the four stages of concern may be appropriate in the majority of cases, in certain circumstances it may not pertain. In such an instance, a student may immediately move to stage 4: fitness to practise following an assessment of the concern by the Programme Director in relation to any aspect of the course.

The diagram on the next page describes the raising of an initial concern; stages of concern 1, 2, and 3; and the final stage.

# Stages of Concern Flowchart

## Concern identified

- Concern identified
- Tutor addresses concern directly with trainee
- Trainee acts on advice and no further action is needed

## Stage 1 concern

- Concerns persist (or further concerns are raised) and Programme Director(s) informed
- Stage 1 **letter of concern** issued, setting targets linked to the UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

## Stage 2 concern

- Concerns persist (trainee fails to meet targets set in Stage 1 Letter of Concern or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and trainee to discuss continuing concerns
- Trainee's progress is identified as a continuing "cause for concern"
- Stage 2 **letter of concern** issued, setting targets linked to UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

## Stage 3 concern

- Concerns persist (trainee fails to meet targets set in Stage 2 warning letter or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and trainee to discuss continuation on the programme
- Stage 3 **letter of concern** issued, setting final targets linked to UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

## Final Stage

- Concern persists (trainee fails to meet targets set in Stage 3 warning letter or further related concerns are raised)
- A formal MIE panel will be set up, which may result in the trainee being dismissed from the programme
- Final Stage letter issued.

# Looking after your health and well being

The **University Counselling Service** offers face-to-face sessions (if current circumstances permit) and online therapeutic resources, free to students and staff. These can be accessed via the counselling website: <http://www.counsellingservice.manchester.ac.uk/get-help/> or by phoning 0161 275 2864 to make an appointment. Details of counselling sessions can be found on the counselling website:

<https://www.counsellingservice.manchester.ac.uk/workshopsfurtherinformation/>

**The Disability and Advisory Support Service (DASS)** supports a variety of different people, whether students or supporters. We want you to succeed in your studies and the rest of your University experiences. Please refer to the DASS website to find out about our services, who is eligible for support and how to access support: <http://www.dso.manchester.ac.uk/>

The university also has a range of **sports and health facilities**, including gyms, swimming pools and wellbeing rooms. Details can be found at: <http://www.sport.manchester.ac.uk/facilities/>

Please refer to Blackboard for further information.

# Applying for your first teaching post

Your university tutor will support you in applying for your first teaching post in a number of ways. Firstly, there will be a tutorial about first appointment applications and interviews. Secondly, your professional tutor will, if you wish, advise you on your letters of application and writing a personal statement.

## How to fill out a job application form

When you start applying for jobs, you will be asked to provide the following information. Please use this guidance to help you fill in these sections of the application form accurately:

**Name of referee:** this should be the name your professional tutor

**Address:** Primary PGCE Programme, The University of Manchester, Ellen Wilkinson, Oxford Road, Manchester, M13 9PL,

**Contact email:** [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk)

**Tel:** 0161 306 1762

Where possible, all references should be requested to the University via email. Schools wishing to obtain your reference should email [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk). Your professional tutor, informed by reports from your guided professional placement, should be your first referee and is responsible for writing and updating your reference. You may be asked to provide the details of two different referees. It is your choice who you select as your second referee.

### *Teacher reference numbers (TRN)*

Your teacher reference number will be issued to you by the DfE during the autumn term. If you are unsure what this is or how to find it, please email [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk).

# Quality assurance and external examination

Our school-based training, school placements, School direct alliance-led training and assessment centres are subject to rigorous moderation and inspection. Around 25% of trainees will be involved in internal or external quality assurance procedures during the PGCE year. Trainees may be visited by a university tutor other than their own professional tutor as part of the internal quality assurance process. They may also be visited by a subject specialist tutor, an external examiner from another university or an Ofsted inspector. The internal and external examiners will visit a sample of trainees and mentors chosen to be representative of a range of teaching styles and standards. The purpose of these visits is for us to find out your views the manner in which we are training you on the programme. Your feedback is treated confidentially and will be used by us to make improvements where necessary. Please note that assessment of individuals cannot be changed as the result of a single lesson observation by an external examiner.

## Subject/programme evaluations

At key points in the PGCE programme we will ask trainees to complete evaluations of our teaching in each national curriculum subject, professional studies and your experiences on placements. We will also ask mentors to complete evaluations of school placements. At the end of the programme we will ask you to evaluate the programme as a whole in terms of how well you feel we have prepared you for becoming an early career teacher. These evaluations are confidential and the data are used to make improvements to our teaching, your experiences on placement and your mentors' experiences of your placement.

## Ofsted inspections

Ofsted inspections can take place for either your school or the PGCE programme at very short notice (up to 48 hours).

School inspections are guided by the information in the [Ofsted School Inspection Handbook 2021](#).

ITE programme inspections are guided by the information in the [Initial Teacher Education \(ITE\) Inspection Handbook and Framework](#)

Please read these two documents in order to become familiar with the guidance for Ofsted inspections.

Your placement school will instruct you in relation to school inspections should one occur during your training.

For ITE inspections, a selection of trainees will be observed teaching lessons. Given the short notice period for an inspection visit it is important that all trainees are available, proactive and prepared. If you are naturally organised and well prepared then an inspection will be good practice for something that will occur during your career. Some trainees may also be invited to take part in a focus group to discuss their experiences on the programme.

Inspectors will expect trainees to have the following **up-to-date** documentation with them in their school:

- Teaching files containing lesson plans, schemes of work, teaching resources and assessment as outlined in the Professional Placement Handbook.
- Evidence of self-evaluation and reflection.
- Up-to-date Trainee Portfolio document
- Subject knowledge audits and records.
- Placement tasks
- Mentor/tutor lesson observation and feedback sheets

Inspectors will also look for evidence that trainees understand good practice in primary schools. This includes:

- Promoting and managing good behaviour
- Safeguarding and looking after children's mental health and well being
- Establishing an inclusive classroom
- Demonstrating a good knowledge of the curriculum and curriculum design for all core and foundation subjects
- Understanding how children's skills and knowledge in the foundation subjects develops and builds from year to year
- Using systematic synthetic phonics as a strategy for teaching early reading
- Developing and applying literacy & numeracy skills in all subjects
- Understanding national curriculum requirements and age-related expectations for all KS1 and KS2 pupils
- Supporting underperforming groups of pupils
- Meeting the needs of learners with SEND and EAL
- Meeting the needs of high attaining learners
- Safeguarding - in particular in relation to e-safety, the PREVENT duty and the risks that some young people face, such as female genital mutilation, forced marriage, child sexual exploitation and falling prey to radicalisation.
- Promoting equality and diversity, and eliminating discrimination e.g. issues relating to pupil premium, bullying and homophobia
- Promoting fundamental British values, Relationships and Sex Education and PSHE
- An understanding of transition between all age phases, in particular transition between the EYFS and Year 1 and associated curriculum and teaching expectations.

# Staff contact details

Tutor	Role	Contact	Room (in Ellen Wilkinson unless otherwise stated)
<b>Karen Beswick</b>	Professional tutor	Karen.beswick@manchester.ac.uk	C3.4
<b>Liz Birchinall</b>	Co-director Primary PGCE, Science, Humanities, Computing and PE Course Leader	Elizabeth.birchinall@manchester.ac.uk	A2.20
<b>Joanna Burrows</b>	Professional tutor	Joanna.burrows@manchester.ac.uk	A2.8
<b>Helen Brougham</b>	Profession Tutor	Helen.brougham@manchester.ac.uk	A2.8
<b>Don Case</b>	Professional Tutor	Donald.case@manchester.ac.uk	A2.8
<b>Jayne Dickinson</b>	Professional Tutor	Jayne.dickenson@manchester.ac.uk	A2.8
<b>Janet Hand</b>	Professional Tutor	Janet.hand@manchester.ac.uk	A2.8
<b>Laurence Hicks</b>	Mathematics Course Leader, Student Support Tutor	Laurence.hicks@manchester.ac.uk Tel: 275 3408	A2.14
<b>Lise Hopwood</b>	English Course Leader, Chair of Examiners, Assignment lead,	Lise.hopwood@manchester.ac.uk Tel: 275 8470	A2.13
<b>David James</b>	Professional Tutor	David.james-2@manchester.ac.uk	A2.8
<b>Natalie Jayson</b>	Maths tutor	Natalie.jayson@manchester.ac.uk	A2.8
<b>Martin Kelly</b>	Admissions Tutor, Professional Studies co-lead, Safeguarding Officer, Professional Tutor.	Martin.kelly@manchester.ac.uk Tel: 275 3467	A2.15
<b>Karen Kilkenny</b>	Partnership Lead, Primary School Direct Lead	karen.kilkenny@manchester.ac.uk Tel: 275 4967	A2.12
<b>Lisa Murtagh</b>	Director of ITE, Director of Development and Teacher Enquiry	lisa.murtagh@manchester.ac.uk	A2.18
<b>Rebecca Phillips</b>	Co-director Primary PGCE, Foundation Subjects (music, design technology, art and	rebecca.phillips-2@manchester.ac.uk Tel: 306 6884	A2.20

	design, modern languages Lead, Professional Studies co-lead		
<b>Rebecca Simpson-Hargreaves</b>	Professional Studies Tutor, English Tutor, Professional Tutor	rebecca.simpson-hargreaves@manchester.ac.uk	A2.10
<b>Tina Tomlinson</b>	Professional Tutor	christina.tomlinson@manchester.ac.uk	A2.8
<b>PROGRAMME ADMINISTRATIVE STAFF AND SUPPORT SERVICES</b>			
<b>Carole Burton</b>	PGCE Partnership Administrator	teachereducation@manchester.ac.uk Tel: 275 8472	BG.14
<b>Alex Duffy</b>	PGCE Programme Administrator	teachereducation@manchester.ac.uk Tel: 275 8472	BG.14
<b>Catriona Fraser</b>	ITET Support Services Manager	catriona.fraser@manchester.ac.uk Tel: 275 3461	BG.4
<b>Andrew Fryers</b>	Student Data & Compliance Manager	andrew.fryers@manchester.ac.uk Tel: 275 3524	C3.10
<b>Lucy Edwards</b>	PGCE Programme Administrator	teachereducation@manchester.ac.uk	BG.14
<b>Ayeesha Roberts</b>	Admissions Administrator	pgce@manchester.ac.uk	Ellen Wilkinson, A block, ground floor
<b>Student Services Centre</b>	Student Services	Burlington Street Tel: 275 5000 (ssc@manchester.ac.uk)	Burlington Street
<b>Occupational Health Service</b>	B22 The Mill, Sackville Street, Manchester, M13 9PL (Sat Nav: M1 3BB)	The Mill Tel: 0161 306 5806 millocchealth@manchester.ac.uk <a href="http://www.occhealth.manchester.ac.uk/contact-us/">http://www.occhealth.manchester.ac.uk/contact-us/</a>	The Mill
<b>Disability Advisory Support Service (DASS)</b>		University Place Tel: 306 7976 dass@manchester.ac.uk	University Place
<b>Counselling Service</b>		Crawford House Tel: 275 2281 counselling.service@manchester.ac.uk	Crawford House
<b>IT Services</b>		Tel: 306 5544 <a href="http://www.itservices.manchester.ac.uk/">http://www.itservices.manchester.ac.uk/</a>	

# Appendix 1: Getting the most out of online learning

Treat online learning as you would any other kind of learning and development by following these guidelines (adapted from UoM guidelines for 'getting the best from online learning'):

## Preparing your online space and your technology

- Try to find a dedicated learning space without distractions.
- Close the door to your learning space if you can.
- Make sure that this space is comfortable, well-lit and well-ventilated.
- Check that the chair you are using is comfortable and watch for any pain in your shoulders, arms or back.
- Make sure you have planned in advance how to take notes in sessions (e.g pen and paper, electronically, etc) and develop a usable system for this.
- Take regular breaks and move away from your PC, laptop, tablet or phone.
- It can be easy to get distracted when working online, try to minimise these distractions by closing down your email and any other documents and windows, or disable notifications for a short period.
- Before you begin your online learning check that you have everything you need to hand. Do you know where to find the link to the session? Do you need to prepare or download anything before you start? Can you minimise your reliance on WiFi by downloading materials in advance? Do you need a password to join the session? Do you know what to do if things go wrong?

## Making time for independent learning

- Treat online learning as seriously as you would a physical event by booking the times for all live, synchronous sessions into your diary and planning time for engaging with asynchronous material and independent learning - and sticking to it!
- Set aside enough time for on- and off-line activities so you are not feeling rushed and are able to fully engage with the learning.
- To avoid procrastination, the 'Pomodoro Technique' suggests breaking down tasks into 25, 30 or 40 minute chunks and taking a 5 minute break in between each. After a couple of hours take a longer break and get away from the screen.
- Have a notebook and pen by your side to write down anything that might distract from your learning, you can then forget about it until you have finished.

## **Independent learning: points to consider before you start**

- Before starting any independent online learning and development activities, be sure you are clear on what you are trying to achieve.
- Keep a record of your online learning and the impact it is having on your understanding of teaching, learning and assessment.
- Consider how you will challenge and motivate yourself to learn independently using the programme materials on Blackboard, key texts, online assignment support tutorials from the library ('My learning Essentials'), library books and journals, internet resources...etc.
- Think about how you will make the learning stick. For example, consider how you will practice and apply your learning when in a classroom.
- Give yourself time to reflect on what you have learned and how you can apply it.

## **Connect with each other**

- Make sure that you connect with other trainees who are also learning online, in addition to the requirements of being online for tutorials and lectures. Could you set up peer-to-peer support and social groups or work with a learning buddy over Zoom, Skype, FaceTime, WhatsApp or other such video conferencing platforms?
- Think about creative ways of getting to know the other trainees in your tutor group online socially as well as on campus in the teaching sessions and tutorials.

# Appendix 2: Getting the most out of your PGCE year

This list of top tips represents advice from previous student committees on how to get the most from your PGCE.

- Stay positive with pupils. Encourage them to do their best, use praise effectively and give them confidence
- Always go into the classroom with a smile, a positive mindset and a 'can-do' attitude
- Get organised from the start - use a diary, fill it and use it.
- Master your time management - work a little bit at a time.
- Get things done early and meet your deadlines -do not procrastinate, ever!
- Don't fall behind in your marking and record keeping. Stay on top of this from the beginning.
- Don't put too much pressure on yourself. The year will go so much quicker if you don't stress over things. You have been good enough to get onto the course and tutors have seen the potential in you. Keep calm and don't panic. Keep smiling!
- Be as creative as possible.
- Do exciting things in your lessons - try different things to engage the pupils. This is your year to be as adventurous as you can be. If your ideas work, great, you can share them with your course mates and use them in future lessons. If they don't, at least you can say you tried – and you know what not to do next time.
- Be prepared for every lesson. Don't try to 'wing it'; the children, your tutor and your mentor will always know when you haven't prepared properly and won't thank you for it!
- Share resources with your course mates - you may be given a topic you have no idea about, but there will be one person who has taught it and can give you advice/resources.
- Get involved in your school - join/run lunchtime activities. This will make you seem more 'human' to the pupils as well as providing you with great professional development experiences and make a good impression to your placement school and mentor
- Support each other in your placements. Your peers and tutors are there to help – keep in regular contact with them throughout placements, especially if you feel as if you are struggling
- Always talk to your tutor if you are finding things difficult – they are very experienced and will help you to overcome any issues you may be experiencing. Use the expertise of your tutors and mentors as much as possible. Don't be afraid to ask for help
- The hard work WILL be worth it at the end of the year! You will have made lifelong friends and been given the opportunity to teach children and make a difference to both their lives and yours.

## Appendix 3: EDUC Unit overviews

### EDUC 66900: Developing practitioner enquiry (assignment A)

Title:	Developing Practitioner Enquiry
Credit Rating:	20 Credits
Level: <i>(UG 1/2/3 or PG)</i>	PG – FHEQ Level 7
Semester: <i>(1, 2 or both)</i>	2
Course Unit Convenor:	Dr Lisa Murtagh
Contributors:	Dr Andy Howes, Dr Rebecca Phillips, Liz Birchinall

#### AIMS

This unit aims to:

Develop competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.

Develop students who 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.

Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world.

Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice.

Develop students' skills in conducting an ethical, small-scale practitioner enquiry and to share the approaches and outcomes.

Develop participants' subject-specific and/or phase knowledge, skills and understanding

#### LEARNING OUTCOMES

*On completion of this unit successful students will be able to:*

Knowledge and understanding

Discuss contemporary issues in education

Identify how to design and implement a small-scale practitioner enquiry

Intellectual skills

Demonstrate conceptual understanding that enables them to evaluate current educational research and scholarship

Locate appropriate knowledge and understanding from research literature and practice-based evidence to inform their actions

Demonstrate their ability to improve their teaching by using analysis and evaluation information

Demonstrate specialist subject and/or phase knowledge

Demonstrate effective classroom or other professional practice

Practical skills

Design a small-scale practitioner enquiry in a reflexive manner, using appropriate data collection methods and adopting an ethical stance, summarising findings clearly and concisely

Transferable skills and personal qualities

Show originality in tackling and solving problems

Evaluate their own academic and professional performance

Collaborate with peers, where this offers a useful extension of the process or outcomes of the enquiry without compromising the integrity of the individual's work.

Select and use various sources of information to inform educational practice

Demonstrate their ability to improve and adapt their teaching by evaluating it and learning from the effective practice of others, including peers

Demonstrate analytical and evaluative skills to appraise educational literature and other sources of evidence

Demonstrate effective communication skills

CONTENT

Purpose of practitioner research

Developing critical reading skills in educational research and as a practitioner

Issues in conducting research in an educational setting (practical, ethical, consent, validity)

Identifying and refining research question

Selecting appropriate data collection methods

Analysing data, and discussion of findings alongside literature in the field, drawing meaningful conclusions and implications for practice

Presenting small-scale enquiry

TEACHING AND LEARNING METHODS

The unit is delivered face to face and via Blackboard and includes:

Seminars and tutorials with University staff

Access to on-line resources to support learning

Peer and tutor discussion and support

Communication with an academic tutor via email, telephone or face-to-face

PRELIMINARY READING

Alderson, P., and Morrow, V. (2011) *The ethics of research with children and young people: A practical handbook*. London:Sage

Baumfield, V., Hall, E. & Wall, K. (2008) *Action research in the classroom*. London: Sage.

Bell, J. (2018), *Doing your Research Project: A Guide for First Time Researchers in Education, Health and Social Science*, 7th edition. Maidenhead: Open University Press

Cajkler, W., Wood,P., Norton,J., & Pedder, D. (2014) Lesson study as a vehicle for collaborative teacher learning in a secondary . *Professional Development in Education* Vol. 40: Iss. 4.

Cohen,L., Manion,L,& Morrison,K. (2020). *Research methods in education* (5th ed). London: Routledge

Denscombe, M. (2016) *The Good Research Guide: for small-scale social research projects*. 6<sup>th</sup> Edition. Maidenhead: Open University Press .

Farrell, A., (2005) *Ethical Research with Children*. Maidenhead: Open University Press.

Hopkins, D. (2014) *A teacher’s guide to classroom research*, 5<sup>th</sup> Edition. Maidenhead: Open University Press

McNiff, J. & Whitehead, J. (2012). *Action research: principles and practice*. Abingdon: David Fulton.

#### LEARNING HOURS (indicative)

ACTIVITY	HOURS ALLOCATED (approximate)
Staff/student contact <i>lectures, seminars, workshops</i>	55
Tutorials	10
Private study	50
Directed reading	40
Other activities <i>eg Practical/laboratory work, teaching-related,</i>	45
Total hours	200

#### ASSESSMENT

Assessment activity	Length required	Weighting within unit
Ethical proposal and enquiry report, with evidence of impact (eg, poster presentation, ppt, microteaching..)	4000 words	100%
Alternative Assessment (in the absence of professional placement)  A written report, comprising lit review, discussion of data collection methods and a critical analysis and evaluation of the enquiry	4000 words	100%

## RESOURCES

i. Teaching Provision
Expert colleagues, professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.
ii. Technical Provision
Access to Blackboard
iii. Library provision, equipment, computer, etc
Access to reading resources

*Where individual Course Units are being submitted for approval please complete the following:*

Programme(s) to which this Course Unit Contributes:	PGCE Secondary Programme PGCE Primary Programme
Course Unit to be compulsory, core or optional:	compulsory
Home Discipline:	SEED
Start Date of Course Unit:	September 2021
Date of Discipline-level meeting* at which Course Unit was approved:	
Signature of SEED T&L Director	

Course Unit Code:	EDUC 66900: Developing practitioner enquiry (assignment A)
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*\*The Discipline meeting should be either the Programmes Committee or relevant Curriculum Development Forum*

## **EDUC 66800 Inclusive educational practice (assignment B)**

Title:	Inclusive Educational Practice
Credit Rating:	20 Credits
Level: <i>(UG 1/2/3 or PG)</i>	PG – FHEQ Level 7
Semester: <i>(1, 2 or both)</i>	2
Course Unit Convenor:	Dr Lisa Murtagh
Contributors:	Dr Andy Howes, Dr Rebecca Phillip, Liz Birchinall

### AIMS

This unit aims to:

Develop competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.

Develop students who 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.

Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world.

Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice.

Enable students to critically reflect on contemporary issues in education

Develop students' knowledge of inclusive practice

Develop students' critical awareness of potential barriers to learning and how to overcome them through inclusive practice

### LEARNING OUTCOMES

*On completion of this unit successful students will be able to:*

Knowledge and understanding

Discuss contemporary issues in education

Recognise the professional and wider role of the teacher

Recognise how pupils learn and the different needs of learners

Identify strategies to support effective behaviour management

#### Intellectual skills

Demonstrate conceptual understanding that enables them to evaluate current educational research and scholarship

Locate appropriate knowledge and understanding from research literature and practice-based evidence to inform their actions

Demonstrate their ability to improve their teaching by using analysis and evaluation information

#### Practical skills

Adapt practice to meet the needs of all learners

Operate in ways which treat all young people with respect, sensitivity and consideration and have high expectations for their academic progress and behaviour manifested in successful relationships centred on learning

#### Transferable skills and personal qualities

Select and use various sources of information to inform educational practice

Demonstrate their ability to improve and adapt their teaching by evaluating it and learning from the effective practice of others, including peers

Develop effective communication skills

## CONTENT

The unit content is informed by a range of local, national and local priority areas for example:

LGBT, BLM and PREVENT agendas

Safeguarding

Behaviour management

SEN/D

Disadvantage and poverty

and by the specific demands of effective teaching particular subjects or phases, where applicable.

## TEACHING AND LEARNING METHODS

The unit is delivered face to face and via Blackboard and includes:

Seminars and tutorials with University staff

Access to on-line resources to support learning

Peer and tutor discussion and support

Communication with an academic tutor via email, telephone or face-to-face

#### PRELIMINARY READING

Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017). SEN support: A rapid evidence assessment. Accessible from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/628630/DfE\\_SEN\\_Support\\_REA\\_Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf)

Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, 25(1), 95–114.

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>.

DuPaul, G. J., Belk, G. D., & Puzino, K. (2016) Evidence-Based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents. Handbook of Evidence-Based Interventions for Children and Adolescents, 167.

Glazzard J; Stones S (2020) Relationships Education for Primary Schools (2020): A Practical Toolkit for Teachers. St Albans: Critical Publishing.

Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Routledge.

Stones S; Glazzard J (2020) Relationships and Sex Education for Secondary Schools (2020): A Practical Toolkit for Teachers. St Albans: Critical Publishing.

Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962>.

#### LEARNING HOURS (indicative)

ACTIVITY	HOURS ALLOCATED (approximate)
Staff/student contact <i>lectures, seminars, workshops</i>	55
Tutorials	10
Private study	50
Directed reading	40

Other activities <i>eg Practical/laboratory work, teaching-related,</i>	45
Total hours	200

## ASSESSMENT

Assessment activity	Length required	Weighting within unit
A contextual and critically reflective analysis of a contemporary educational issue with evidence of impact of their contextualised educational practice ( <i>eg. ppt, microteaching, etc</i> ).	4000 words	100%
Alternative Assessment (in the absence of professional placement)  A critical report evaluating the importance of inclusive teaching, learning and assessment	4000 words	100%

## RESOURCES

i. Teaching Provision
Staff Time across the PGCE Programme
ii. Technical Provision
Access to Black Board
iii. Library provision, equipment, computer, etc
Access to Reading Resources

Where individual Course Units are being submitted for approval please complete the following:

Programme(s) to which this Course Unit Contributes:	PGCE Secondary Programme PGCE Primary Programme
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Course Unit to be compulsory, core or optional:	compulsory
Home Discipline:	SEED
Start Date of Course Unit:	September 2021
Date of Discipline-level meeting* at which Course Unit was approved:	
Signature of SEED T&L Director	
Course Unit Code:	EDUC 66800 Inclusive educational practice (assignment B)

*\*The Discipline meeting should be either the Programmes Committee or relevant Curriculum Development Forum*

## **EDUC 66700 Learning, teaching and assessment (assignment C)**

Title:	Learning, Teaching and Assessment in the Curriculum
Credit Rating:	20 Credits
Level: (UG 1/2/3 or PG)	PG - FHEQ Level 7
Semester: (1, 2 or both)	1 and 2
Course Unit Convenor:	Dr Lisa Murtagh
Contributors:	Dr Andy Howes, Dr Rebecca Phillips, Liz Birchinall

### **AIMS**

This unit aims to:

Develop competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge

Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice.

Develop students who 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.

Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world.

Develop students' critical understanding of planning design and theories of teaching, learning and assessment and how they can be applied in the students' subject/phase

Develop participants' subject-specific and/or phase knowledge, skills and understanding

## LEARNING OUTCOMES

*On completion of this unit successful students will be able to:*

### Knowledge and understanding

Identify key principles and processes of lesson/curriculum planning  
Recognise how theories of teaching and learning influence planning design and pedagogy  
Identify knowledge and understanding of the specialist subject and/or phase curriculum  
Recognise the importance of critical reflection in the stepwise development of their practice as teachers  
Identify and use appropriate assessments

### Intellectual skills

Identify appropriate knowledge and understanding from research literature and practice-based evidence to inform their planning  
Demonstrate secure subject knowledge  
Demonstrate critical analysis and evaluation of their own teaching and their pupils' learning  
Act autonomously in planning for learning  
Demonstrate their ability to improve their teaching by learning from the effective practice of others

### Practical skills

Act autonomously in the planning and implementation of classroom and professional activities  
Devise lessons and sequences of lessons which set high expectations of pupils  
Use their ability to plan for their specialist subject(s) so that learners are motivated, enthused and appropriately challenged in well organised and managed learning environments  
Deploy a range of teaching and learning strategies and methods supported by carefully chosen and prepared resources sensitive to the contexts in which they are working

### Transferable skills and personal qualities

Evaluate their own academic and professional performance  
Demonstrate pedagogic skills including presentation, instruction, explanation, demonstration, formative assessment and behaviour management;  
Select and use various sources of information to inform educational practice  
Demonstrate their ability to improve their teaching by evaluating it and learning from the effective practice of others, including peers  
Demonstrate effective communication skills

## CONTENT

Developing and reflecting on subject and pedagogical knowledge in the relevant subjects/phase

Planning for teaching and learning

Assessing pupil progress

Evaluating teaching and learning

#### TEACHING AND LEARNING METHODS

The unit is delivered face to face and via Blackboard and includes:

Seminars and tutorials with University staff

Access to on-line resources to support learning

Peer and tutor discussion and support

Communication with an academic tutor via email, telephone or face-to-face

#### PRELIMINARY READING

Alexander, R. (2017) *Towards Dialogic Teaching: rethinking classroom talk*. York: Dialogos.

\*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>

Aubrey, K & A. Riley (2015) *Understanding and Using Educational Theories* London: Sage

Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), pp.5-31.

\*Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>

Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. *Educational Research Review*, 11, 1–26.

<https://doi.org/10.1016/j.edurev.2013.11.002>.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, Supplement*, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>.

Hattie, J., & Timperley, H. (2007) The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

Moon, J. (2013) *A Handbook of Reflective and Experiential Learning*. Oxon: Routledge

Muijs, D., & Reynolds, D. (2017) *Effective teaching: Evidence and practice*. Thousand Oaks, CA: Sage.

Pollard, A., Black-Hawkins, K., Cliff-Hodges, G., Dudley, P. and James, M., (2014) *Reflective Teaching in Schools: Evidence-Informed Professional Practice*. London: Bloomsbury Publishing.

#### LEARNING HOURS (indicative)

ACTIVITY	HOURS ALLOCATED (approximate)
Staff/student contact <i>lectures, seminars, workshops</i>	55
Tutorials	10
Private study	50
Directed reading	40
Other activities <i>eg Practical/laboratory work, teaching-related,</i>	45
Total hours	200

#### ASSESSMENT

Assessment activity	Length required	Weighting within unit
A critical evaluation of a planned sequence of lessons, reflecting on their practice as teachers in the light of theories of teaching and learning, with accompanying annotated lesson plans	4000 words	100%
Alternative Assessment (in the absence of professional placement)  A critically evaluative report evidencing understanding of how the theories of teaching and learning relate to teaching and learning in the specialist subject area and classroom practice.	4000 words	100%

## RESOURCES

	i. Teaching Provision
	Expert colleagues, Professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.
	ii. Technical Provision
	Access to Black Board
	iii. Library provision, equipment, computer, etc
	Access to Reading Resources

*Where individual Course Units are being submitted for approval please complete the following:*

Programme(s) to which this Course Unit Contributes:	PGCE Secondary Programme PGCE Primary Programme
Course Unit to be compulsory, core or optional:	compulsory
Home Discipline:	SEED
Start Date of Course Unit:	September 2021
Date of Discipline-level meeting* at which Course Unit was approved:	
Signature of SEED T&L Director	
Course Unit Code:	EDUC 66700 Learning, teaching and assessment (assignment C)

*\*The Discipline meeting should be either the Programmes Committee or relevant Curriculum Development Forum*