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Primary PGCE

Main handbook

2023-24

EMPOWERING FUTURE GENERATIONS

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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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Date	Page	In-year content updates

Welcome message

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

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

The aim of this handbook is to introduce you to the broad structure and key requirements of the programme, 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 Professional Placements Handbooks, which can be located in the PGCE Primary Blackboard space.

We are also committed to the university's culture and ethos of respect and dignity, equality diversity and inclusion as outlined in the statements following this welcome message. 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.

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

Dignity at work statement

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

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

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

Professor Dame Nancy Rothwell (President and Vice-Chancellor)

Black Lives Matter and Our University

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

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

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

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

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

Professor Nalin Thakkar (Vice-President for Social Responsibility)

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.

1. Programme structure

'Empowering future generations'

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

There are two interlinked primary PGCE programmes:

- primary core (approx. 110 trainees)
- primary School Direct (known as SD) (approx. 20 trainees)

For core and SD trainees, the primary 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
- subject knowledge audits for English, maths and science
- 3x 20 credit Masters level assignments
- a variety of long and short school experience placements
- independent study and online directed learning

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 primary schools. We refer to this group as our 'partnership'.

Trainees on the SD programme will spend some time being trained by their alliance in addition to the same university training as the core programme for English, maths, science, placements, EDUC unit assignments and some selected professional studies sessions. Each SD school alliance lead teacher will provide SD trainees with details and an overview of their specific, bespoke alliance-led training programme. We recommend that trainees following the SD programme contact their SD alliance lead for specific details of bespoke curriculum training.

Daily timetables including curriculum sessions, groups, rooms, placements and deadlines will be available via the TeamUp app. Please check Teamup regularly as this is where you will find up-to-date information about your timetable. Information about how to access and use the Teamup app will be given to you during the induction week (commencing Monday 4th September).

This table provides an overview of the primary PGCE programme structure in semesters 1 and 2.

Semester	Aspect of programme	Duration	Assignments
Semester 1	Induction	1 week	3x EDUC Unit M Level assignments
	University-based PGCE curriculum taught course and independent study	7 weeks	
	Initial school-based learning days (ISBL)	5 days	
Semesters 1 and 2	School experience block 1 placement	10 weeks	
Semester 2	University-based PGCE curriculum taught course and independent study	2 weeks	
	Inclusion focus placement	2 weeks	
	ITE curriculum taught course	2 weeks	
	Early years placement	2 weeks	
	University-based PGCE curriculum taught course	2 weeks	
	School experience block 2 placement	12 weeks	

2. The UoM primary PGCE curriculum

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

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

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

The programme is structured so that you begin your training (in September and October) in university/alliance-based taught course sessions where your lecturers will introduce you to the key skills, concepts and knowledge you will need for teaching. You then embark on a long teaching placement (school experience block 1, October to early January) 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 and February), you will build on your experiences on placement, engage in evidence and research and further activities involving the development of your critical thinking and analysis skills.

Two short teaching placements in semester two will allow you to gain a deeper understanding of inclusion and SEND as well as teaching and learning in the Early Years (focusing on teaching early reading and early maths, and transition from reception to year 1). The training year finishes with a long placement (school experience block 2) 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 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.

2.1 University/SD alliance-based training: an overview

The primary PGCE curriculum includes taught elements in the full range of the primary national curriculum subjects. All trainees attend the university-led taught curriculum sessions for the core subjects of English, maths and science. In addition, the course has a professional studies element supported by cluster group tutorials (for core trainees) and professional learning in alliances (for SD trainees). 'Professional studies' encompasses general professional and pedagogic issues such as safeguarding and child protection, your teacher

persona and identity, your agency, behaviour management, pedagogy and planning, cognitive science (how children learn), bullying, assessment for and of learning, communicating with parents and carers, working with other adults, inclusion and diversity and understanding special educational needs and disability (SEND). All sessions contribute to a) your understanding of effective teaching and learning and b) how you will incorporate and implement aspects of professional studies in the classroom.

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

For school direct trainees: foundation subjects and some professional studies elements of the programme will be delivered by expert staff in your alliances. Please refer to your alliance lead for details. Some professional studies sessions will be delivered at the university. These sessions will be identified on the TeamUp calendar.

The content of the taught programme is usually delivered through a combination of campus-based face-to-face lectures, seminars and workshop sessions, some 'live' online lectures and tutorials, online resources to support independent study and group tutorials (both university- and school- based). It is the aim of the tutors that university-taught content, concepts, issues and discussions are tightly linked to professional learning in the school experience placement elements of the course. On placement, you will complete professional development tasks such as learning about primary curriculum subjects and professional elements of teaching.

The academic assessment element of the course is through three 20 credit Masters level assignments (known as the EDUC units). Further information about assessment through assignments can be found in the Assignment Handbook.

2.2 The ITT Core Content Framework and the DfE Teachers' Standards

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

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

2.3 Curriculum Strands

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

The five strands of our primary PGCE curriculum are:

- A Behaviour management
- B Pedagogy and planning

- C Subject and curriculum knowledge
- D Assessment
- E Professional behaviours

We will refer to both the CCF and the TS throughout the programme in both the university-based sessions and during your teaching practices on placement. It would, therefore, be very useful for you to read through both documents before starting the course. You can find further information, including recommended reflective preparation activities, in the Pre-Programme handbook. This handbook was emailed to you in July (or at the point at which you accepted a place on the programme if this was after July).

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

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

2.4 The intent, implementation and impact of our curriculum

2.4.1 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 Primary National Curriculum for Key Stages 1 and 2: curriculum teaching, learning and assessment requirements (according to phase of training)
- progression in subjects
- progression across age phases (including from EYFS into KS1)
- subject knowledge
- knowledge of how children learn
- pedagogical knowledge
- behaviours for learning
- theories of teaching and learning
- inclusion and diversity
- special educational needs and disability
- statutory frameworks
- managing workload 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

2.4.2 Implementation

Our curriculum is informed by DfE and Ofsted national and local priority areas (for example: the CCF and Keeping Children Safe in Education) and develops trainees' skills in teaching in a range of contexts, including what could be referred to as 'challenging' schools and schools in 'disadvantaged' areas of Greater Manchester.

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 some online 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*: mostly delivered on campus, 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 professional tutor (academic advisor) at the start of each year. Professional tutors work with groups of trainees to support their progress through a series of scheduled meetings throughout the year. In addition, they will provide an initial level of pastoral support 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 Trainee Portfolio.

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, Jodrell Bank, sports facilities and generic facilities such as the university libraries and learning commons.

2.4.3 Impact

By the end of the programme, trainees will have learnt the curriculum pertaining to each national curriculum subject, professional studies and teaching on placement and will be confident to put into practice high quality evidence-informed 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 Masters level 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:

- observation feedback 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 Trainee Portfolio.

2.5 Subjects in the curriculum

All primary National Curriculum subjects, professional studies and learning opportunities on placement contribute to the design and implementation of our overall UoM primary PGCE curriculum. Please refer to the individual subject overviews on Blackboard and to our overall Curriculum Booklet for a full representation of the intent, implementation and impact of the various aspects which make up the primary PGCE curriculum as a whole. There will be an expectation to engage in subject knowledge audits for English, maths and science throughout the year. The results of you audit will help you to identify priorities for independent study.

3. Programme timetable

3.1 Timetable of curriculum sessions and placements for the whole year

Please note: this timetable is indicative and subject to change. Please refer to the TeamUp calendar for up-to-date information about core and SD specific sessions and changes to the published schedule.

Key

ISBL (ITAP)	8am-4.30pm	Initial school-based learning, intensive training and practice
SE1	8am-4.30pm	School experience block 1 placement
ISD		Independent study day (coincides with school holiday weeks)
University lectures all week	9.30am-4pm	University-based days: curriculum teaching all week (lectures, seminars and tutorials)
Short block A	8am-4.30pm	Inclusion focused placement
Short block B	8am-4.30pm	Early years foundation stage; early reading and early maths focused placement
SE2	8am-4.30pm	School experience block 2 placement
		School term continues after the university term finishes

w/b	Mon	Tues	Weds	Thur	Fri
28.08.23					Online registration
04.09.23	University lectures all week				
11.09.23	University lectures all week				
18.09.23	University lectures all week				
25.09.23	University lectures all week	ISBL (ITAP)			
02.10.23	University lectures all week		ISBL (ITAP)		ISBL (ITAP)

09.10.23	University lectures all week		ISBL (ITAP)		ISBL (ITAP)
16.10.23	University lectures all week				
23.10.23	ISD	ISD	ISD	ISD	ISD
30.10.23	SE1				
06.11.23	SE1				
13.11.23	SE1				
20.11.23	SE1				
27.11.23	SE1				
04.12.23	SE1				
11.12.23	SE1				
18.12.23	SE1				University closes
25.12.23	School holidays / ISD				
01.01.24	Bank hol	University opens SE1			
08.01.24	SE1				
15.01.24	University lectures all week				
22.01.24	University lectures all week				
29.01.24	Short block A: inclusion				
05.02.24	Short block A: inclusion				
12.02.24	University lectures all week				
19.02.24	University lectures all week				
26.02.24	Short block B: EYFS				
04.03.24	Short block B: EYFS				
11.03.24	University lectures all week				

18.03.24	University lectures all week				
25.03.24	SE2 (or ISD)				Bank hol*
01.04.24	Bank hol				
08.04.24	SE2 (or ISD)				
15.04.24	SE2				
22.04.24	SE2				
29.04.24	SE2				
06.05.24	Bank hol	SE2			
13.05.24	SE2				
20.05.24	SE2				
27.05.24	Bank hol	ISD	ISD	ISD	ISD
03.06.24	SE2/ enrichment week**				
10.06.24	SE2				
17.06.24	SE2				
24.06.24	SE2/ enrichment week**				Final university-based day – end of programme.
01.07.24	School term continues				
08.07.24					
15.07.24					
22.07.24					End of term for most schools

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

** trainees will have different dates/activities for enrichment experiences and SE2 end dates, dependant on whether their school has 1 or 2 weeks half term break in May (known as the 'Whit' holiday).

3.2 Day-by-day timetable

The timetable above gives you an indication of the dates for university sessions, independent study days and placements. Please refer to the Teamup calendar for individual subject sessions.

3.3 Modes of delivery

Our timetable for taught curriculum sessions is a mostly campus-based curriculum teaching sessions and weeks training on placement (and alliance-based sessions for SD trainees). 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 via the 'Teamup' calendar.

3.4 Session details

Please refer to the TeamUp calendar app for the exact details of the curriculum teaching sessions on each day (e.g. subject, session timings, rooms, groups, Zoom links, etc). The TeamUp calendar can be accessed via Blackboard or as an app on your phone and/or laptop.

3.5 Timetable for School Direct trainees

You will attend all the timetabled sessions indicated on the timetable above, either alongside core trainees at university or in your alliances. On a few days where your timetable differs from the core programme, this will be indicated on the TeamUp calendar. Please refer daily to the SD section of the TeamUp calendar for details of your alliance-led days and any other SD specific activities.

3.6 Groups

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

3.7 Independent study/directed online learning

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

3.8 Timetable for school experience placements

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

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

3.9 A 'typical day' on the programme

Depending on whether the university/alliance-based teaching sessions are online or on campus, or whether you are continuing learning the curriculum on school placements, the structure of the day will be slightly different. This section shows what a 'typical' day on the programme will look like, with session timings for campus, online or placement-based days.

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

3.9.1 Start and end times

A typical day of university-based lectures, seminars, tutorials and workshops will be from approx. 9.30am to 4pm depending on the subject and mode of delivery. Alliance-led days may start earlier, depending on the host school. Additional university-based subject knowledge sessions, support clinics or CPD sessions are sometimes arranged from 4pm onwards. These sessions will be identified on the TeamUp calendar.
A typical day on placement will be from 8am to 4.30pm in a primary school.

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

3.9.2 A typical day on campus

Session details will be posted on the Teamup calendar.

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

3.9.3 A typical alliance day (for SD trainees)

Your alliance lead / host school will communicate the start and end times for alliance-based training. These will differ according to the alliance you are training with. There will be a combination of full and half-day alliance-led training.

3.9.4 A typical day online

Session details, including Zoom links, will be available on the TeamUp calendar.

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

*pre-session tasks for online learning should usually be available from our VLE, Blackboard, a few days before the session to allow you more flexibility for when plan to complete them.

3.9.5 A typical day on placement

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

3.10 School holidays

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

3.10.1 Holidays in December

The timetable above identifies indicative dates for the end of your SE1 placement in December. Some schools will finish earlier than others. This means that trainees will finish their SE1 placements on different dates. Please note: all trainees will have finished their placement by 5pm on 22nd December 2022 as the university will be closed for the winter break from this date.

3.10.2 Holidays in April

The dates identified on the timetable above are indicative only. Please follow the same holiday dates as your placement school in April. These may not be the same as the dates on this timetable. You will need to check the school website to see when your SE2 placement school has timetabled its Easter break. Your professional tutor will advise you which school you have been placed in. **Please do not book any holidays over the Easter break until you have confirmed the dates of your placement school's Easter break.**

3.10.3 Holidays in May

Some schools have a one week break at the end of May (sometimes referred to as the Whit half term holiday) and some schools have two weeks. If you are in a school which has two weeks, you are only permitted to take the week beginning 27th May 2024 as your independent study week/ Whit half term. For the second week of the Whit holiday (while your placement school is still on holiday) you will engage with enrichment activities, which may include a placement in a different school, in order to enhance your understanding of teaching and learning in practice. To find out if this will be relevant for you, please talk to your professional tutor.

3.10.4 End of programme Friday 28th June 2024

We do not advise booking a holiday or arranging to be out of the area as soon as the programme has finished in case you are required to extend your placement beyond 28th June. This would be for trainees whose teaching does not yet meet the expected standard to pass the programme on this date and who may benefit for extending their placement to the end of the school year (mid-July). This could be for a number of reasons including extensive absences throughout the year or competencies in the classroom. Sometimes a few extra weeks training in a school* is needed in order to meet the standards and pass the course. Regular discussions with your school-based mentor and professional tutor during SE2 will indicate whether this is something you will need to consider in order to pass the course.

*dependent on the capacity and agreement of a host school

4. Core tutor groups and clusters, SD alliance groups

At the beginning of the programme, **core trainees** will be allocated to a tutor group led by a UoM professional tutor. These groups are based on geographic clusters of up to approximately fifteen to twenty schools and are led by our very experienced professional tutors (many of whom are former head teachers and senior leaders). You will work regularly with your tutor group in tutorials as part of our taught course curriculum. As much as possible, you will remain within the same cluster of schools for the school experience placements. The allocation of core trainees to tutor groups will, as much as possible, relate to where you live but, as communicated to you during the selection process, reasonable travel time is considered to be up to two hours each way to a placement school. Trainees are required to make their own travel arrangements to and from their placement schools. There will also be additional costs associated with travel. Please refer to the information pages at the end of this handbook for links to Greater Manchester transport.

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

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

For trainees on the School Direct programme: whilst on school placements, you will be supervised jointly by your alliance lead, a school-based mentor (class teacher) and, in some instances, a school ITE/ITT coordinator.

Further information about the requirements of school experience and teaching practice placements can be found in the School Experience Handbook (which will be published on Blackboard in October).

5. Communication

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

5.1 Office hours

Individual professional tutors will communicate their availability outside tutorial times to the group of trainees in their tutorial groups. We politely ask you to respect tutors' out of office hours and only contact them outside these times for emergencies.

For all course administration which is **not** about the curriculum or placements, please contact seed.hub@manchester.ac.uk

For subject related questions please contact the subject tutors directly.

For placement and School Direct matters please contact Karen Kilkenny.

For personal matters which require the involvement of the programme directors, please contact Rebecca Phillips and/or Liz Birchinall to arrange an appointment.

The email addresses for tutors and the location of tutors' offices in the Ellen Wilkinson building can be found on Blackboard and at the end of this handbook.

6. Professional school experience placements

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

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

Semester 1	Sept-Oct	5 days	Initial school-based learning placement
	Late Oct – early Jan	10 weeks	School experience block 1 placement
Semester 2	Feb	2 weeks	Inclusion focus placement
	Late Feb-early March	2 weeks	Early years placement
	Late March-end of June	10 weeks	School experience block 2 placement

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

During each placement you will have opportunities to:

- observe expert colleagues
- discuss and analyse practice with expert colleagues
- practise, reflect on, receive coaching and improve your teaching
- gain a broader understanding of being a professional teacher in a school
- develop, analyse, critique and adapt your own philosophy of education
- make connections with subject specific pedagogies
- take responsibility for your own practice

For detailed information about all placements, please refer to the School Experience Handbook.

7. Assessment

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

- Academic assessment: 3x 4,000 word Masters level written academic assignments
- Assessment of teaching: evidence of sustained and consistent teaching and learning in key stages one and two to a sufficient standard which meets the requirements of the Teachers Standards, as evidenced in the Trainee Portfolio.

7.1 Academic assessment: EDUC Masters Level assignments

There are three 4,000 word Masters level assignments to be submitted to the university via the turnitin facility on Blackboard during the year:

EDUC 66900: Developing practitioner enquiry (assignment A) 20 credits

EDUC 66800 Inclusive educational practice (assignment B) 20 credits

EDUC 66700 Learning, teaching and assessment (assignment C) 20 credits

These three assignments contribute to 20 credits each and must be passed at 40% or above in order for completion of the course and to gain your PGCE qualification. Assignments with grades of 50% or above also receive Masters credits. Further guidance, support and examples will be given through university sessions, through the online learning support units on Blackboard and in the Assignment Handbook. You should refer to the **Assignment Handbook** for assignment titles, deadlines and more detailed information on writing and submitting assignments.

7.1.1 Assignment submissions

Submission deadlines for all written assignments can be found in the assignment handbook. Assignments must be submitted to turnitin in good time to meet the deadlines indicated in the assignment handbook. Do not leave this to the last minute as IT issues preventing you from submitting on time will not usually be considered as mitigating circumstances for late submissions and penalties may be incurred. Please refer to Blackboard for further information about mitigating circumstances, extensions, regulations and penalties for late submissions.

The PGCE programme administrator (teachereducation@manchester.ac.uk) will contact you before the deadline for each assignment with instructions for submitting it to turnitin.
Please contact teachereducation@manchester.ac.uk for all queries regarding turnitin submissions.

7.1.2 General guidelines for presenting your assignment

- All references to schools and people must be anonymised
- Use an academic font such as TNR, Arial or Calibri
- Use 1.5 line spacing

- Make sure you have numbered the pages
- Ensure a good level of accurate grammar, punctuation and spelling throughout
- Make sure you proof read your work thoroughly, and proof read again, before submitting to turnitin.
- Do not identify yourself, your placement school, your tutor or your school mentor on any part of the assignment (including in the title and submission reference)
- All referencing must follow the Harvard referencing format (no footnotes please). Use the UoM library guide for accurate referencing, which can be accessed here: https://subjects.library.manchester.ac.uk/referencing/referencing-harvard
- Use the UoM award winning online tutorials 'My Learning Essentials' to help develop your understanding of all aspects of academic writing: https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/online-resources/
- Avoid plagiarism by paraphrasing and referencing accurately. This online tutorial is a useful guide for understanding plagiarism: https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story_html5.html
- Submit your assignment to turnitin using your student ID number (not your name, as submissions must be anonymous). Further information about how to submit each assignment will be communicated to you by the SEED assessment team.

For more detailed information about writing presenting your assignment, please refer to the Assignment Handbook and the assignment space on Blackboard where you will find a wealth of supporting materials and guidance.

7.1.3 Grades and marking

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

7.1.4 Publication of Results

Once the Board of Examiners and School Committees have approved the final results for all written assignments and teaching practice, a confirmation letter will be sent to each trainee. This is usually in late July/early August.

For an overview of each EDUC Unit, please see the appendices of this handbook.

7.2 Assessment of teaching

7.2.1 Summative assessment at the end of the programme

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

you have met the Teachers' Standards through your professional practices and behaviours at the end of the course through evidence collected in your Trainee Portfolio (information about the Trainee Portfolio can be found below).

7.2.2 Formative assessment throughout the programme

Our Primary PGCE curriculum includes taught sessions, Masters level assignments and practical application of teaching and learning practices during school placements. It encompasses the requirements of the ITT Core Content Framework in addition to learning and experiences that we consider essential for preparing you to enter the profession. Our curriculum is sequenced and developed to ensure that by the end of the programme you are ready to enter the profession as an Early Career Teacher (ECT). We have aligned 5 key strands of professional development to the ITT Core Content Framework areas which you will practise, implement, reflect on, evaluate, receive feedback for, adapt and refine over time. Throughout the PGCE year, you will engage in formative assessment against these strands with your tutor or alliance lead and school mentor who will guide you in reflection on your own progress. To reiterate, the 5 strands of our curriculum are:

Strand A - Behaviour management (BM) (*high expectations and managing behaviour*) - S1 and S7
Strand B - Pedagogy and Planning (PP) (*how pupils learn, classroom practice and adaptive teaching*) - S2, S4, S5
Strand C - Subject and curriculum knowledge (SCK) - S3
Strand D - Assessment (A) - S6
Strand E - Professional behaviours (PB) - S8 and Part 2 of the Teachers' Standards

There will be many opportunities for you to gather the evidence required to demonstrate your progress and attainment relating the manner in which you put the PGCE curriculum into practice on your teaching placements. You will also use your **Trainee Portfolio** to demonstrate your competence against each of the Teachers' Standards by the end of the programme. It is also key that you log your teaching experiences in schools, your targets and progress, the subjects you have taught and your attendance on the taught course and on placement. The **Trainee Portfolio** will provide one central place for you to record and store a bank of evidence of progress, attainment and development during your professional learning journey.

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

On placement, your teaching and practice will be formatively assessed and monitored through self-reflection and by expert school-based mentors and university tutors throughout the programme. This will help you reflect and understand your own professional development at key points in the curriculum. This also allows you, and those supporting you, to know if you are on track to pass the course.

7.3 The Trainee Portfolio

The trainee portfolio is the main document used to formatively track, monitor and evaluate your learning journey and progress over the year and to summatively assess that, over the course of your various teaching practices and engagement in curriculum learning, you have met the Teachers' Standards by the end of the programme. In your portfolio, you will be required to regularly log your professional engagement, teaching and learning activities, targets and feedback during the programme.

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

The evidence you compile to show the extent to which you have met the Teachers' Standards impacts on the recommendation for QTS at the final exam board in July on completion of your PGCE.

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

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

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.

8. 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.

8.1 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.

8.2 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 8.00 am and not leaving before 4.30pm except in circumstances as negotiated with the mentor or in line with any Covid-19 school arrangements.

- set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English.
- carry out, in a professional manner, tasks as required by the head teacher, university, 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.

8.2.1 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.

8.3 Code of Professional Conduct

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

It is expected that you will:

- attend all taught course university sessions and placement days
- show respect for others including all university and school staff, other trainees, children and parents (please refer to the dignity at work and Black Lives Matter statements at the front of this handbook)
- read and follow all relevant school policies, procedures and codes of practice and conduct, including safeguarding pupils' well-being, in accordance with statutory provision and school policies (please refer to the safeguarding statement at the front of this handbook)
- take responsibility for your own learning and listen to and act on advice from others. This includes engaging in university sessions, completing tasks, attending tutorials and taking responsibility for addressing areas of improvement by discussing concerns with university tutors and school mentors
- take responsibility for looking after your personal well-being and actively seek relevant support where necessary
- attend and be punctual for lectures and tutorials at university, and in accordance with placement expectations while on professional placements
- ensure a professional approach to all communications, including e-communications and use of social media
- maintain an appropriate standard of professional appearance, especially whilst on professional placements and adhere to school policies and practice in relation to dress code
- respect the confidentiality of school resources, staff and children
- follow relevant procedures as outlined in programme and placement handbooks to raise any issues/concerns you may have with your training.

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

8.4 Student representation

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

8.4.1 Student rep committee

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

8.5 Time management

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

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

8.6 Programme protocols

It is vital that all trainee follow all programme protocols, including for requesting and reporting any absences. This is important for a number of reasons:

- Safeguarding: we need to know whether you are on the university campus or training in school. If you do not inform us of your absence, and you are not where your timetable stipulates you should be, we do not know whether you are ok or not.
- Training: the PGCE curriculum has been designed to train you to teach all national curriculum subjects and aspects of subjects to a certain level before each placement. Missing a significant number of active training sessions at university or in your alliances may hinder your knowledge and understanding of practice in a school.

It is therefore vital that you request / report any absences as soon as possible by following the guidance in the 'Attendance' section of this handbook.

As a curtesy, please also inform by email the lecturer whose subject you will be absent from and your professional tutor.

9. Deadlines

During the year, we ask you to submit key programme and placement documents to turnitin by specific deadlines. Information about how to submit a document will be sent to you throughout the year by the PGCE admin team. You will also need to submit three EDUC Masters level written assignments to the online submission platform, turnitin.

In addition to placement related documents, you will also be asked to submit subject knowledge **audits** for the core curriculum subjects. The dates for these will be communicated to you by the maths, English and science tutors throughout the programme. As soon as you receive these dates, please put them in your diary! For submission details for the 3x academic Masters level assignments, please refer to the assignment handbook. This can be downloaded from the assignments section of Blackboard.

We strongly advise you to transfer the submission dates below into your diary to help you manage your time effectively and prioritise your workload throughout the year.

9.1 Submit a placement document

Placement related documents for submission include:

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

Please make a note in your diary of the key dates for submission of documents to turnitin from the table below.

Type of document	Deadline for submission to turnitin
Initial school-based learning days attendance log	13th October
School experience Block 1 attendance log	12th January
End of school experience mentor report (block 1)	12th January

Short block A: Inclusion placement attendance log	9th February
Short block B: EYFS placement attendance log	8th March
School experience Block 2 attendance log	28th June
End of school experience mentor report (block 2)	28th June
Completed trainee portfolio	28th June
Early Career Teacher (ECT) transition document	28th June
Other deadlines	
Subject knowledge audits	Dates to be confirmed throughout the year by subject tutors for English, maths and science
EDUC unit assignments (A, B and C)	Refer to the assignment handbook for deadlines
Hays online Safeguarding training	18th September Information will be communicated by the prof studies tutors.

10. Attendance

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

The programme requires excellent attendance in all aspects. Your attendance at university-based sessions, online sessions and attendance on placement is monitored through registers, placement attendance logs and online absence reporting forms.

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

10.1 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. If you are absent for over 10 university sessions, you may be invited to an attendance board (see section 10.2) below.

10.2 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.

10.3 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.

10.4 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).

Trainees can 'self-certify' an illness for 5 days, after which time, they 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 their name on it etc. Occupational Health may then need to approve their return to placement or taught course (following an online or in-person appointment) and they may need to discuss the process for their return with their professional tutor or the programme directors.

10.5 Injury

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

10.6 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 advisable not to book a holiday just as you finish

10.7 Absences from school experience placements

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

In the event of extended absences, you may not be able to show enough evidence of meeting the Teachers' Standards to the required level by the end of the programme. If this 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

10.7 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 under 'record your absence' (grey section). You will need to report each session missed for every day of absence.
>
> **Step 2**: Email the PGCE tutor responsible for the taught sessions you were absent in order to let them know how you are going to catch up with missed content. If on placement, contact your mentor and professional tutor.

10.7.1 Reporting your absence from alliance-led days (for School Direct trainees)

Email/call your alliance lead and mentor in the morning of absence or as soon as is feasible to tell them that you are absent. If known, email the session lead/school hosting the session for that day. **Follow steps 1 and 2** above.

10.7.2 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 primary 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.

10.8.1 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.

10.8.2 Requesting an absence in advance from placement

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

Please note: The headteacher, alliance lead, mentor and your professional tutor 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, trainees must keep their 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.

10.9 Contacting your mentor and professional tutor

Mentors and professional tutors are asked to discuss and agree their preferred methods of contact with trainees (e.g. this may be text, email, phone call).

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

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

Applying for your first job 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/alliance days 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 from the taught course/alliance led training or placement days 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.

11. Religious observance

If you wish to request an absence for mandatory religious observance, please contact your professional tutor/ alliance lead 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. "*

12. Avoiding problems

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

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

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

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

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

13. Cause-for-concern procedures

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

Communication (via a letter of concern) will identify any concerns about failure to meet the standards required by, or make progress with respect to, **any aspect of the course** at any time and stipulate necessary improvements.

These letters are intended to be formative in nature and are internal to the programme. For example, a cause for concern letter will be sent if:

- a student's behaviour is a cause for concern in terms of its impact in the care of children/vulnerable adults or relationships with colleagues or members of staff
- a student is judged to be in danger of failing to meet programme requirements in respect of issues relating to, for example:
    - *safeguarding*
    - *attendance and punctuality (in university- and school-based periods)*
    - *professionalism (negative or aggressive forms of address towards and treatment of tutors, admin staff school staff or children; punctuality, dress, relationships with staff or pupils, inability or unwillingness to accept constructive criticism);*
    - *completing the Trainee Portfolio*
    - *completing school-based tasks on placements*
    - *practical teaching (and associated documents;*
    - *persistent failure to meet deadlines or submit work*
    - *professional misconduct*
    - *timely communication with PGCE tutors or office administrators (including responding to emails and requests)*
    - *other professional or academic issues raised by a member of school or university staff*

There are four stages of concern in our cause for concern procedure. Trainees reaching the final fourth stage will be required to attend a MIE professional suitability panel 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. Please refer to the MIE ITE handbook for details about MIE panels.

In most cases, trainees pass through each stage of the cause for concern process until they reach the final stage. However, if a trainee is asked to leave two different schools/colleges by their mentor and/or head teacher or other senior member of staff, or for cases where there has been a serious breach of professional conduct, trainees will be required to attend an MIE panel to determine suitability to continue with the programme. In such cases, the outcome

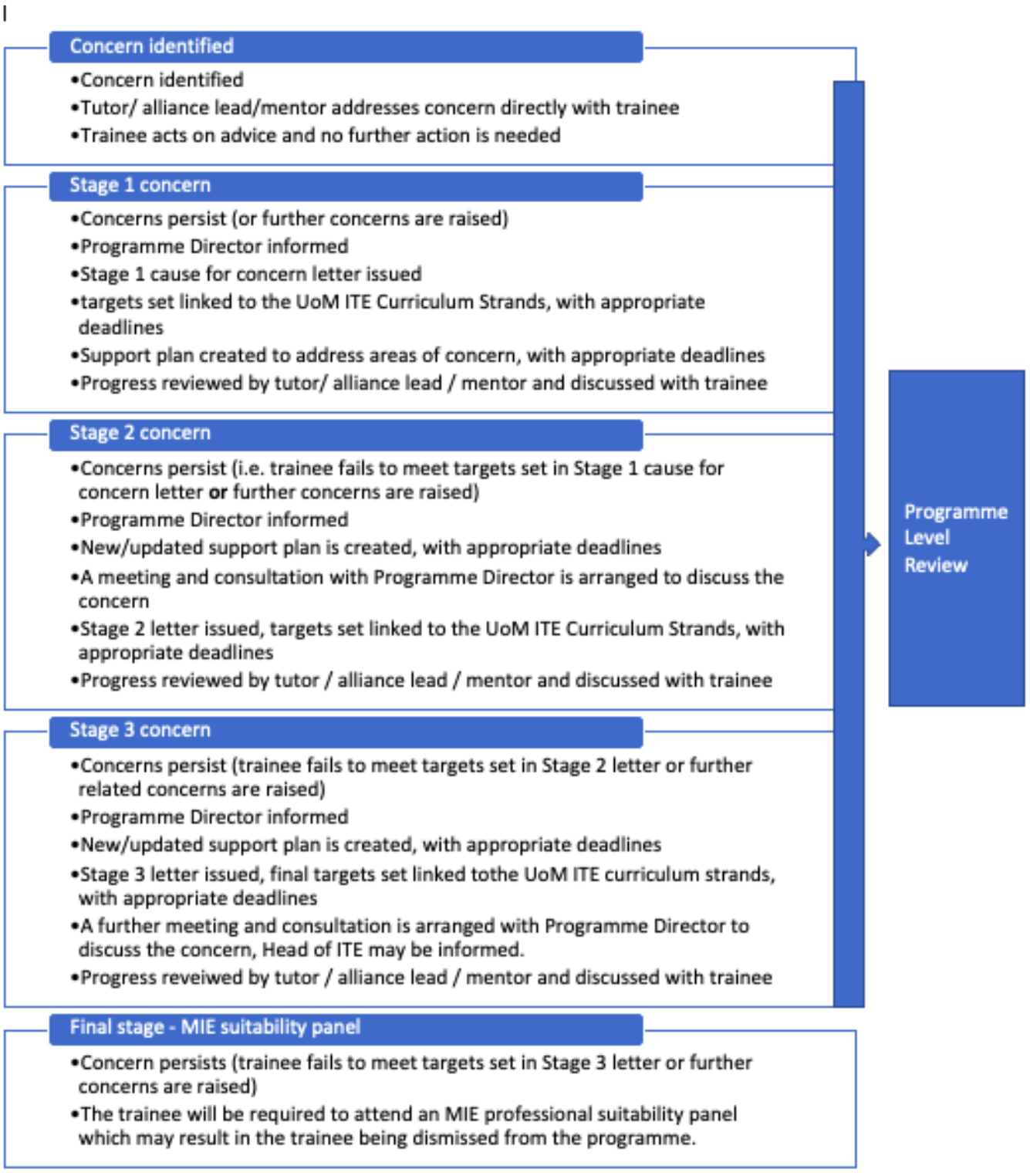
may be that a further placement cannot be offered, and the trainee will have failed the course.

Whilst the four stages of concern may be appropriate in the majority of cases, in certain circumstances it may not pertain (for example after a serious breach of the Teachers' Standards or a safeguarding issue) In such an instance, a student may immediately move to **stage 4: fitness to practise** following an assessment of the concern by the Programme Director in relation to any aspect of the course.

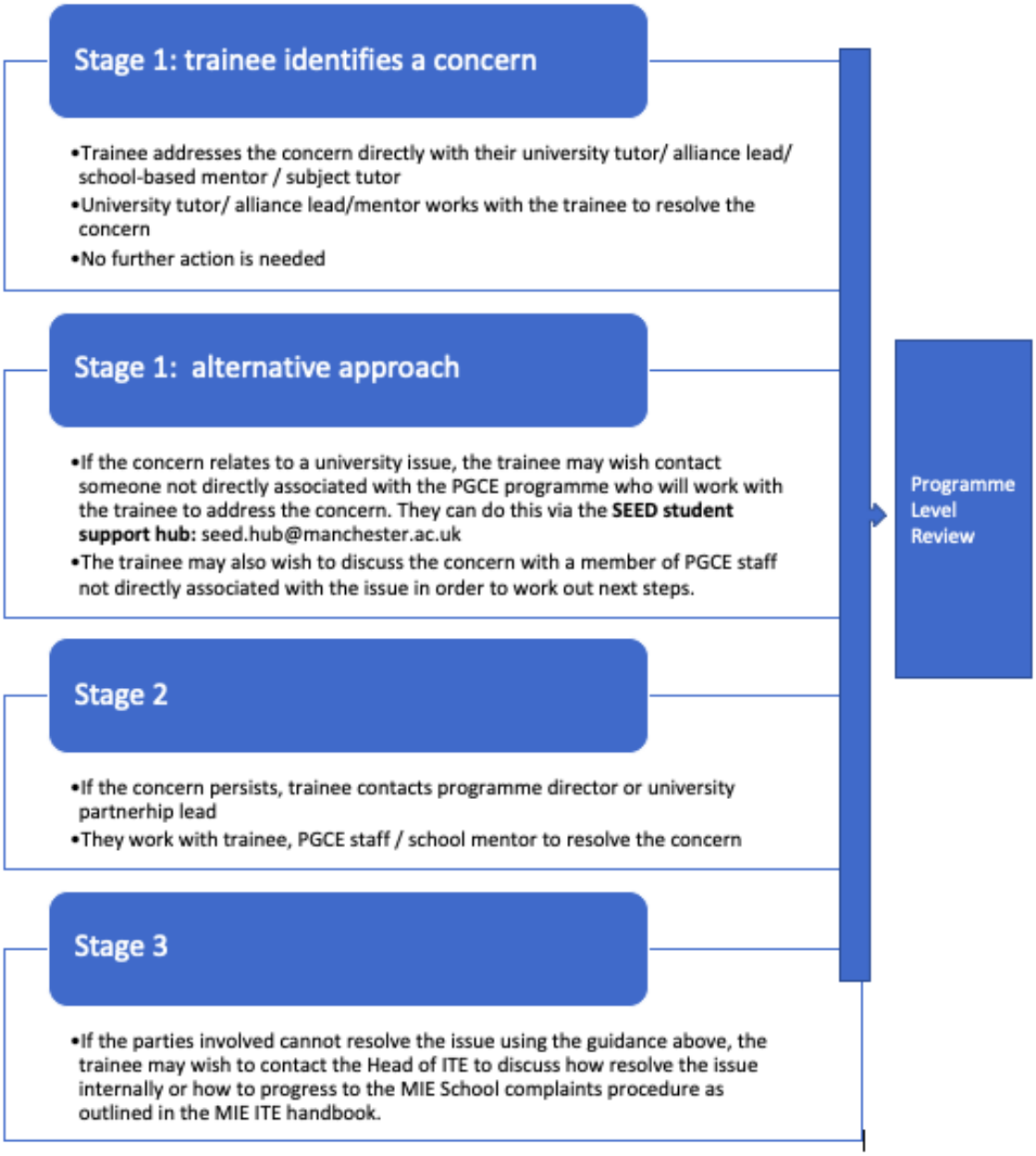
The diagram on the next page describes the cause for concern 4 stage process for concerns raised by tutors and for concerns raised by trainees.

13.1 Cause for concern flowchart (for concerns raised by tutors)

(In effect from Sept 2023).



13.2 Cause for concern flowchart (for concerns raised by trainees)



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.

14. Looking after your health and well being

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

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

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

We also urge you to **register with a local GP** is soon as you arrive in Manchester.

Please refer to Blackboard for further information.

15. Useful information for University of Manchester students

Student support

All support for students is via the student support website:
http://www.studentsupport.manchester.ac.uk/
For example:

- Finding academic support
- Solving common worries
- Fees, funding and managing your money
- UK visas and immigration

Disability Advisory and Support Service

If you have previously received academic, physical or emotional welfare support, then we encourage you to register with the Disability Advisory and Support Service (DASS) before the start of the programme. Their dedicated disability advisers provide advice, guidance and support about a range of practical adjustments for placement and/or your studies.
http://www.dso.manchester.ac.uk/

Living cost support fund

The Living Cost Support Fund is available to assist students with overcoming financial hardship.
https://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/living-cost-support-fund/

Travel costs – student reductions

Bus: Uni Rider Stagecoach student bus pass:
https://www.stagecoachbus.com/promos-and-offers/manchester/unirider
Train: National Railcards:
https://www.nationalrail.co.uk/times_fares/National-Railcards.aspx
Metrolink discounts:
https://metrolinktrains.com/ticketsOverview/discounts/everyday-discounts/
TFGM Bee Network for integrated bus and tram travel: https://tfgm.com/the-bee-network

University accommodation

http://www.accommodation.manchester.ac.uk/ouraccommodation/

Help with getting online

https://www.welcome.manchester.ac.uk/welcome-and-induction/online-learning/help-me-get-online/

Advice on registering with a GP and accessing healthcare

http://www.studentsupport.manchester.ac.uk/taking-care/support-services/accessing-healthcare/

Bursaries and Scholarships

Further Bursaries and Scholarships may be available to you, depending on availability. Details will be published at
http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/bursaries-and-scholarships/ in due course.

UoM Careers service

http://www.careers.manchester.ac.uk/

Coronavirus information

https://www.manchester.ac.uk/coronavirus/

16. 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 and applying for your first job. Secondly, your professional 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.

16.1 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 professional tutor or university school direct lead.

Address: Primary 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 professional tutor, informed by reports from your guided professional placement, should be your first referee and is responsible for writing and updating your reference. You may be asked to provide the details of two different referees. It is your choice who you select as your second referee.

16.2 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 professional tutor as part of the internal quality assurance process. They may also be visited by a subject specialist tutor, an external examiner from another university or an Ofsted inspector.

The internal and external examiners will visit a sample of trainees and mentors chosen to be representative of a range of teaching styles and standards. The purpose of these visits is for us to find out your views 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.

17.1 Subject/programme evaluations

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

17.2 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, such as:

- teaching files containing lesson plans, schemes of work, teaching resources and assessment as outlined in the Professional Placement Handbook.
- evidence of targets, self-evaluation and reflection.
- up-to-date Trainee Portfolio 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 good behaviour
- safeguarding and looking after children's mental health and well being
- establishing an inclusive classroom
- demonstrating a good knowledge of the curriculum and curriculum design for all core and foundation subjects
- understanding how children learn
- understanding how children's skills and knowledge in the foundation subjects develops and builds and develops from year to year
- using systematic synthetic phonics as a strategy for teaching early reading
- developing and applying literacy & numeracy skills in all subjects
- understanding national curriculum requirements and age-related expectations for all KS1 and KS2 pupils
- supporting underperforming groups of pupils
- meeting the needs of learners with SEND and EAL
- meeting the needs of high attaining learners
- 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, child sexual exploitation and radicalisation.
- promoting equality , equity, inclusion and diversity and eliminating discrimination e.g. through the use of the pupil premium in schools, anti- bullying protocols and 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 between the EYFS and Year 1, between year 6 and 7 and associated curriculum and teaching expectations.

18. Staff contact details

Alphabetical by surname.

Tutor	**Role**	**Contact details**	**Room** (in Ellen Wilkinson unless otherwise stated)
Karen Beswick	Professional tutor	Karen.beswick@manchester.ac.uk	C3.4
Liz Birchinall	Co-director Primary PGCE, Humanities (history, geography and religious education), Computing and PE lead tutor Assignments co-lead	Liz.birchinall@manchester.ac.uk	A2.20
Jon Board	Science lead tutor	Jon.board@manchester.ac.uk	A2.14
Joanna Burrows	Professional tutor	Joanna.burrows@manchester.ac.uk	A2.8
Jayne Dickinson	Professional tutor	Jayne.dickenson@manchester.ac.uk	A2.8
Andy Howes	Director of ITE, Director of Development and Teacher Enquiry	Andrew.j.howes@manchester.ac.uk	C2.17
Kerry Hughes-Jones	English course leader	Kerrie.hughes-jones@manchester.ac.uk	A2.13
David James	Professional studies co-lead Professional tutor Widening access and participation lead tutor	David.james-2@manchester.ac.uk	A2.12
Natalie Jayson	Maths lead tutor Professional tutor	Natalie.jayson@manchester.ac.uk	A2.14
Martin Kelly	Admissions tutor Professional Studies co-lead	Martin.kelly@manchester.ac.uk	A2.15

	Safeguarding officer		
Karen Kilkenny	Partnership lead Primary School Direct lead Chair of exam board	Karen.kilkenny@manchester.ac.uk	A2.12
Faik Kordemir	Professional tutor	Faik.kordemir@manchester.ac.uk	A2.8
Philippa March	Profession tutor	Philippa.March@manchester.ac.uk	A2.8
Rebecca Phillips	Co-director Primary PGCE Foundation subjects lead tutor (music, design technology, art and design, modern languages) Assignments co-lead	rebecca.phillips-2@manchester.ac.uk	A2.20
Andrew Rhodes	Professional tutor	Andrew/rhodes@manchester.ac.uk	A2.8
Rebecca Simpson-Hargreaves	English tutor	rebecca.simpson-hargreaves@manchester.ac.uk	A2.10
Tina Tomlinson	Professional tutor	christina.tomlinson@manchester.ac.uk	A2.8
PROFESSIONAL SERVICES			
Administration	Student hub	Seed.hub@manchester.ac.uk Tel 0161 275 2817	Humanitie Bridgford Street building
Student Services Centre	Student Services	Burlington Street Tel: 275 5000 (ssc@manchester.ac.uk	Burlington Street
Occupational Health Service	B22 The Mill, Sackville Street, Manchester, M13 9PL (Sat Nav: M1 3BB)	The Mill Tel: 0161 306 5806 millocchealth@manchester.ac.uk http://www.occhealth.manchester.ac.uk/contact-us/	The Mill
Disability Advisory Support Service (DASS)		dso@manchester.ac.uk Tel: 306 7976	University Place

Counselling Service		Crawford House Tel: 275 2281 counselling.service@manchester.ac.uk	Crawford House
IT Services		Tel: 306 5544 http://www.itservices.manchester.ac.uk/	

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: 'being able to operate effectively online is your future, whatever you do next, and it may open the doors to something you had never imagined'.

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

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

A typical online synchronous whole cohort lecture could involve:

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

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. Refer to the TeamUp calendar for session timings.

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 discussion**s**

- 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/

If you don't have much prior experience of learning online or learning from a distance, please read the advice in appendix 2 about how to get the most out of online learning.

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.

Appendix 3: Getting the most out of your PGCE year

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

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

Appendix 4: EDUC Unit overviews

EDUC 66900: Developing practitioner enquiry (assignment A)

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

AIMS

This unit aims to:
Develop competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.
Develop students who learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world.
Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice.
Develop students' skills in conducting an ethical, small-scale practitioner enquiry and to share the approaches and outcomes.
Develop participants' subject-specific and/or phase knowledge, skills and understanding

LEARNING OUTCOMES

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

Knowledge and understanding
Discuss contemporary issues in education
Identify how to design and implement a small-scale practitioner enquiry

Intellectual skills

Demonstrate conceptual understanding that enables them to evaluate current educational research and scholarship
Locate appropriate knowledge and understanding from research literature and practice-based evidence to inform their actions

Demonstrate their ability to improve their teaching by using analysis and evaluation information
Demonstrate specialist subject and/or phase knowledge
Demonstrate effective classroom or other professional practice

Practical skills

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

Transferable skills and personal qualities

Show originality in tackling and solving problems
Evaluate their own academic and professional performance
Collaborate with peers, where this offers a useful extension of the process or outcomes of the enquiry without compromising the integrity of the individual's work.
Select and use various sources of information to inform educational practice
Demonstrate their ability to improve and adapt their teaching by evaluating it and learning from the effective practice of others, including peers
Demonstrate analytical and evaluative skills to appraise educational literature and other sources of evidence
Demonstrate effective communication skills

CONTENT

Purpose of practitioner research
Developing critical reading skills in educational research and as a practitioner
Issues in conducting research in an educational setting (practical, ethical, consent, validity)
Identifying and refining research question
Selecting appropriate data collection methods
Analysing data, and discussion of findings alongside literature in the field, drawing meaningful conclusions and implications for practice
Presenting small-scale enquiry

TEACHING AND LEARNING METHODS

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

Seminars and tutorials with University staff
Access to on-line resources to support learning
Peer and tutor discussion and support
Communication with an academic tutor via email, telephone or face-to-face

READING LIST
Please refer to the assignment handbook.

LEARNING HOURS (indicative)

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

ASSESSMENT

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

RESOURCES

	i. Teaching Provision
	Expert colleagues, professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.
	ii. Technical Provision
	Access to Blackboard

	iii. Library provision, equipment, computer, etc
	Access to reading resources

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

Programme(s) to which this Course Unit Contributes:	PGCE Secondary Programme PGCE Primary Programme
Course Unit to be compulsory, core or optional:	compulsory
Home Discipline:	SEED
Start Date of Course Unit:	September 2021
Date of Discipline-level meeting* at which Course Unit was approved:	
Signature of SEED T&L Director	
Course Unit Code:	EDUC 66900: Developing practitioner enquiry (assignment A)

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

EDUC 66800 Inclusive educational practice (assignment B)

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

AIMS

This unit aims to:

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

Develop students who learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world.
Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice.
Enable students to critically reflect on contemporary issues in education
Develop students' knowledge of inclusive practice
Develop students' critical awareness of potential barriers to learning and how to overcome them through inclusive practice

LEARNING OUTCOMES

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

Knowledge and understanding

Discuss contemporary issues in education
Recognise the professional and wider role of the teacher
Recognise how pupils learn and the different needs of learners
Identify strategies to support effective behaviour management

Intellectual skills

Demonstrate conceptual understanding that enables them to evaluate current educational research and scholarship
Locate appropriate knowledge and understanding from research literature and practice-based evidence to inform their actions
Demonstrate their ability to improve their teaching by using analysis and evaluation information

Practical skills

Adapt practice to meet the needs of all learners
Operate in ways which treat all young people with respect, sensitivity and consideration and have high expectations for their academic progress and behaviour manifested in successful relationships centred on learning

Transferable skills and personal qualities

Select and use various sources of information to inform educational practice
Demonstrate their ability to improve and adapt their teaching by evaluating it and learning from the effective practice of others, including peers
Develop effective communication skills

CONTENT

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

LGBT, BLM and PREVENT agendas
Safeguarding
Behaviour management
SEN/D
Disadvantage and poverty

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

TEACHING AND LEARNING METHODS

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

Seminars and tutorials with University staff
Access to on-line resources to support learning
Peer and tutor discussion and support
Communication with an academic tutor via email, telephone or face-to-face

READING LIST
Please refer to the assignment handbook.

LEARNING HOURS (indicative)

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

Total hours	200

ASSESSMENT

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

RESOURCES

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

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

Programme(s) to which this Course Unit Contributes:	PGCE Secondary Programme PGCE Primary Programme
Course Unit to be compulsory, core or optional:	compulsory
Home Discipline:	SEED

Start Date of Course Unit:	September 2021
Date of Discipline-level meeting* at which Course Unit was approved:	
Signature of SEED T&L Director	
Course Unit Code:	EDUC 66800 Inclusive educational practice (assignment B)

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

EDUC 66700 Learning, teaching and assessment (assignment C)

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

AIMS

This unit aims to:
Develop competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge
Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice.
Develop students who learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world.
Develop students' critical understanding of planning design and theories of teaching, learning and assessment and how they can be applied in the students' subject/phase
Develop participants' subject-specific and/or phase knowledge, skills and understanding

LEARNING OUTCOMES

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

Knowledge and understanding

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

Intellectual skills

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

Practical skills

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

Transferable skills and personal qualities

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

CONTENT

Developing and reflecting on subject and pedagogical knowledge in the relevant subjects/phase
Planning for teaching and learning
Assessing pupil progress

Evaluating teaching and learning

TEACHING AND LEARNING METHODS

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

Seminars and tutorials with University staff
Access to on-line resources to support learning
Peer and tutor discussion and support
Communication with an academic tutor via email, telephone or face-to-face

READING LIST
Please refer to the assignment handbook.

LEARNING HOURS (indicative)

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

ASSESSMENT

Assessment activity	Length required	Weighting within unit
A critical evaluation of a planned sequence of lessons, reflecting on their practice as teachers in the light of theories of teaching and learning, with accompanying annotated lesson plans	4000 words	100%
Alternative Assessment (in the absence of professional placement)	4000 words	100%

A critically evaluative report evidencing understanding of how the theories of teaching and learning relate to teaching and learning in the specialist subject area and classroom practice.		

RESOURCES

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

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

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

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