



MANCHESTER
1824

The University
of Manchester



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1. Enquiries

For all enquiries relating to programme administration:

Email seed.hub@manchester.ac.uk

Tel: 0161 275 2817

Visit: Student hub, Humanities Bridgford Street (HBS building)

You can also find self-help resources on the University's Student Support pages

Please note: Some information in this handbook may be subject to change throughout the year. Please check the online version on Blackboard (in the curriculum documentation section) for in-year updates. Trainees also should refer to the Manchester Institute of Education ITE Handbook for general information (also on Blackboard).

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2. Welcome message

‘Empowering future generations’

On behalf of all the university tutors, teaching staff and school mentors we would like to welcome you to the University of Manchester Secondary PGCE Programme. We are all committed to assisting you in becoming successful schoolteachers and we look forward to working with you in what will be a very intensive, but also a very rewarding and enjoyable, year.

During your PGCE training year, you will learn how to become good teachers by engaging with and learning our UoM Secondary 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 to put into practice good evidence-based teaching. We work with many 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, including the professional standards all teachers are expected to uphold on a day-to-day basis. 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 MIE ITE handbook, Assignment Handbook and the Subject Handbooks, which can be located in the PGCE Secondary Blackboard space.

We are also committed to the university’s culture and ethos of respect and dignity, equality diversity and inclusion. As a University of Manchester trainee teacher, we expect you to be a role model for professionalism in all the schools in which you teach.

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 learn to become the teachers of the future.

Please do spend some time familiarising yourself with the contents of this handbook. If you need further clarification on any matters raised, please do not hesitate to talk to your tutor, to your subject leader or to myself. All my colleagues at the University of Manchester and in our partner schools and colleges, are committed to working with you in what we trust will be a rewarding, challenging and successful year.

Dr Rosa Archer, Director of Secondary PGCE

on behalf of the PGCE team of academic, School Liaison and Professional Services staff, in the University and in our Partnership schools and colleges.

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 keyways 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 these 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)

Safeguarding statement

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*

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.*

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.

3. Programme structure

The overarching UoM secondary PGCE programme curriculum at the University of Manchester will prepare you to teach secondary school children in your chosen subject area 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 two interlinked secondary PGCE programmes:

- secondary core
- secondary School Direct (known as SD)

the secondary PGCE programme as a whole includes a combination of:

- taught curriculum sessions led by university tutors and lecturers, academics with specialist knowledge in the field of education and experienced, expert school-based teachers and mentors. These sessions will be in subject groups or in mixed groups. We refer to the latter as Educational Professional Studies (EPS) sessions.
- subject knowledge audits for English, mathematics and your specialist subject
- 3x 20 credit Masters level assignments
- a variety of long and short school experience placements
- independent study and online directed learning

The programme is structured so that you begin your training (in September and October) in university 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 1, October to mid December) in which you put into practice what you have already learnt. There will be opportunities to analyse with a school-based mentor what has been implemented or adapted successfully in your placement context and what could be developed or improved. You will also learn to adapt and improve your practice in response to feedback and evaluation. When you return to university-based sessions (in January), 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.

In mid-January you will move to a contrasting placement (school experience 2) where you will gain experience from different age groups, locations or specialisms. The programme is designed to provide differing school experiences as what works in one context might be subtly different in another. You will learn how to adapt your teaching accordingly.

During the following block in university you will begin to reflect on how you wish to extend your practice and develop your career. You will be encouraged to reflect from the lens of a qualified teacher. The training year finishes with a school placement (school experience block 3) in which you will refine and advance the knowledge, skills and teaching practices you have learnt from the taught course curriculum sessions and previous placements in a different year group and school context.

The last week in university will be spent reflection on your targets as a qualified teacher and sharing reflections and understanding of educational research.

The first four days of the last week of the course is your transition placement you should use these four days as an opportunity for transition to their ECT schools. The Transition Placement should, wherever possible, be based in the trainee's ECT school. It is up to the trainee to make the arrangements for this placement. If it is not practical to be based at the ECT school, for example for reasons of distance etc, then trainees are asked to approach another similar school. One focus of the Transition Placement should be an area of your practice which you consider a priority for development. This might be SEN, or EAL, or an element of practice relating to your subject. Another focus of the transition experience is focused on learning about the contexts from which young people come to the school, including learning about their communities, housing and primary schools.

The Primary School Placement. You need to arrange this short placement for yourself in a primary school in England. It is an integral part of the PGCE Secondary course and a valuable part of your introduction to the English school system. You should make an informal approach to the Headteacher of a school that you would like to undertake your PSP in, to gain their permission and agree the dates. Often a face-to-face approach helps.

Core PGCE trainees: the planned dates for the PSP are the week beginning 4th September 2023 or week beginning 17th June 2024.

School Direct trainees: Arrangements for your PSP may differ slightly from Core trainees, and will be made with your SD Lead School.

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'.

Daily timetables including curriculum sessions, groups, rooms, placements and deadlines will be available on Blackboard. Please check Blackboard regularly as this is where you will find up-to-date information about your timetable. Information about how to access and use the Blackboard app will be given to you during the induction week (commencing Monday 11th September).

Timetable

MANCHESTER 1824		Secondary PGCE Calendar: 2023 Entry							
	Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday	School	University	
Reg	28-Aug-2023	Bank holiday	Directed study/SKE		School Direct/SKE & Registration				
PSP	4-Sep-2023	PSP* or School Direct placement							
U1	11-Sep-2023	U1	U1	U1 - EPS	U1	U1			
U1	18-Sep-2023	U1	U1	U1 - EPS	U1	U1			
U1	25-Sep-2023	U1	U1	U1 - EPS	U1 [PSP*]	U1			
1	2-Oct-2023	P1 Induction		U1 - EPS	U1	U1			
2	9-Oct-2023								
3	16-Oct-2023					U1			
	23-Oct-2023	Half term in most schools and colleges: Directed study (2 days)							
4	30-Oct-2023	[Safeguarding ISP]							
5	6-Nov-2023								
6	13-Nov-2023					U1			
7	20-Nov-2023	[SEND ISP]							
8	27-Nov-2023					U1 - EPS am			
9	4-Dec-2023								
10	11-Dec-2023			P1 ends	U2 [RoAD]	U2 - EPS [PM/PR]			
Total number of days in school and university to date									
	18-Dec-2023	Holiday in most schools and colleges: Directed study (3 days)							
	25-Dec-2023								
U2	1-Jan-2024				U2	U2			
U2	8-Jan-2024	U2 [LTA]	U2	U2 - EPS am	U2	U2			
1	15-Jan-2024	P2 Induction				Inclusion Conf.			
2	22-Jan-2024								
3	29-Jan-2024								
4	5-Feb-2024					U2 - EPS am			
	12-Feb-2024	Half term in most schools and colleges: Directed study (2 days)							
5	19-Feb-2024								
6	26-Feb-2024					U2			
7	4-Mar-2024								
8	11-Mar-2024					P2 ends			
Total number of days in school and university to date									
U3	18-Mar-2024	U3 [RoAD]	U3 [PM/PR]	U3	U3	U3			
	25-Mar-2024	[ENQUIRY PROP]							
	1-Apr-2024	Flexible two-week holiday to align with schools/colleges holiday dates: Directed study (3 days)							
1	8-Apr-2024	P3 starts							
2	15-Apr-2024	[IEP]							
3	22-Apr-2024								
4	29-Apr-2024					U3			
5	6-May-2024	Bank holiday							
6	13-May-2024								
7	20-May-2024					P3 ends			
	27-May-2024	Half term in most schools and colleges: Directed study (2 days)							
U3	3-Jun-2024	U3 [ENQ]	U3 [RoAD, PM/PR]	U3	U3	U3 EPS [POSTER]			
T	10-Jun-2024	Transition placement			[PDP]	U3			
PSP	17-Jun-2024	*PSP (if not already completed)							
Total number of days in school and university for the year									

EPS timetable

Date	Theme	Lecture	Seminar (with additional material on Blackboard)	Weekly focus
Wednesday 13 September (U1-1)	Purposes of education: Critical, reflective professional (Core area 5)	09:30 - 12:00 Introduction to EPS Purpose of education Safeguarding	13.00 - 15:30 Introduction to EPS and ISP1 - safeguarding. Professional teachers keeping learners safe Reflecting on Purposes of Education Case studies (how to be a critical, reflective professional) Introduction to ISP1 - Safeguarding	Are you ready to take constructive criticism and to seek help and support in a proactive and professional manner?
Wednesday 20 September (U1-2)	EDI – Equality, Diversity and Inclusion (Core areas 1 & 3.3)	09:30 - 12:00 LGBT+ inclusion Teacher Identity 1	13.00 - 15:30 Safeguarding case studies Reflecting on lectures and discussion around EDI in practice.	What opportunities are there to address equality and diversity in your subject?
Wednesday 27 September ITAP day (U1-3)	Inclusion and Adaptive Teaching (Core area 3)	09:30 - 12:00 Adaptive teaching and SEND – applying theories of learning – watch lesson extracts. listening to the voice of young people with disabilities – including video.	13.00 - 15:30 Adaptive teaching practice – microteaching. Tutor/peer feedback. Introduction to ISP2 - SEND and Disadvantage	What approaches do you hope to use to elicit pupils' prior knowledge in your subject? How can this help you towards inclusive practice?
Wednesday 4 October ITAP day (U1-4/P1-1)	Inclusion and Behaviour for Learning (Core area 1)	09:30 - 12:00 Challenging attitudes to education and poverty with a focus on young people's voice, including video... Behaviour for Learning	13.00 - 15:30 What positive behaviours do you need to encourage? Practice ways of doing this – microteaching. Tutor/peer feedback.	What behaviour for learning approaches do you hope to use to ensure an effective learning environment?

		introduction and training; including video extracts, paired discussion.		
Friday 1 December am (P1-8)	PSHE including RSE and SMSC (Core area 5)	09:30 - 11:00 Personal, social, health and economic education (PSHE) Relationships and sex education (RSE) including sexual harassment. Spiritual, moral, social and cultural (SMSC)	11:30 - 12:30 Teaching lessons on e.g. bullying / sex education / etc.	What PSHE tasks have you observed which effectively helped pupils to focus on the intended learning?

Date	Theme	Lecture	Seminar (with additional material on Blackboard)	Weekly focus
Friday 15 December am (P1-10)	Applying for jobs	09:30 - 11:00 First appointments		What are your successes so far?
Weds 10 January am (U2-2)	Equality, Diversity and Inclusion (EDI) (Core area 1 & 3.3)	09:30 - 11:00 Teacher identity 2 Introduction to Inclusive Educational practice (IEP) and assignment 2.	11:30 – 13:00 Critical, reflective professional. Teacher identity - links placement 1 & 2. Revisiting EDI critical incident case study in the classroom Discuss focus for IEP assignment.	What aspect of professional behaviour have you found most challenging to develop so far? What will you contribute to your school in relation to inclusive education?
Friday 19 January (P2-1)	Inclusion Conference (Core area 1, 3.3 & 5)	09:00 - 16:00 Inclusion Conference – keynote lectures and choice of sessions		What were the main points that you learnt from the Inclusion and Inspiration conference about adaptive teaching?

Friday 9 February am (U2, P2-4)	Researching pupil voice Research methods (Core area 5)	09:30 - 10:15 What can we learn from doing educational research (pupil voice)? (purpose, collaboration, ethics and key themes). Introduction to Pupil Voice Enquiry and assignment 3. 10:45 - 12:30 Research focussed parallel sessions – choice of sessions	What is the importance for you as a professional of listening to pupils?
Friday 7 June am (U4-1)	What next? Research - sharing findings (Core area 5)	10:00 - 11:00 What next for educational professionals? Professional Development Profile (PDP), ECT & the induction years, further study, CPD. 11:15 - 12:45 Hearing Pupils' Voices poster conference – sharing research findings	What are your priorities as an ECT? What have you learnt from sharing your findings and discussing others' findings?

Modes of delivery

Our timetable for taught curriculum sessions is a mostly campus-based curriculum teaching sessions and training on placement. A few whole cohort lectures may be online during the year. Times and Zoom links for any live whole cohort online lectures or Q&A sessions will be communicated by course leaders.

Independent study/directed online learning

On days when you are not timetabled to attend taught curriculum sessions in person on campus, or online, you should spend time planning, organising your files or working on academic assignments. Occasionally 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 focus on curriculum units or specific training courses tailored to meet the learning objectives of our UoM PGCE ITT curriculum.

4. The University of Manchester PGCE Secondary Partnership Curriculum Intention implementation and impact

This section of the handbook provides an outline of the UoM 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.

Our curriculum provides access to the knowledge and experiences laid out in the DfE ITT Core Content Framework (known as the CCF) <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework> , and will equip you to meet the Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards> at the end of the programme, and so gain Qualified Teacher Status (QTS). This then informs and works with subject curriculums, in the form of intentions (what we want you to know or do) how we implement this on our course (known as curriculum implementation) and what we want you to do with this learning (known as the curriculum impact). Subject curricula are detailed in subject handbooks.

The University of Manchester Secondary PGCE Partnership Curriculum is an integrated programme of study, located across rich, diverse and connected communities of scholarship and practice in the university, schools and colleges. It is a programme which reflects the vital importance of human relationships in education, and which supports trainees in working out priorities for their work as a teacher in the context of social and environmental injustice, both local and global. The broad intention of the PGCE Secondary Curriculum is that all trainees develop as **critical, reflective, professional teachers and colleagues**. The University of Manchester Secondary PGCE Partnership has a long history of educating teachers:

- **As professionals** who recognise and understand that educating is a challenging, intellectual and collaborative endeavour; who embody high standards of professional ethics; who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world, and who learn from research, direct experience, peers and more experienced educators.
- **As critical and reflective agents** who act as independent thinkers, recognising that knowledge, policy and practice are contestable, provisional; who work with theories and research to challenge or illuminate their practice, and who can analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in their practice.
- **As colleagues engaged in enquiry into practice** with a predisposition to be intellectually curious about their work, and with the capacity to be innovative, creative and receptive to new ideas emerging from individual and collaborative practitioner enquiries.

Teachers need to be ready to address challenging and difficult questions with humility and courage, and to support young people to do the same. Secondary education can be a hugely fulfilling time for young people, helping them to grow up wise as well as clever, alive to their potential and seeking the common good. Such ideals have arguably never been more important. And yet some elements of young people's experience during the years of their secondary education can also be damaging and limiting. Teachers cannot completely shape the school experience of young people – but they can and do make a very significant difference. This is summarized in the overall purpose of the University of Manchester PGCE Partnerships: **Empowering Future Generations**.

The curriculum is sufficiently flexible and adaptable to enable trainees to become excellent teacher in their respective subjects. University and school-based teachers and experts introduce and help trainees to develop theory and practice around subject knowledge, curriculum knowledge, pedagogy and assessment, together with wider principles and areas of educational practice, addressed through the Educational and Professional Studies (EPS) programme, as well as in each subject. The curriculum provides access to the knowledge and experiences laid out in the DfE ITT Core Content Framework (known as the CCF), and equips trainees to meet the Teachers' Standards (DfE 2012) at the end of the programme, and so gain Qualified

Teacher Status (QTS). The curriculum has been carefully structured so that all trainees can experience the activities detailed in the CCF in a sequence that will support their development in the classroom. The curriculum extends the minimum expectation of the ITT Core Content Framework to encourage critical engagement with theory and research, a focus on social justice and inclusion, and expert practice in subject teaching. It is an inclusive, broad, balanced and challenging curriculum, sufficiently flexible and adaptable that all trainees can develop their knowledge and practice and build the skills of professional, critical reflection and enquiry.

Partnership intentions	Implementation
To provide a curriculum across university and placement settings, through which trainees can develop the values, commitments, knowledge, understanding and skills needed for effective teaching in specialist subjects, and in wider role as a teacher and educator, and leading to the award of Qualified Teacher Status and the successful completion of the PGCE qualification.	This curriculum is specified in the Progress Matrix, and in subject handbooks, and is enacted in contrasting placements and in the university by practitioners with experience, expertise and an ethic of care.
To support tutors and mentors across the Partnership to model professional and critically reflective practice in teaching and learning.	This is achieved through training, professional and collaborative learning and development of research-informed practice, and through guidance embedded in eg. the trainee's Record of Achievement and Development (RoAD) and in Partnership resources.
To enable trainees to reflect critically on their experiences and their reading of research-based literature about the practice of teaching, and to use their reflections to inform their educational practice, principles and values.	This is achieved through teaching and modelling by and discussions with experienced practitioners, through progressive use of the RoAD and through working on university assignments to address critical areas of trainees' practice.
Encourage trainees to respect young people and colleagues from all social-economic and cultural backgrounds and to value and respond positively to all forms of social and cultural diversity.	This is achieved through modelling, teaching, contrasting placements and critical reflection using the RoAD and university assignments.
Encourage collaborative enquiry and scholarship across the Partnership, involving trainees and ECTs as well as tutors and mentors, so as to situate initial teacher education as part of CPD, school development, and the development of a more socially and environmentally just education system, for example in relation to decolonising the curriculum, environmental sustainability and in supporting mental health and wellbeing.	This is done through the integration of the PGCE programme within the wider context of scholarship and enquiry in the Manchester Institute of Education, and through the final university assignment.

In all these ways, to enable each trainee to complete the programme as an effective teacher and colleague, with particular emphasis on effective collaboration with peers, with colleagues in school and college.		All staff involved in the University of Manchester PGCE Partnership will aim to create the conditions in which trainees can enter the profession with competence and confidence.		
UoM PGCE Secondary Partnership Curriculum – summary of intentions				
The following table summarises the intentions of the UoM PGCE Secondary Partnership Curriculum according to five Core Areas (high expectations, subject and curriculum knowledge, planning and teaching, assessment and professional behaviours). It also shows the progression of intentions between the first (U1/P1) and second (U2/P2 and U3/P3) semesters of the programme.				
UoM Curriculum Areas	Overarching curriculum <i>intent</i> statements and alignment with the CCF and Teachers’ Standards			
	U1/P1: Introduction, developing skills, foundations	U2/3 and P2/3: Deepening understanding and impact on learning, developing agency	Alignment with CCF	QTS
Core Area 1. Teacher Expectations	1.1.1 Communicate a belief in the academic potential of all pupils	1.1.2 Demonstrate consistently high expectations of attitudes, values, behaviour and progress	1 High expectations	1
	1.2.1 Establish effective routines and expectations 1.2.2 Develop a positive, predictable and safe environment for pupils	1.2.3 Build strong pedagogical relationships with young people 1.2.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies	Behaviour management	7
Core Area 2. Subject and curriculum knowledge	2.1 Develop pupils’ ability to express themselves confidently verbally and in writing, and develop students’ reading skills 2.2 Anticipate, identify and address misconceptions 2.3 Help pupils apply knowledge and skills to other contexts	2.4 Deliver a carefully sequenced and coherent curriculum 2.5 Support pupils to think critically and challenge them to construct a deeper level of understanding and skills	2 Curriculum	3
Core Area 3. Planning and Teaching	3.1.1 Plan effective and well-resourced lessons 3.1.2 Make good use of introductions, guidance, scaffolding, examples and practice	3.1.3 Model processes, ideas and concepts effectively 3.1.4 Stimulate pupil thinking and checking for understanding	3.1 Classroom practice	4
	3.2.1 Manage cognitive load through planning 3.2.2 Create opportunities for learning through interaction and regular practice	3.2.3 Assess and build on pupils’ prior knowledge	3.2 How pupils learn	2
	3.3.1 Develop an understanding of different pupils’ strengths and needs	3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping	3.3 Adaptive teaching	5
Core Area 4. Assessment	4.1 Check prior knowledge and understanding during lessons 4.2 Use assessment to inform decisions and to challenge assumptions about young people	4.3 Provide high-quality, timely and formative feedback which pupils can act on 4.4 Adopt marking practices which are effective and efficient	4 Assessment	6
Core Area 5. Professional behaviours	5.1 Develop as a professional through critical, reflective practice, including reading 5.2 Build effective working relationships to support teamwork and professional learning	5.3 Manage workload and wellbeing 5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry	5 Professionalism	8

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 opportunities to develop knowledge of and practice in:

- safeguarding in schools
- the National Curriculum for Key Stages 3, 4 and 5: curriculum teaching, learning and assessment requirements
- progression
- progression across Key stages
- subject knowledge
- knowledge of how children learn
- pedagogical knowledge
- behaviours for learning
- theories of teaching and learning
- inclusion and diversity
- special educational needs and disability
- statutory frameworks
- health and wellbeing

and skills to

- meet the DfE Professional Teachers' Standards for QTS by the end of the programme
- learn and implement in practice the UoM primary ITE curriculum
- 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 DfE and OFSTED national and local priority areas (for example: the CCF, safeguarding, behaviour management, SEND and inclusion) and develops trainees' skills in teaching in a range of contexts, including what could be referred to as 'challenging' schools.

A commitment to research underpins design and delivery 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 independent learning) to address the academic requirements of the programme. They are assessed formatively throughout the programme and summatively at the end of their studies. 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 and final assessment of practice against the Teachers' Standards at the end of the programme.

Underpinned by a philosophy of social responsibility, the intent of the curriculum is to equip trainees with a theoretical understanding of children as learners and teachers as practitioners. Theory, pedagogy and subject knowledge are explored in university-based sessions and throughout school placements, where trainees learn 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*: 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: behaviour management, pedagogy and planning, curriculum, assessment, professional behaviours.
- *Tutorials*: all trainees are allocated a named tutor (academic advisor) at the start of each year. The tutor is a subject specialist who will work with groups of trainees to support their progress through school visits and a series of scheduled meetings throughout the year. In addition, they will provide an initial level of pastoral support and signpost trainees to the university services relevant to their specific and individual needs.

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. This professional learning is documented and logged in their RoAD.

Trainees have access to wider university resources and are actively encouraged to participate in wider university life and draw on UoM assets such as the Whitworth Gallery, the University of Manchester Museum, the Virtual Museum, Jodrell Bank, sports facilities and generic facilities such as the university libraries and learning commons.

Impact

By the end of the programme, trainees will have learnt the curriculum pertaining their national curriculum subject, professional studies and teaching on placement and will 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
- attendance at and engagement with taught, university-based curriculum sessions
- attendance at and engagement with school placements and associated activities
- records of progress and attainment recorded in the RoAD.

5. PGCE Priorities

These include

- the development of your subject and curriculum knowledge
- listening to and learning from young people's perspectives
- responding to the climate crisis within and beyond the curriculum
- developing literacy & numeracy in every subject
- promoting equality and inclusion, and educational responses to diversity, including e.g. decolonising the curriculum, SEN and EAL, poverty and disadvantage, safeguarding; addressing bullying and all forms of discrimination; relationships and sex education (RSE).

Your developing knowledge, understanding and skills in each of these areas will be facilitated through subject and EPS seminars and workshops, assignments and school experience. Look out for additional opportunities throughout the year, in relation to your own needs and interests.

6. Start of year


IT sign up, confirming attendance & online registration

You can find information about IT sign up, confirming attendance and online registration on the University's Welcome website:

 <http://www.welcome.manchester.ac.uk/>

Using Blackboard

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in:

 <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Within this tab you will find:

- a list of all the courses you are registered to take, under the 'Course List',
- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear in Blackboard within 24 hours. You can find a guide on accessing and using Blackboard here:

<https://video.manchester.ac.uk/faculties/52f9b4cd447aa2fbeb47d1926186f80b/39e5e20f-194e-4e96-add3-688a90fb6052>

7. The trainee's role and responsibilities

The following sections in this handbook include information 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
- 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 programme protocols for requesting and reporting absences.

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 a 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.

On placement, trainees are expected to:

- be punctual, arriving at school no later than 8 and not leaving before 4:30 except in circumstances as negotiated with the mentor or in line with 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, alliance and school 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 e.g. playground duties, 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 the teaching and learning strategies they implement 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.

Contacting Administrative Staff

All SEED administrative staff, including programme administrators, can be contacted by email (please see contact details at the back of this booklet).

Email

It is crucial that you check your University of Manchester student email account regularly, so that you are up to date regarding the programme and are not missing important updates from administrative or academic staff.

Personal & contact details

Please ensure that you keep your personal and contact details up to date on the University system via MyManchester at: <https://my.manchester.ac.uk/>

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 secondary PGCE programme embraces this notion and structures have been provided through which trainees are consulted about matters relating to the secondary 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 secondary PGCE programme are encouraged to participate in shaping the future of the programme through student representation via the student rep committee.

Student rep committee

The secondary PGCE student rep committee includes student representation from each subject area, 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. 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. The students Union will provide training for the role.

8. Placement Teaching Timetables

The number of hours and classes you will be teaching each week will increase throughout the course, as your skills and capabilities develop. At the start, you will spend substantial amounts of time *not* teaching. Instead, you will be observing experienced colleagues teaching, engaging in discussion and planning, reflecting on your progress and actively strengthening your knowledge and skills.

Our expectation is that you will be teaching class groups for **8-10 hours** in Placement 1; **10-12 hours** in Placement 2; **12-14 hours** in Placement 3. In Placement 1 you will build up to these hours over a period of weeks. There may be more opportunities to work with smaller groups of students this is entirely valid and we anticipate that it will be of great value to both you, the young people concerned, and the school.

Some schools have 50 minute lessons, but we recognise that the preparation and teaching required for these is similar to that required for 60 mins, so we count these as an hour's teaching. **In addition** you should be assisting for an hour per week as a Teaching Assistant (TA) in the first placement, and teaching an hour of PSHE in your second placement – while also developing your knowledge of Relationships and Sex Education.

Throughout your placements, you should take opportunities to **observe lessons** – more at the start of the placement, but continuing throughout. Some of these should be in other subject areas, and can usefully include lessons with other trainees. As you move through the course, you will want to focus your observations on different aspects – at the start you might be looking specifically at how teachers manage the class and the room, whereas later on you might focus on, for

instance, approaches to assessment and how teachers respond to diversity. However, the number of observations will diminish as you pick up your timetable. You will need time in school for planning and should not fill every minute with observations.

9. The Record of Achievement and Development (RoAD)

The RoAD is your central record on the University of Manchester PGCE programme and as you complete it, it forms a profile of your achievements and progress towards the Teacher Standards, and of the ways in which you extend your practice beyond those standards.

Your RoAD must be maintained online and according to the standard folder structure, on your own Google Drive. This is because it will be referred to by many different people through the year – your peers, tutors, mentors, professional mentors and School Liaison Officers. Please make the folder **‘visible to anyone with a link’** – it should be easily available for mentors, tutors and perhaps external examiners to discuss with you – in school and, when notified, in the university. You are advised to maintain a backup of all key information in accordance with the school/university code of practice on data protection.

You must ensure that none of the elements of your RoAD breach GDPR regulations. **For example, you should not include names or identifiers of pupils or staff in any of the documents held there, other than your mentor, professional mentor and yourself!**

As a general rule: no names in your RoAD.

Key Features of the RoAD

1. Competently completing the RoAD is evidence that you are able to reflect on, guide and demonstrate your progress as a teacher; this is part of standard S8 (wider professional responsibilities). You will use the RoAD in taking ownership of your own development as a teacher; in writing applications for teaching posts, and in preparing for interviews.
2. You complete most of the RoAD documentation yourself, with support and guidance from tutors and peers. This supports you in taking responsibility for your own progress throughout the course and provides you with opportunities to target specific improvements in your work related to the curriculum.
3. The RoAD supports you, your subject mentors and tutors in identifying your specific strengths and areas for development throughout the course, so that your experience in the university and on placement can be adapted to suit your specific needs and requirements.
4. Your subject mentor will complete at least one written lesson observation for the main weeks of each placement, and a Progress Report at the end of the placement, based on lesson observations and your Progress Matrix. That progress report will inform you, your tutor and your subject mentor in your next placement.

Using the Progress Matrix

The Progress Matrix is the central document in each placement. You will begin the placement by prioritising specific areas of the ITE curriculum in which you need to develop, in the **actions** column. Week by week, you will add notes to the **experience** column to show progress in each area of the ITE curriculum – *but also indicate the challenges, issues, and problems that you have faced and are addressing in that area*. Midway through each placement, and again at the end of the placement, you will reflect on and summarise your progress in each area of the curriculum.

These notes will inform a discussion with your subject mentor prior to completion of your progress report, with the aim of identifying strengths and areas for development in the following placement- or at the end of the year, when you are an ECT. **Some** of your notes on progress or issues that you are addressing should [hyperlink](#) to evidence in the folders of the RoAD:

RoAD folders:

- Records of **weekly mentor meetings**, with guided discussion linking school and university elements of the UoM Partnership Curriculum
- **ITAP Log**, where you maintain a record of all ITAPs completed, summarising learning and follow-up.
- **Core Area 2:** Subject knowledge audits (in the 'audits' folder in your RoAD).
- **Core Area 3:** Lesson observations by mentors and tutors (in your RoAD).
- **Core Area 3:** Lesson plans, medium term plans, lesson resources, your self-evaluations (annotated lesson plans, or as directed by tutors)
- **Core Area 4:** A section from your mark book/ other pupil assessment records, rewards and sanctions, samples of pupils' work with feedback, or as directed by tutors.
- **University documents**, including Masters assignments, ISPs, subject resources developed with peers or individually, etc.

The Progress Matrix and Progress Report must both be uploaded to Blackboard at the end of each placement. You can scan these and add them to a Word document if necessary.

Using the Weekly Mentor Meeting record

It is your responsibility and job to make sure that the weekly mentor meeting record is completed, week-by-week. You should make notes **before** each meeting, and add further notes **during or after** discussion with your mentor. There are areas for discussion indicated in Placements 1 and 2, which you should discuss with your mentor and make brief notes on – with a focus on the subject-specific aspects. You will notice that these are coloured in the same way as the Progress Matrix, to indicate the area of the University of Manchester Secondary PGCE Partnership Curriculum being addressed.

You should also complete the grid discussing your emerging strengths, areas for development and targets, which is crucial to guiding your development from week to week. You are encouraged to copy from these to relevant sections in your Progress Matrix, where appropriate.

Using the ITAP log

Starting from the 2024/25 academic year, all initial teacher training (ITT) programmes in England must include an Intensive Training and Practice (ITAP) component. This is being piloted this academic year.

Intensive Training and Practice (ITAP) is designed to increase coherence between theory and practice and allow you to reflect on how research can inform practice. ITAP is part of the university component of the course and is not does not have to take place in a school and must be additional to, the placement itself.

During ITAP, you are expected to observe and reflect upon expert practice. The design of the experience should support you to understand and reflect on what it is that makes such practice effective and to reflect on how it could be embedded in your own practice. You will have the opportunity to apply what you have learned through, for example, rehearsal and/or live practice, receiving constructive feedback from expert colleagues.

The UoM five ITAP day themes reflect areas within our curriculum (and the CCF).

- Behaviour for learning (core area 1.2)
- Subject and curriculum knowledge (core area 2)
- How pupils learn (core area 3.2)
- Adaptive teaching (core area 3.3)
- Assessment (core area 4)

Following the ITAP days you will be required to log your experiences and reflections.

Extending and enhancing your practice

In Placement 3 (and P2 where applicable), with the agreement of your tutor and mentor, you will be encouraged to define a way in which you are **extending your practice**, with some specific focus of your own. For example, you could choose to focus on *teaching that emphasises and builds young people's agency and courage; building a learning community in the classroom; negotiation in the classroom; specific elements of subject teaching development (use of models and analogies; process writing...); working with disadvantaged young people; developing pedagogies that link the subject to young people's lives and future; making the classroom more inclusive; addressing social justice in the classroom; making hard things easy; developing rich questioning and assessment...* These are meant only as some possibilities among many. Your focus might relate to your pupil voice enquiry – this could provide strong and helpful synergy.

You should compile evidence of **extending practice** for the purpose of discussions with mentors, professional mentors and tutors, for sharing and learning with peers, and for applications for teaching posts. Primarily, the evidence is for you – **substantiating your knowledge of yourself as a professional teacher with the intention and capacity to continue to extend your practice in ways that matter to you**. You will summarise this at the end of the Progress Matrix for P3 (and P2 if applicable). Possible evidence is suggested at the start of the P3 Progress Matrix, and might include, for example:

- *Lesson resources, schemes of work*: illustrating the way you are extending your practice in particular ways – resources that you have created or adapted; pedagogical approaches that you are developing; curriculum developments in particular areas of your subject.
- *Young people's responses*: showing how particular young people (anonymised!) have responded in particular ways, in response to your particular pedagogical approach, etc.

Trainees experiencing problems – building resilience

Learning to teach is a demanding process. There are a number of interlocking areas of skill and knowledge to develop, and the process requires a lot of work of different kinds: academic and organisational, but also emotional. Becoming a teacher involves a shift of identity and this can be demanding. But it is something you are capable of, to the best of our judgement, and something we believe you can excel at, or we would not have offered you a place on the PGCE course.

Your tutors understand the demands very well, and so do the vast majority of mentors. So do your peers. So we would ask you, when you are feeling particularly challenged, to talk to people who you trust, to see your tutor as an ally, to explain things to your mentor. In the vast majority of cases, trainees who experience a particularly challenging period on the course go on to become skilful, competent teachers with a good knowledge of how to manage the work-life balance. That's what we want to help you to achieve.

Ofsted Inspections

Ofsted inspections can take place for both your school and PGCE at very short notice. Your placement school will instruct you in relation to school inspections. However for PGCE inspections a selection of trainees will be inspected and, given the short notice, it is important that all trainees are available, proactive and prepared.

Inspectors will expect trainees to have the following **up to date** documentation with them in their school, college or other setting:

1. The RoAD, and School Folders containing lesson plans, schemes of work and teaching resources as notified by your subject leader.
2. Self-evaluations.
3. Subject knowledge audits.
4. Assignments, tasks and feedback sheets (these will be available via Blackboard).

10. Communication

The PGCE 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, and Blackboard.

Information for the whole cohort is communicated to you via Blackboard announcements. We use your university email address to communicate to you personally. You will receive important programme information via Blackboard announcements from university administrators, subject tutors and the admissions staff. Please get into the habit of checking your university postgrad email and Blackboard announcements 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 or text to the relevant person may be more appropriate than an email.

Please read through an email or text before sending it, as offence can sometimes be accidentally caused by the tone of written communication. Think about how you are presenting yourself as a professional through your written and verbal communication.

11. Assessment, Progression & Awards

Qualification

The award of Postgraduate Certificate in Education (PGCE) is made up of two distinct elements:

1. Your professional training as student teachers, successful completion of which will lead to a recommendation of Qualification Teacher Status (QTS) by the University to the Department for Education;
2. Your academic programme of three postgraduate course units assessed by the University of Manchester

Combined, the recommendation for QTS and successful completion of the academic units, represent the PGCE award.

Students who do not meet the standards required for a recommendation of QTS but who pass all of the academic course units will be eligible to be considered for the award of Postgraduate Certificate (PGCert) in Education Studies.

The course is assessed by means of both written submissions and the generation of evidence of practical teaching which demonstrates, at the end of the programme, that the teacher standards have been met. The award of PGCE is made on a pass/fail basis and is therefore unclassified.

Assessment of teaching in schools/colleges

For the award of QTS, all trainees must meet all the Standards: Standards 1-8, and Part 2. Our UoM ITE Partnership Curriculum is designed to support each trainee to meet and exceed the Standards at the end of the programme. Your mentors in your school, in collaboration with tutors, make the assessment of your practical teaching, and will provide systematic and detailed feedback. Throughout the placement,

assessment will be made of your teaching through lesson observations and discussed further at the weekly mentor meeting. Towards the end of each placement, your mentor will take account of your Progress Matrix to write your **progress report**. In this, mentors will judge whether or not you are broadly on track, or not, with each area of the UoM ITE curriculum:

- subject and curriculum knowledge
- planning and teaching
- assessment
- professional behaviours
- professionalism

Feedback by the mentor will summarise the progress made in these five areas, and the targets set by mentors will highlight the next areas for development. All QTS Standards must be met at the end of the final school experience for a pass to be awarded.

In coming to judgments on whether or not you are meeting the Standards, the particular requirements of the subject being taught and the type of school experience will be taken into account. You are reminded that seriously unprofessional behaviour or attitudes are grounds for failing a placement (see section on Concerns and Warnings).

At the point where you are successfully meeting UoM ITE curriculum expectations in your regular practice, you are asked to demonstrate how you are continuing to *extend* your practice through identifying and providing evidence on a particular aspect of your teaching. Refer to other sections in the handbook and to the Progress Matrix for Placement 3. For some trainees, this opportunity may begin in Placement 2.

Where necessary, tutors will moderate Progress Reports to aid consistency of assessment between trainees and to enable evidence not freely available to mentors to be taken into consideration. Evidence from the following sources may be used:

- The content of the mentor's Progress Report for the applicable school or college experience
- Lesson observation notes made by mentors, associate tutors, class teachers and other school or college colleagues, tutors, and, where applicable, an external examiner
- Other relevant documentation in the trainee's RoAD, including the Progress Matrix
- The trainee's School Folders, including plans for lessons and schemes of work and the trainee's evaluation of these
- Mitigating circumstances

Where a trainee's status in relation to meeting expectations is altered following moderation, trainees and mentors will be informed of these changes.

Trainees whose practical teaching does not meet the QTS Standards at the end of Placement 3 may be offered the opportunity to complete an additional school placement by the Board of Examiners. Re-examination at the end of that time will be necessary. Tutors do not have the authority to grant additional school experience. Only the Board of Examiners can do this.

In exceptional circumstances, where a trainee has not successfully met all Standards by the end of the final Placement, the tutor and Programme Director may recommend an extension of the school experience for up to an additional two weeks subject to the school's agreement.

Assignments (including referencing guidance)

Assignment submissions should be made online via Blackboard to the appropriate Turnitin assignment submission box on or before the time and date of submission deadline. A list of submission deadlines for all assignments is provided at the end of this booklet.

You must keep an electronic version of all assignments submitted; this includes all documents in the appendices.

Students should expect to receive a Turnitin submission receipt to their student email account and you should ensure that you retain your Turnitin submission receipt after submitting your assignment. **If you do not receive a submission receipt, this indicates that a submission has not been successful and you should attempt the submission again to avoid late submission penalties.**

If you encounter any issues with submitting your assignment to Turnitin, you should email a final version of your assignment to teachereducation@manchester.ac.uk as soon as possible and you should raise a support request via the IT services helpdesk.

Further information and guidance relating to Blackboard and submitting via Turnitin can be found at the link below along with a link to the IT services helpdesk:

 <http://www.itservices.manchester.ac.uk/students/blackboard/>

Reading lists for the three Masters units are available at

https://www.readinglists.manchester.ac.uk/leganto/public/44MAN_INST/lists/328571739590001631?auth=CAS

Presentation of written work

The submission of similar material for more than one assignment is not permitted and constitutes grounds for failure. Titles and the nature of content must therefore be agreed between the trainee, study tutor (where appropriate) and personal tutor. Poorly presented work (e.g. poor grammar, inaccurate spelling or illegibility) will be penalised. All written work *must* be submitted in A4 format with minimum font size 11, and word processed following the appropriate guidelines. *Names of schools, teachers and pupils must not be used.*

Word count policy penalties

All pages should be numbered and a final word count included, which should exclude the bibliography and appendices. Appendices should be clearly labelled. If you exceed the word count by between 10-50%, your final assignment mark will be capped at 40%. Work exceeding the word count by more than 50% will be viewed as not having met the requirements of the assessment. The work will not be marked and a mark of zero will be recorded.

Plagiarism and referencing sources

Plagiarism is the theft or expropriation of someone else's work and without proper acknowledgement presenting the material as if it were one's own. Plagiarism is a serious academic offence and the consequences are severe. The Manchester Institute of Education requires that trainees sign a written declaration that they have read, understood and agree to abide by the University's (or School's) statement on plagiarism. Further guidance is provided in the main handbook. You should be aware that the University uses **very efficient plagiarism detection software** that links to student assignments submitted to other universities along with academic texts from around the world. It is highly unlikely that any form of plagiarism will go undetected, so please be precise in acknowledging sources of information.

Harvard referencing

The Harvard referencing system should be used for assignments. See also Appendix of the main handbook regarding plagiarism and the EPS Enquiry Support Booklet, which gives full instructions on how to reference. Always give the source of each reference, quotation or paraphrase. Ensure that ideas that are not your own are appropriately acknowledged. Do not cite an author's actual words without using quotation marks.

References within the body of the text should include: the author's name, date of publication and when quoting, the number of the page reference e.g:

Raffo (2008) stated that... or
Raffo (2011: 57) argues...

Full citations should not be given in the text or as footnotes but in the bibliography at the end of the text.

Where the reference is written by more than two authors, in the first instance (or in the bibliography) all the authors should be mentioned by name. On subsequent occasions the name of the first author followed by 'et al.' or 'and associates' can be used.

Useful links: https://www.escholar.manchester.ac.uk/learning-objects/mle/introducing-referencing/story_html5.html
<https://subjects.library.manchester.ac.uk/referencing>

<https://subjects.library.manchester.ac.uk/referencing/referencing-harvard>
<https://www.citethisforme.com/harvard-manchester-business-school>

Bibliography

This should be presented at the end of the assignment before any appendices. The bibliography should list, in alphabetical order of the author's surname, all works referred to in the text, plus others that have contributed to your thinking in preparation for the assignment. Inclusion of a book or other material in the bibliography does not imply that you have read it completely but that you have accessed the literature. All referencing should conform to the Harvard referencing system.

Penalties for late submission

Any student who submits a piece of assessed coursework after the submission deadline without prior agreement of the mitigating circumstances panel will receive a penalty, unless they are subsequently granted mitigating circumstances approval. Penalties are applied on a sliding scale with a loss of 10% of the maximum amount of marks available.

(that is 10 marks) per 24 hour period for up to 10 days after which a mark of zero will be awarded. You should be advised that the sliding scale does not apply to referrals (resubmissions) and that in such cases a mark of zero will apply. Please refer to the main handbook for further guidance.

Mitigating circumstances

It is essential that if your work is being affected by personal or medical circumstances you seek advice from your Tutor, your Programme Administrator or the School's Student Support Team (studentsupport-seed@manchester.ac.uk). They will be able to talk you through the mitigating circumstances process. If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in an assignment by the deadline, you may submit an online mitigating circumstances form, with relevant documentation, for consideration by the Mitigating Circumstances Panel. The online form, along with further information about evidence, grounds for mitigating and possible outcomes can be found on the SEED student intranet at the following link under 'Forms' and 'SEED Mitigating Circumstances Form (ITET Programmes)':

<https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/mitigating-circumstances/>

Commonly accepted circumstances include significant personal illness or injury; the critical illness or death of a close family member; significant family crisis or financial problems leading to acute stress; Jury Service.

Circumstances not normally considered include failure, loss or theft of IT equipment; holidays; non-diagnosed illnesses such as exam stress; inadequate time management.

Wherever possible you should complete the mitigating circumstances form online before the submission deadline. Students who are submitting assessed coursework late on the grounds of mitigating circumstances should submit the work as soon as possible after the submission deadline. Students should NOT wait for their case to be considered by the Mitigating Circumstances Panel, or until after the decision concerning approval of mitigating circumstances has been communicated before submitting work. The Mitigating Circumstances Panel will look at the amount of time a student has taken to submit after the deadline and will make a judgment on whether this is justified by the severity of the circumstances details in the supporting documentation.

Please note, your tutor may set you deadlines for a number of exercises and practical assignments in addition to the four assessed course unit assignments. The meeting of such additional deadlines is a matter for your tutors and yourself, and does not require you to gain permission for an extension from the Mitigating Circumstances Panel.

Feedback

Assessed coursework submitted by the published deadline or with an approved extension will be marked and feedback made available on Blackboard within 15 working days of submission in accordance with University regulations.

Publication of Results on Completion of the Course

All grades and pass lists are provisional until they have been ratified by the Board of Examiners. Once the Board of Examiners and School Committees have approved the results an unofficial transcript will be emailed to each trainee and where the required standards for the PGCE award are met, a recommendation for QTS will then be made to the Department for Education. This will usually happen in August, and will result in the designation of QTS being assigned to your Teacher Reference Number (TRN). **Your TRN will be assigned to you in March, by DfE.**

Failure to meet the Teachers' Standards at the end of the programme

It is very unlikely that this will come as a surprise, since support will have been put in place during the course if you, your tutor or your mentor felt you were not making enough progress. Available support details can be found in this handbook. In the event of failure to meet the requirements of the Teachers' Standards for school-based teaching practice by the end of the programme, 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. Alternatively if you have completed all academic assignments you might choose an exit award which will allow you to be recognised for the credits at postgraduate level.

12. Concerns and warnings: problems with a trainee's progress

Absences, failure to meet professional expectations, including expectations of professional and personal conduct, will trigger concerns and may trigger a **cause for concern letter**. Not being on track with one or more area within the ITE Curriculum will trigger concerns and such a letter. These letters are intended to be formative in nature and in themselves are internal to the programme. They will **not** be referred to in references, for example.

There are four stages of concern. Trainees reaching the final fourth stage will be required to attend a MIE 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 subject mentor and/or professional mentor, 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.

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

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.

13. Professional expectations

Expectations for Personal and Professional conduct are identified in the ITE Curriculum, against which you are assessed. Expectations include **attendance** at all timetabled University-based sessions and school days. Poor attendance could result in a warning letter, may affect your progress and bursary, and could result in you not being awarded a PGCE. Where absence is unavoidable, the following procedures must be followed:

- a) From University: contact your subject tutor with the reason. Complete the online absence log (accessed through Blackboard).
- b) From school or college placement: liaise with your school mentor to ensure disruption to children's learning is minimised. Complete the online absence log (accessed through Blackboard) and inform your tutor.

In case of emergencies (illness, bereavement) inform the school before the start of the morning so they can make provision to cover your absence. Then complete the online absence log, and inform your tutor. For non-emergencies such as job interviews, inform your mentor AND your tutor as soon as you know the date. Complete the online absence log.

14. Code of Professional Conduct

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 (2012), the current Initial Teacher Training Criteria, The University of Manchester UoM PGCE Secondary Partnership Curriculum, core area 5 and the Disclosure and Barring Services legislation and Keeping Children Safe in Education legislation.

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:

- Establish and maintain professional relationships with university staff, colleagues, children, and parents, observing boundaries in line with a teacher's professional position and responsibilities. Show respect for all school stakeholders including children and parents, bearing in mind that you are an ambassador for both the school and University during your placement/course.
- To ensure that this respect extends to all university and school staff (including other trainees). This includes being sensitive when making comments about the practice of staff who are supporting you on placement; refrain from offering negative feedback when completing observations of placement staff.
- Be caring, fair and committed to the best interests of the students and seek to motivate, inspire and celebrate effort and success. Acknowledge and respect the uniqueness, individuality and specific needs of pupils.
- Be committed to equality and inclusion and respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
- Handle confidential personal information in accordance with data protection law, Safeguarding legislation and GDPR.
- Access, read and follow all relevant policies, procedures and codes of practice and conduct, including safeguarding pupils' wellbeing, behaviour management, and SEND in accordance with statutory provision and school policies. Where these documents are lengthy and/or unclear, ensure that you actively seek clarity where necessary.

- 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 identifying and 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 that punctuality to placements incorporates time for you to be prepared for your school day and is not seen as an expected time of arrival.
- Communicate in a timely manner and using agreed procedures in the event of unavoidable absence from school or university (for example, in the event of serious illness).
- Check emails regularly during the day and respond within 24 hours.
- Ensure a professional approach to all communications, including e-communications. Adhere to the relevant hierarchy in terms of communicating issues and/or making requests and be mindful of staff workload within your placement setting when seeking specific support (such as meeting the SENCO to research a connected assignment). Do not use your personal email address or phone numbers, to communicate with pupils or parents.
- As a role model for students, it is expected that you maintain an appropriate standard of professional appearance, especially whilst on professional placements and adhere to school policies and practice in relation to dress code including covering tattoos and piercings when required by the school/college.
- Respect the confidentiality of school resources, staff and children and ensure that you safeguard yourself and others at all times.
- Follow relevant procedures as outlined in the Programme Handbook to raise any issues/concerns you may have with your training.
- When on school placement behave consistently to the requirement of all members of staff and contribute positively to school life by attending whole school events and, if possible, by supporting/leading extra-curricular activities.

15. Social media

- Bear in mind that you are an ambassador for both the school and University during your placement/course both physically and on line and therefore your social media presence should be private.
- As a role model for students, it is expected that you maintain an appropriate standard of professional conduct in public spaces, physical and on line. Make sure your social media accounts are not linked to any inappropriate or illicit materials and that all materials shared do not bring yourself, the university or the school into disrepute.
- Ensure that IT systems are used in compliance with school protocols
- Ensure that any communication with pupils/ students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites

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.

Inevitably things sometimes do go wrong. When they do, it is important that you take appropriate responsibility for your actions. Choosing the right person to speak to and take advice from is important, and most of the time this will be your subject tutor at the university, or your subject mentor in school or college. Wherever they can, tutors and mentors will support and help you, as often problems may appear insurmountable when they are not. Where they cannot help resolve the issue themselves, they will be able to seek further help for you, or guide you as to where to get it.

16. Work, health and attendance

The PGCE programme is a professional and academic course and as such ***full attendance at all timetabled university-based sessions and school placement days is a requirement.*** We regard attendance and punctuality, both at university sessions and placements, as important indicators of professional attitudes, which are accounted for in references for teaching posts. Failure to attend university or school placement days may affect your training bursary, your progress towards QTS and could result in not being awarded a PGCE.

The PGCE programme is set up to provide a minimum of 120 days of school-based training, in accordance with DfE regulations. You may be required to extend your placement if you have not completed the required number of placement days to successfully meet the Teachers' Standards and complete the course.

During placement, all trainees are required to keep an attendance log (in the RoAD). Mentors record days missed and will include this information on your Progress Report. You may be required to extend your placement beyond the final day of the programme if you have not completed the required number of placement days.

Attendance monitoring of university taught sessions

Attendance is monitored on a weekly basis. If you are absent for more than 3 university sessions, you will receive an attendance email alerting you to the risks of absence on the PGCE. If you are absent for more than 5 university sessions, a second email will be sent to you, and you will be required to catch up missed work. If you are absent for over 10 university sessions, you may be invited to an attendance board (see section 10.2) below.

Attendance boards

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.

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 'cause for concern' letter.

If attendance becomes a cause for concern, or a trainee persistently fails to comply with the university protocols and procedures for attendance, then they will be required to attend an attendance board. The board will ask the trainees about the reasons for non-attendance or non-compliance and establish next steps for the trainee.

Signing into 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 subject tutor leading the session will let you know how this works for each session.

For online sessions (over Zoom), 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 where possible. 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 for attendance (even if this means missing taught sessions or time on placement).

You can 'self-certify' an illness for 5 days, after which time, you will need to provide a GP's fit note or other evidence for any further period of absence eg medical appointment letters, prescription medications with your name on it etc. Occupational Health may then need to approve your return to placement or taught course (following an online or in-person appointment) and they may need to discuss the process for your return with your subject 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 your return to university or placement. You would also be required to attend an appointment with occupational health to discuss your fitness to return. The programme directors would then need to agree your return to placement/university. A risk assessment may be needed 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 that you do not make any holiday arrangements during the course as extended absences from the taught course or placement 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. Some trainees may need to extend their final school placement in June 2024, so it is advisable not to book a holiday just as you finish.

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.

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 applies 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.

*Subject to the capacity and agreement of a host school

Procedures for reporting absences

Please follow this **two-step process** for reporting absences to ensure that all the relevant people are informed in a timely manner:

Step 1: Complete the university online absence form to report your absence. The link for this form can be found on the Blackboard homepage. You will need to report each session missed for every day of absence.

Step 2: Email the PGCE subject tutor or EPS tutor (whoever is responsible for the taught sessions you were absent) in order to let them know how you are going to catch up with missed content.

Reporting your absence from placement

If you are unwell and cannot attend placement, **you must follow this procedure:**

- First contact your mentor and your university tutor or SD alliance lead and phone the school office by 8am on the first day of absence so that all the relevant people are informed of your absence.
- **Follow step 1** above.

Requesting an absence in advance from university taught course days/alliance-led days (all trainees)

If you are requesting an absence in advance for an interview or unavoidable medical appointment (or similar), please request permission from your lecturer organising the sessions, your professional tutor or SD alliance lead. You will then need to formally report the absence – please **follow steps 1 and 2** above.

Absence to attend graduation

Please note that you are entitled to absence if you need to attend graduations it is however expected that you inform all party involved as detailed above.

Requesting an absence in advance from placement

Request permission for the absence from the school mentor and your subject tutor. If the absence is agreed by all parties, then **follow steps 1 and 2** above.

Please note: your subject tutor, subject mentor or professional mentor reserve the right to decline the request for absence if there is a valid reason to do so (for example, a request may be declined if an excessive number of absences has already been requested and the trainee is at risk of not meeting the Teachers' Standards by the end of the programme).

If absent for longer than one day, you must keep your school, mentor, tutor and SD alliance lead updated and informed about their absence regularly, so that plans can be made for the class. Please let the school know when you will return to the placement.

Absences for visiting a school and attending an interview for your first job

Applying for your first job in most cases will involve an interview. As soon as you know the date and time for your interview, please request your absence following the procedures above (for requesting absences from university taught course and placement days). Depending on the timing and location of the interview, please try to minimise the time you will be absent from the programme as too much time off could delay your progress towards meeting the Teachers' Standards.

If you have been successful in your application for a job, sometimes headteachers will invite you to look around a school on a specific day at a specific time before the day of the interview. We encourage you to do this as it can sometimes be considered as a pre-interview activity. It also gives you a good sense of the school ethos and culture.

We do not, however, authorise absences for looking around different schools ‘on spec’ if you have not yet applied for a job or been offered an interview. Too many absences could leave you at risk of not completing your training to the expected level by the end of the programme. If you wish to arrange a visit to a school before applying for a job, please arrange this outside school/university taught course hours.

Religious observance

If you wish to request an absence for mandatory religious observance, please contact your subject tutor and mentor (if on placement) in good time, then, if the request is approved, **follow steps 1 and 2** above for reporting your absence and refer to the University policy on religious observance which can be found here.

As stated in the university policy:

“The University will make every effort to avoid timetabling assessments or other compulsory activities on religious days or festivals for those students whose commitment to the observance of their faith would otherwise cause them to miss the assessment or other activity. However, we are able to consider the needs of students only if their requirement for particular religious observance is mandatory, as agreed with the relevant faith chaplains; it is not possible to take account of casual preferences or of social or domestic reasons.*

Teaching and learning activities

If students have mandatory religious requirements (confirmed by the relevant faith chaplains, as outlined above) that may affect their attendance at normal teaching and learning activities, they should discuss the issue with their School.

The School will give consideration to cases from students whose mandatory religious observance would otherwise cause them to miss scheduled teaching or learning activities in circumstances where religious observance occurs over a restricted period and will try to make reasonable adjustments/alternative arrangements, if at all possible. However, adjustments can only be made provided they maintain the standard of the student’s degree (e.g. students will not simply be excused from parts of the programme affected by religious observance or from satisfying overall attendance requirements where stipulated).

If no reasonable alternative can be found, adjustments to scheduled teaching or learning activities will not be possible.

** As part of the latest review of the Policy (spring 2019), consultation took place with the Equality, Diversity & Inclusion Team, St Peter’s Chaplaincy, the central Examinations Office and Research and Business Engagement Support Services.*

Health and physical capacity to train to teach

It is a DfE requirement that you are deemed to have the health and physical capacity to train to teach, and it is possible that this changes during the PGCE. Therefore, University Occupational Health ‘fitness to teach’ appointments must be prioritised, even if this means missing taught sessions or time on placement, as without this you may not be able to continue with your placement. Except in the case of a medical emergency, *all other* medical appointments should be made outside school or university hours. If an appointment is urgent and needs to be taken during the taught course or placement, you may be asked to provide evidence for your appointment.

The Occupational Health service at the university aims to provide confidential care and support for postgraduate students in relation to health and safety issues, which may be relevant to their courses and ability to study. The service is, however, not responsible for primary care of students and all students are required to register with a local practitioner (GP) in Manchester.

Contact Details for Occupational Health: millocchealth@manchester.ac.uk 0161 306 5806, B22 The Mill, Sackville Street, Manchester, M13 9PL (Sat Nav: M1 3BB) (see page 20 for further details).

17.Student Support

Report and Support

If you, or someone you know has experienced or witnessed a **micro-aggression or any form of harassment, discrimination or hate** you can report it anonymously or report it and get support from an advisor:


<https://www.reportandsupport.manchester.ac.uk/>

SEED Student Support and Guidance Team

In addition to your tutor, the School of Environment, Education and Development has a small team of staff who can help students in times of difficulty and are available to meet with students to advise on the kinds of support available in the University, including support for students with disabilities, and to discuss options such as interruption or mitigating circumstances. If you would like to arrange a meeting, in person you can speak to the team 9am to 5 pm Monday to Friday at the SID desk on the 2nd floor of the Arthur Lewis Building or email the them: studentsupport-seed@manchester.ac.uk.

Trainees with disabilities


If you would like to receive disability support on your course, you will need to register with the Disability Advisory and Support Service (DASS). We very much encourage you to do this, as it can unlock relevant support for you as a trainee with disabilities. You would need to complete the DASS registration form and provide evidence of your disability. Please see their website for full details of how to access support:

 <http://www.dso.manchester.ac.uk/how-do-i-get-support/how-do-i-register/>


DASS will make an assessment of what adjustments can and should be made, taking into account the professional nature of training. They can help with additional needs and advise on the support available to them throughout their studies. They can arrange an assessment of needs, assist with applications for funding support, arrange dyslexia screenings and discuss appropriate study aids and assistive technologies where necessary. DASS also liaises with the School of Environment, Education and Development's Student Support and Guidance Team.

Students should seek advice immediately if they feel that their working is being affected by a disability. We would strongly encourage you to consider registration with DASS at the earliest possible stage. Your university tutor can help with the referral process.

DASS can be found on 2nd Floor, University Place. Their contact details and opening hours are as follows:

 0161 275 7512

Email: dass@manchester.ac.uk **Opening Hours:** Monday to Friday 10.00 to 16.00

 <http://www.dso.manchester.ac.uk/>

Widening Access and Participation Project (WAPP)

Here at the UoM we recognise that all our PGCE trainees have individual needs, depending on their prior experiences of education, and that some may require different levels of support as they work towards becoming an effective, successful teacher. We can provide additional support for various targeted Widening Participation groups or individuals with an identified need. WAPP is aimed at supporting trainees, through coaching visits from professional educational coaches affiliated with the PGCE programme, to help them engage effectively with their teaching practices and ultimately become successful in a teaching career.

How do we work with you?

Firstly we offer some tailored sessions during the year with specific foci which we know are useful for some trainees to revisit in small groups such as Classroom Management, Behaviour for Learning, Planning lessons

effectively, Voice coaching and Applying for jobs. These sessions will be advertised during the year at an appropriate time and subject tutors may choose to signpost the sessions to you individually.

In addition, we can also offer a visit from one of our tutors to help you to overcome challenges you may encounter during your training. The focus of the individual coaching visits is determined by you and your own personal requirements at the time and will be tailored to meet your needs. Common foci include support managing workload and organisation, support with academic assignments, help developing planning and teaching skills, and help developing effective professional relationships.

These visits are not part of the lesson observation schedules carried out by your subject tutor and school mentor, rather they are opportunities to talk to a coach about your practice so far and collaboratively work out appropriate strategies for moving forward successfully.

WAPP tutors can provide short term support in a non-judgemental way (we are not involved in any of your formal assessment). We work to help trainees increase their self-awareness by identifying areas for improvement and challenging assumptions that may be preventing them to achieve their goals. Our discussion often focuses on the following areas:

- Trusting relationships
- A desire to develop and being open to the support provided
- Knowledge sharing
- Developing self-awareness through critical discussion
- Discussion of goals
- Exposure to new ways of thinking
- Skill development where appropriate
- The unlocking of potential.

We aim to challenge ways of thinking, using a supportive and boundaried approach which allows trainees to perhaps see past any current blind-spots and limitations, developing their approach in a more holistic way.

In order to get the best support from WAPP you must be open to receiving any feedback and consider fully any suggestions made during the sessions.

How to move forward with this additional layer of support from the WAPP team

If you feel you would benefit from this additional tailored coaching then please discuss this with your Subject Tutor who will refer your request to the WAPP team. We have a small dedicated team of coaches and we can only provide a limited amount of this additional support. Thus each individual request for this support will be considered carefully with your tutor so that this focused support can be arranged effectively where the need is appropriate.

Financial support

Registration with Student Finance provides access to loans and wider funding for anyone starting a PGCE course. There are more [details here](#), including a hyperlink to an application form. The University has a guide to [wider student finance, including repayments and what to do if interrupting here](#). This includes advice on personal money management- there is useful [advice on budgeting on the UCAS website](#).

The University has some [specific advice on PGCE funding here](#).

We will be seeking increased funding to assist with travel for trainees without bursaries, through our Widening Participation budget.

Bursary payments: For those trainees due to be in receipt of a bursary, please make sure that you have added your bank details on MyManchester (see separate email from teachereducation@manchester.ac.uk with instructions). The first bursary will be paid to you only when you have fully registered, including

financial registration. Payments are made in 10 instalments from October to July, with payments being made on the final Thursday of each month. Please note when setting up Direct Debits and standing orders that, although the first instalment may be released early, the actual due date for payment of their award is the 1st of each month, commencing 1 October.

A full schedule of payment dates can be found on the MyManchester student portal.

Trainees not eligible for a DfE bursary: In 2023/24, these are Business/Economics and History trainees, as well as nearly all Primary PGCE trainees. The following sections on travel to placements, hardship funds, sources of additional income and work at the end of the course will be particularly important in terms of sources of financial support for these trainees.

- **Tutor placement allocation and travel to school/college:** There are various factors to consider when placing trainees in partner schools and colleges. However, tutors will endeavour to consider travel distance and the ease of making journeys by public transport. Trainees are also encouraged to speak to other trainees at placement schools about car sharing to help to reduce costs.

The University pays a travel allowance to trainees in non-bursary subjects. This is designed to contribute to the cost of getting to placement schools or colleges by bus, train, tram or car. This is usually paid in two instalments, at the end of the first placement and in March.

Cheaper fares for buses in Greater Manchester have been introduced a year early to help people struggling with the cost of living. **Single journey fares are now capped at £2 for adults and £1 for children.** Transport for Greater Manchester offer System One Travel cards that allow you to combine bus, train and tram for 1 day, a weekend, 7-day, 28-day and annual travel. Metrolink also offer 28 day travel cards that reduces the daily cost of travel. The TFGM website also offers advice on how to reduce the cost of travel.

Some teaching can be carried out online- in part to reduce travel costs to and from the university.

- **Tutoring:** working as a tutor in your subject can provide a useful additional income. A few hours per week may well be manageable, but you will need to be highly organised.
- **Other part-time work:** Some trainees take on part-time work during the programme, often in bars, restaurants and supermarkets. Although this can be a good source of income, experience shows that it can be challenging to combine with the responsibilities of placements, and is easier to manage in the Winter, Spring and summer holidays, given the workload associated with being a teacher during term time.
- **Work at the end of the PGCE course:** Some schools and colleges are keen to ensure trainees begin work as soon as their PGCE course is completed. This might mean being paid to do cover or supply work or even starting your contract as a teacher in June or July, meaning you don't need to wait until Sept to get paid. This is something to ask about at the job interview or once appointed.
- **Royalties from sharing resources:** The TES (Times Educational Supplement) is an online portal used by many teachers. It includes a facility to share resources on different teaching topics- royalties are paid for many of these and new teachers and trainees are encouraged to sign up. Past trainees have made several hundred pounds from downloads and purchase of their teaching materials. There are more details here.
- **Support and advice:** Any trainee experiencing financial difficulties is encouraged to discuss this with their university tutor who can signpost and advise.

- **Hardship funds:** The University of Manchester **Living Cost Support Fund** is funded by donations from alumni, and includes support for students in difficult financial circumstances with eg. accommodation, utilities and food shopping.

Further contacts

There are a number of other specialist services available to support students at the University, to which students can be referred or can self-refer:

Student Services Centre

The Student Services Centre is a central point for information and advice on all non-academic University-related services such as examinations, registration, graduation, finance (including Manchester Hardship Fund advice), immigration, certificates and transcripts.

☎ 0161 275 5000 Email: ssc@manchester.ac.uk

🌐 <http://www.manchester.ac.uk/study/international/why-manchester/student-support/student-services-centre/>

Opening Hours: Monday to Friday 09.00-17.00 (Apart from Tuesdays, 10.00-17.00)

Student Occupational Health Service

This service offers confidential care and support on health and safety issues and offers emergency care if you are taken ill on campus. They will also advise the School on whether a student is 'fit to study' or 'fit to travel' on fieldwork in cases of illness. Please note that this service is not a doctor's surgery, and you should register with a GP when you arrive in Manchester.

☎ 0161 306 5806 Opening Hours: Monday–Friday 09.00-16.00

🌐 <http://www.occhealth.manchester.ac.uk/>

Counselling Service

The Counselling Service is a free service available to all students. Professional counsellors provide confidential one-to-one counselling for anyone seeking help with personal problems affecting their work or well-being. The Counselling Service also run a range of group support workshops on issues such as managing anxiety; exam stress; procrastination; assertiveness; confidence and self-esteem; low mood; and speaking out in groups. They also have a comprehensive range of self-help resources available to students on their website.

Location: 5th Floor, Crawford House, Precinct Centre

☎ 0161 275 2864 Email: counselling.service@manchester.ac.uk

🌐 <http://www.counsellingservice.manchester.ac.uk/> Opening Hours: 09.00–16.00 Monday to Friday, term-time and vacation (except for UK public holidays and the University Christmas closure period).

Mature Students' Support

If you have just returned to the academic environment from an absence of any length of time you may be interested in the various computing and writing skills services that are available to all students. Please refer to the Study Skills information in **Section 3.2** for more information on these services. Additionally **The Burlington Society** offers a social and support network for mature and postgraduate students.

☎ 0161 274 3100 Email: burlington.manchester.ac.uk

🌐 www.burlington.manchester.ac.uk

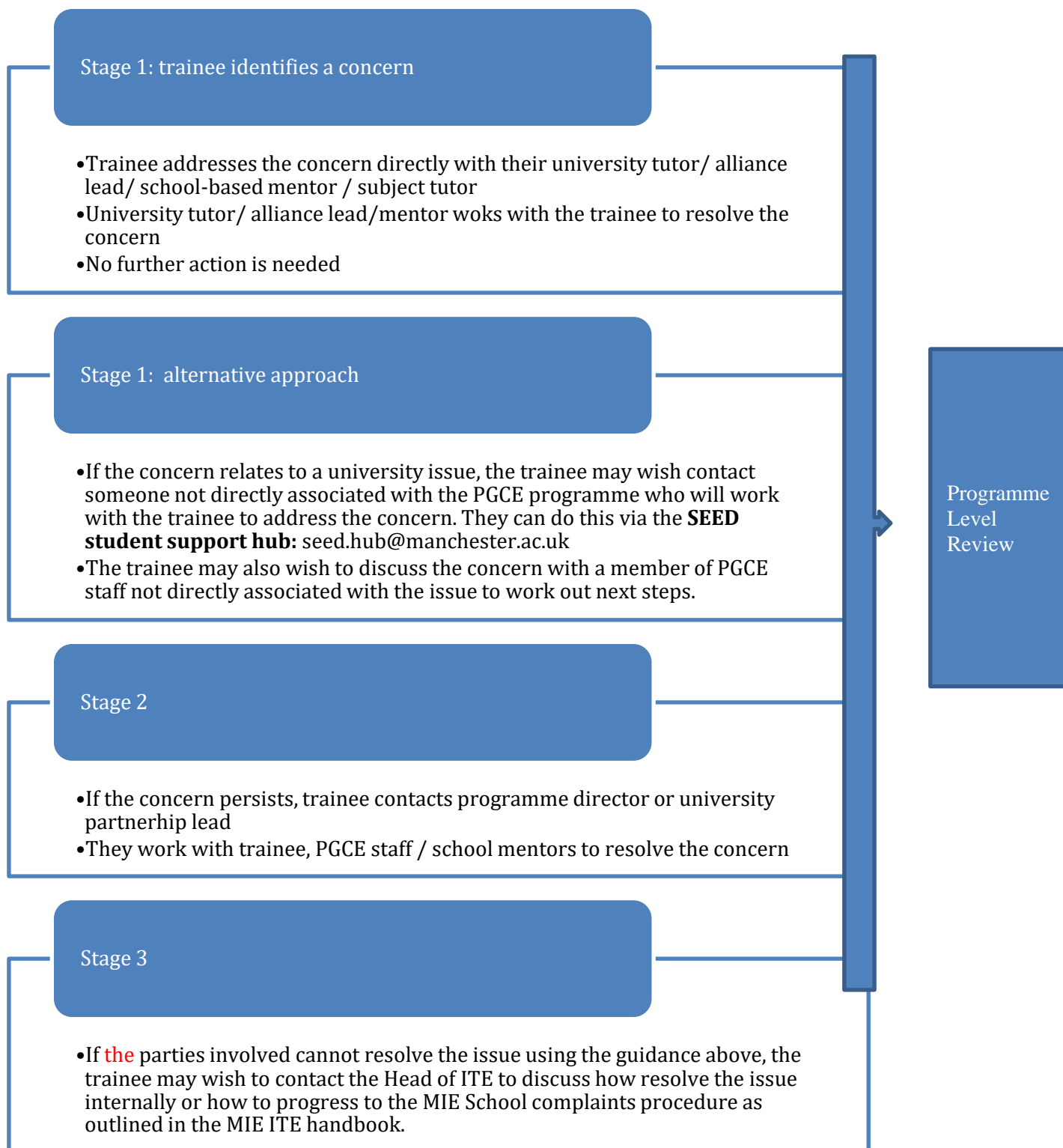
Student Parents

The University provides an online resource with guidance and information for student parents in the areas of child care, schools, funding, accommodation, support groups, and University policies and procedures that may directly affect you.

🌐 <http://www.staffnet.manchester.ac.uk/supporting-students/student-parents/>

Three Stage Cause-for-Concern Process - to address concerns raised by trainees

If a trainee has a concern related regarding their university tutor, alliance lead, school-based mentor or subject tutor the diagram on below describes the raising of an initial concern; stages of concern 1, 2, and 3.



The expectation is that any concerns raised will contribute to programme learning via programme level review, and that the majority of concerns will be resolved at Stage 1.

Wifi on Campus: eduroam

eduroam (education roaming) is a secure, international wireless (Wi-Fi) service available to all staff and students at The University of Manchester.

Important information before you get started:

- **Eduroam usernames start with your *University* username and finish with @manchester.ac.uk**
When setting up eduroam, you must enter the username in the format *universityusername@manchester.ac.uk*, where "universityusername" is the username you use to sign into most University services (email, Blackboard, My Manchester, University managed computers etc).
For example, if your *University* username is v12345ab, your *eduroam* username is v12345ab@manchester.ac.uk.
If you don't enter the username in the correct format, **it won't work**.
- If you use Linux, please follow the steps below, and then read the ["eduroam: For Linux" article](#) (search for *eduroam linux*) for additional setup instructions.

What you need to do:

1. Ensure you're connected to a wired, Wi-Fi or mobile data (4G/5G etc) network. If you're on campus or in halls and don't already have a connection, you can use the **UoM_WiFi** network.
2. Visit cat.eduroam.org on the device(s) you want to use on eduroam.
3. Click on "Click here to download your eduroam installer"
4. Select "The University of Manchester"
5. Download and run the installer for your device
6. Follow the on-screen instructions (these will vary, depending on your device type)

Android users can also download the [geteduroam](#) app (Android 11 and higher) or [eduroamCAT](#) (Android 8 to 10) from Google Play.

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Applying for your first teaching post

The PGCE programme will support you in applying for your first teaching post in a number of ways. Firstly, there will be a lecture on writing a personal statement, CV and applying for your first job. Secondly, your subject tutor will, if you wish, advise you on your letters of application and provide you with feedback on your first draft. Please also refer to Blackboard for useful documents to support you in the application process.

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 of your subject tutor.

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

Contact email: seed.iag@manchester.ac.uk

Where possible, all references should be requested to the University via email. Schools wishing to obtain your reference should email seed.iag@manchester.ac.uk

Your subject 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. Most trainees ask their current subject mentor but some schools prefer for the requests to go via the professional mentor.

Teacher reference numbers (TRN)

Your teacher reference number will be issued to you directly by the DfE during the autumn term.

17. 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. Some trainees may be visited by a university ITE tutor other than their own subject 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 about the manner in which we are training you on the programme and to evaluate our processes, impact of our curriculum teaching on the quality of your teaching. Our quality assurance processes also help us to ensure consistency of experiences across the partnership. 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 or Ofsted inspector.

Subject/programme evaluations

At key points in the PGCE programme we will ask trainees to complete evaluations of our teaching. 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. We will also seek verbal feedback at different points in the year via the student rep committee.

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. ITE programme inspections are guided by the information in the Initial Teacher Education (ITE) Inspection Handbook and Framework. Please read these two documents in advance of an inspection in order to become familiar with the guidance and expectations.

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. An inspection during your PGCE year will be good practice for something

that will occur during your teaching career. Some trainees may also be invited to take part in a focus group to discuss with inspectors their experiences on the programme.

Trainees in a school undergoing an inspection may be asked to show inspectors some of their training or placement documentation:

- teaching files containing lesson plans, schemes of work, teaching resources and assessment
- evidence of targets, self-evaluation and reflection
- up-to-date RoAD document
- subject knowledge audits and records.
- placement tasks
- mentor/tutor lesson observation and feedback sheets
- evidence of subject knowledge development, including independent learning

Trainees may also be given the opportunity to show/tell inspectors how well they can do the following, as part of their developing practice:

- promoting and managing behaviour for learning
- 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 their specialist subject
- understanding how children learn
- developing and applying literacy & numeracy skills in all subjects
- understanding national curriculum requirements and age-related expectations for all pupils
- supporting underperforming groups of pupils
- meeting the needs of learners with SEND and EAL
- meeting the needs of high attaining learners
- an in-depth understanding of inclusion, inclusive practices and equity in education
- safeguarding - in particular in relation to e-safety, the PREVENT duty and the risks that some young people may face, such as female genital mutilation, forced marriage, sexual exploitation and radicalisation
- addressing homophobia
- promoting fundamental British values, the role of Relationships and Sex Education and PSHE
- an understanding of transition between all age phases, in particular transition

18. Contact Details – Programme Management & Administrative Team

Programme Management	
Rosa Archer, Programme Director	rosa.archer@manchester.ac.uk
Andrew Howes, Head of ITE	andrew.j.howes@manchester.ac.uk
Catriona Fraser, Teaching and Learning Manager	teachereducation@manchester.ac.uk
School Liaison Team	
Peter Marks, Team Leader	peter.marks@manchester.ac.uk
Keith Parry	keith.parry@manchester.ac.uk
Mike Fitzpatrick	michael.fitzpatrick@manchester.ac.uk
Martine Fleming	martine.fleming@manchester.ac.uk

Administrative Team	
Jonathan Herbert	teachereducation@manchester.ac.uk
Irsalaan Ilyas	teachereducation@manchester.ac.uk
Students support	
Advisory and Support Service (DASS)	www.dass.manchester.ac.uk
Information, Advice and Guidance (IAG) Team	seed.iag@manchester.ac.uk

19. Contact Details – Subject Teams

Name	Rm	@manchester.ac.uk
Business & Economics		
Bob Hindle (Subject Leader) Business & Economics	A2.7	robert.hindle@manchester.ac.uk
Giles Bennett, Business & Economics and WAPP	C2.17	giles.bennett-2@manchester.ac.uk
English		
Hannah Strickland, English (Subject Leader)	C3.25	hannah.strickland@manchester.ac.uk
Carmel Kellett, English	C3.24	carmel.kellett@manchester.ac.uk
Anna Warburg, English	C3.24	anna.warburg@manchester.ac.uk
Humanities		
Narinder Mann (Subject Leader), Geography	C3.2	narinder.mann@manchester.ac.uk
Tom Donnai (Subject Leader), History	B3.15	thomas.donnai@manchester.ac.uk
Mathematics		
Rosa Archer, Mathematics (and Programme Director)	C2.17	rosa.archer@manchester.ac.uk
Sian Morgan (Subject Leader), Mathematics	C2.17	sian.morgan@manchester.ac.uk
David Swanson, Mathematics	C2.17	david.swanson@manchester.ac.uk
Mark Williams, Mathematics	C2.17	mark.williams-6@manchester.ac.uk
Modern Languages		
Joanne Taberner (Subject Leader), ML	C3.17	joanne.taberner@manchester.ac.uk
Karen Roberts, ML	C3.10	karen.roberts-2@manchester.ac.uk
Andy Rose, ML	C3.17	andrew.rose@manchester.ac.uk
Science		
Rob Buck (Subject Leader), Science	C2.17	robert.buck@manchester.ac.uk
Zahra Alijah, Science	C2.17	zahra.aliyah@manchester.ac.uk
Andy Howes, Science (and Head of ITE)	C2.17	andrew.j.howes@manchester.ac.uk
Naina Kotecha, Science associate tutor and WAPP	C3.11	naina.kotecha@manchester.ac.uk
Mark Williams, Science associate tutor	CG.54	mark.williams@manchester.ac.uk

20. Secondary PGCE Assessment Deadlines

Assignment	Details of submission	Submission date (1 pm)	Grade
Preliminary School Practice Pass/Fail assignment	Blackboard	Thurs 28/09/23*	0 for fail, 100 if pass, 50 if more days need to be completed.
Declaration regarding plagiarism; media release form; Health and Safety course completion.	Blackboard / survey	Thurs 28/09/23	100 if completed
Safeguarding ISP Pass/Fail assignment	Blackboard	Mon 30/10/23	0 to 100
SEND ISP Pass/Fail assignment	Blackboard	Mon 20/11/23	0 to 100
RoAD	To Tutor	Thurs 15/12/22	
P1 Progress Report & Progress Matrix	Blackboard	Thurs 15/12/22	0 for fail, 100 if pass, 50 if needs revising. Should have 100 to pass.
Assignment 1: Learning, Teaching and Assessment in the Curriculum (Appendix with annotated lesson plans, pass/fail element, equivalent to 1000 words)	3000 words to Blackboard	Mon 08/01/24	See Assignments booklet for grading
RoAD	To Tutor	Week beginning 18/03/24	
P2 Progress Report & Progress Matrix	Blackboard	Week beginning 18/03/24	0 for fail, 100 if pass, 50 if needs revising. Should have 100 to pass.
Assignment 3.1: Pupil Voice enquiry proposal including ethics statement (pass/fail)	500 word equiv. Blackboard	Weds 20/03/24	100 pass. All should have 100 before beginning research
Assignment 2: Inclusive Educational Practice (with slide presentation copied into appendix - pass/fail element, equivalent to 1000 words)	3000 words Blackboard	Mon 15/04/24 (24/04 if late Easter)	See Assignments booklet for grading
Assignment 3.2: Developing Practitioner Enquiry - Pupil Voice	3000 words Blackboard	Friday 31/05/24	See Assignments booklet for grading
RoAD	To Tutor	Week beginning 03/06/24	
P3 Progress Report & Progress Matrix inc. extended practice report.	Blackboard	Week beginning 03/06/24	0 for fail, 100 if pass, 50 if needs revising. Should have 100 to pass.
Assignment 3.3: Pupil voice research conference poster	500 word equiv. Blackboard	Fri 07/06/24	100
PDP - Transition placement	Blackboard	Thurs 13/06/24	100

Yellow shading indicates Masters level assignments.

*Or within two weeks of completion of the PSP placement, if this is not possible in w/b 6th Sept.

21. Appendix 1: Online learning

If you have not experienced online learning before, some of you may feel 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 freedom to independently explore and research different aspects of primary teaching in more depth. There may be some 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: ‘

‘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).

A typical online synchronous whole cohort lecture could involve:

- Pre-reading tasks/reflective activities (independent)
- A ‘live’ synchronous session led by a university lecturer
- Follow-up tasks (independent)

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’.

Course materials, resources and recordings of any ‘live’ synchronous sessions will be available on Blackboard, where possible. Information about pre-reading and post lecture tasks will also be posted on Blackboard when applicable.

The term ‘**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 use for some 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 registers 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.

Online etiquette

General guidelines

- Show that you are present in the lecture by switching your camera on for the session
- All written comments in the chat 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 try to respond to all questions posted in the chat but they won't repeat what they have already said or repeat answers which have already been given!

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/>

22. Appendix 2: Getting the most out of independent and online learning

Treat independent and 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 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 independent learning as seriously as you would a physical event by booking time into your diary - 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 online learning: points to consider before you start

- Before starting any independent 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 online and offline

- Make sure that you connect with other trainees – in online and offline spaces! Could you set up peer-to-peer support and social groups or work with a learning buddy over Zoom, Skype, FaceTime, WhatsApp or by booking one of the university study spaces in the library or Alan Gilbert Learning Commons?
- Think about creative ways of getting to know the other trainees in your tutor group socially as well as on campus in the teaching sessions and tutorials.

23. Appendix 3: Getting the most out of your PGCE year

Practical advice from former trainees

On placement	
Be organised. Buy a diary or a teacher planner and learn to use it. Don't procrastinate: get things done early, step by step. This includes your RoAD, and especially lesson planning.	Get involved. Join/run lunch time activities and take tutor time. This will make you seem more 'human' to the students. Mentors and professional mentors will notice. You will feel the difference.
Support each other. Everyone goes through tough patches in learning to teach.	Ask questions. But try not to keep asking the same thing. That can be irritating.
Stay positive with the young people you teach, and give them confidence. Your main role is to educate them, not to judge them. Be realistic	Try out creative ideas in your lessons. This is your year to be adventurous. If ideas work, you can share and reuse them. If not, so what? The person who never made mistakes never made anything.

about their level of organization - have spare pens and paper ready.	
Throughout the course	
Back up your work. You would create a lot more work for yourself if you lost lesson plans, or an assignment.	Share resources with your peers. Create a tutor group Dropbox or Google Drive for resources that have worked well, and adapt what others have created. Give copies to your mentor. Take care over copyright.
Don't put <u>too much</u> pressure on yourself. Tutors have already seen the potential in you as a teacher, but no one is asking for perfection. Stress, above a certain level, doesn't help you but rather hinders your developing practice. Good enough and improving is good enough.	Don't be surprised to find you're changing. The PGCE is a highly regarded qualification with good reason. Getting to the end of the course is both challenging and incredibly rewarding, and in some ways you will be a different person at the end of it.