School of Environment, Education and Development

Manchester Institute of Education

PGCE SCITT

2023-2024 Programme Handbook

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1. Welcome from Programme Director

Welcome to the master's level academic Postgraduate Certificate in Education Studies Programme, here at the University of Manchester (UoM) that runs alongside you School Centred Initial Teacher Training (SCITT) Programme.

During this academic programme we will provide you with the opportunity to engage with a range of literature to help you critically reflect on your developing practice and to carry out systematic reflective enquiry. The programme seeks to help you develop critical thinking so that you can deepen, broaden and challenge your understandings of teaching and learning as you train with your SCITT and work in your placement schools. We hope this experience equips you with the skills needed to take on a journey of life-long learning as an enquiring and critically reflective teacher. It also provides a foundation on which you can build future professional development both in terms of your practice and through further academic studies. Successful completion of this programme at master's level can count up to 60 credits towards a master's level qualification.

We are continuously refining the programme and welcome your feedback as we endeavour to enhance your learning experiences.

The aim of this mini handbook is to introduce you to key information specific to this programme, such as outlines of the four course units, the programme timetable, assessment, and contact details of UoM staff you will work with. There is a separate UoM handbook which also gives information about systems, regulations and facilities. Both handbooks aim to guide and support you in successfully completing your studies.

On behalf of all the UoM staff involved in the academic element of your PGCE SCITT, we look forward to working with you on what we hope will be a stimulating and productive year.

Sue Goldrick
Programme Director

2. Contact Details

PGCE SCITT Academic Staff

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Student Support Hub:

All enquiries relating to programme administration:	seed.hub@manchester.ac.uk

The SEED Student Support Hub (open Monday-Friday, 9am-5pm) serves as a face-to-face contact point if you have any query and/or wish to speak to a member of staff in person. The Hub is managed by the Information, Advice and Guidance (IAG) team and Student Support and Wellbeing (SSW) team.

For all enquiries: You can contact the Student Support Hub by phone, in person or email:
- **Email:** seed.hub@manchester.ac.uk
- **Tel:** 0161 275 2817 (Mon-Fri 9am-5pm)
- **Visit in person:** Student hub, Humanities Bridgeford Street (HBS) Building, ground floor, (Mon-Fri 9am-5pm)
- You can find self-help resources on the University's Support pages

If you're in need of any support, the **SEED hub team** will be able to provide you with the relevant information, signpost you to the right team, refer you to any useful resources available, and resolve your queries/issues in an effective manner. 1-1 appointments are also available with **SSW staff** to discuss any wellbeing-related issues and they can also provide guidance on academic and programme-related queries or concerns such as interruptions/withdrawals.

Additionally, a wide variety of events/drop-ins are hosted inside the Hub across the academic year. Please check out the communications regularly and don't miss out any opportunities to enhance your student experience here at SEED.

Overview of Academic Programme Aims

The University of Manchester (UoM), in collaboration with your SCITT providers, seeks to produce teachers of the highest calibre through emphasis upon reflection and enquiry. The UoM provides an academic postgraduate taught 60 credit programme, comprising four academic units. This runs alongside your SCITT provision of school-based professional experiences, training, and education.

Together, the two programmes aim to collaboratively:

1. Develop students understanding of the nature of teacher professionalism and raise awareness that a central characteristic of teacher professionalism is engagement in a life-long process of professional learning and development.

2. Support students' development of knowledge, understanding and practical skills required to strive for excellence in the teaching of a creative and broad-based curriculum which enables their learners to make links between areas of learning.

3. Deepen students' knowledge and understanding of educational research, theory, and current issues of debate.

4. Nurture in students a thirst for and capacity to enquire into, analyse and critically reflect on experiential evidence and literature-based evidence to inform principles, values, and ultimately practical actions in educational settings.

5. Foster an attitude in students towards personal learning, and that of others, which empowers them, promoting high expectations and autonomy.

6. Foster an attitude in students that values diversity and respect for all, seeing difference as an opportunity for their personal learning.

7. Deepen students' awareness of the professional role of the teacher given the purposes of education, classroom and school contexts, and the current policy context.

8. Provide opportunities for students to communicate ideas clearly and coherently, in an exploratory and critically reflective manner to enhance professional learning.

9. Develop students' skills in conducting and reporting on an ethical, small scale practitioner enquiry.

3. Academic Programme Structure

The programme comprises four course units, an optional day conference, and an ethical approval process in preparation for conducting a practitioner enquiry. All students have to pass each of the four course units with at least 40% or above to pass the academic element of the PGCE (SCITT) qualification. Each course unit is worth 15 credits, giving a total of 60 credits at postgraduate level. If you pass the assessed units at 50%, your work also counts as master's level work.

The course unit titles are as follows:

Course Units	Code	Credits
Reflecting on Professional Practice (SCITT) 2023-24	EDUC64700	15 credits
Teaching, Learning and Assessment (SCITT) 2023-24	EDUC64600	15 credits
Enquiry Based Practice 1: Part 1 and Part 2 (SCITT) 2023-24	EDUC64800	15 credits
Enquiry Based Practice 2 (SCITT) 2023-24	EDUC64900	15 credits

4. Overview of Course Units

The next section gives a brief overview of each of the four course units. More detail will be given out as the programme proceeds.

4.1. Reading Lists within Course Unit Outlines

Reading lists included in each of the four course unit outlines are a combination of **key readings** that will usually be used as part of tasks during our teaching and learning (T&L) sessions. It important for you to read these in advance of these sessions, for you to benefit fully. These are generic in nature and aim to provoke thinking and discussion among all students. We recommend you start with these.

The remaining readings in the reading lists are illustrative of further readings you might explore depending on your teaching contexts. You will all have very different experiences in schools. There are therefore a wide range of readings for you to select from. You are likely to want to search for alternative readings that you see as relevant to your practice.

4.2. EDUC64700 Reflecting on Professional Practice (RP) (PGCE SCITT 2023-24)

Aim	Offer students the opportunity to critically reflect on their classroom experiences with the aim of strengthening classroom practice through an enquiry approach
Brief description of the unit	Introducing and exploring ideas associated with critically reflective practice early in the UoM programme are key to students' professional learning while on their placements. It also underpins their study for the subsequent three course units that make up this programme. The early weeks of the students' placements are a fruitful and important time for students to get into the habit of engaging deliberately in reflection, given the key role this pays in their academic and professional learning, and given the likelihood of them noticing everything and being drawn to stop and think about their new experiences as developing teachers. In this unit the nature of being and becoming a critically reflective teacher are explored. The notion of reflective practice is introduced. Students are introduced to critical incident analysis as an approach to exploring in-depth their learning from their classroom and school experiences. This is used to guide students in their regular analysis, reflection on, and documenting of their classroom and school experiences. The concept of critical thinking is usually discussed in relation to the purpose of education, attitudes to practice, an enquiry approach and understandings of context as central to professional learning. Students are encouraged to read academic literature that relates to exploring the notion of reflective practice, and literature that sheds light on their reflections and placement contexts. This aims to help them deepen, broaden and challenge their understandings of the complexities of their experiences.
Learning Outcomes	**Students should be able to:**
Knowledge and understanding	• Explain the nature and role of reflective professional practice and critical incident analysis. • Recognise the professional role of the teacher, given the purposes of education, and classroom, school and policy contexts. • Recognise the different needs of learners in an inclusive classroom environment.

Intellectual skills	• Identify personal experiences of practice appropriate for critical analysis, reflection and professional learning. • Critically analyse and reflect on experiences of practice and initial understandings of these experiences, using a critical incident framework. • Critically analyse and synthesise ideas from academic literature and practice-based evidence. • Develop well-considered and enquiring arguments. • Critically evaluate their own professional learning in light of their engagement in reflective practice centred around critical incident analysis.
Practical skills	• Act autonomously in planning and implementing tasks of a professional nature. • Build a record of a range of situations experienced from their practice that have caused them to stop and think. • Document both a factual account and a more interpretative account for each situation, reflecting on possible influences on these initial interpretations. • Analyse critical incidents guided by an analytical framework.
Transferable skills and personal qualities	• Identify and use a range of sources of information to inform their practice. • Appraise the relevance of educational literature to illuminate their practice. • Evaluate their own practice and professional learning. • Recognise the value of critically reflective practice in their professional learning and the development of their practice. • Present ideas clearly and coherently, following appropriate academic and ethical protocols.
Assessment Task	Write a critically reflective report on experiences from your practice, using critical incident analysis, and supported by evidence. **Word length**: 3000 words maximum (+/- 10%) **Submission deadline:** Mon 06 November 2023. 1.00pm
Guidance	1. Explore the nature and role of reflective practice and critical incident analysis, drawing from relevant literature to deepen and broaden your understandings of these concepts. 2. About twice a week until half term, record journal entries of teaching, learning and schooling experiences on your placement that have made you stop and think. 3. There is a 'My Journal' function in Blackboard for you to record your entries. We encourage you to use this. Only you and tutors can see this. 4. By half term, you should have about six or seven (or more, if you like) entries in your journal. For each entry, firstly, give a brief description of each situation devoid of interpretative language. Secondly, note down your immediate interpretations of and reactions to this situation. Thirdly, note down possible themes you might explore later through reading and analysis. 5. **For your assignment**, select two of your recorded experiences from which you believe you have the potential to learn, through further analysis, reading and critical reflection. 6. Critically analyse and reflect on your initial understandings of and reactions to your chosen situations, guided by a provided analytical framework. 7. Report on these experiences by developing well-considered and enquiring argument, integrating literature to substantiate your ideas. 8. Critically evaluate your professional learning in light of your engagement in reflective practice centred around critical incident analysis. Explore possible implications for your future practice and professional learning,

	considering the education policy context.
	9. Demonstrate academic writing skills. These include:
	    a. using an analytical style, critical thinking and reasoning,
	    b. paraphrasing, summarising, and quoting literature to explore ideas,
	    c. citing and referencing this literature within and at the end of your writing, using the Harvard Referencing System (see below for link),
	    d. being ethical by ensuring anonymity,
	    e. taking account of your reader through clear organisation of ideas and development of your argument, signposting your ideas, and proof-reading your writing.

Referencing Guide and academic writing Support	**Harvard Referencing Guide at the UoM**: → Referencing Styles [Online] Available at: http://subjects.library.manchester.ac.uk/referencing/referencing-harvard Then scroll down until you find the aspect of citing or referencing you are looking for. (Accessed 30 Jun 2023). This link can also be accessed from Blackboard sites). '**My Learning Essentials**' provides academic study skills support: Go to: UoM Main Library→Using the Library→Students→Training & Skills Support→My Learning Essentials→Online Resources→Writing (Accessed 30 Jun 2023)
Reading Lists	
Key generic reading related to critical reflective practice	• **Brookfield, S. (2017).** *Becoming a Critically Reflective Teacher.* **2ⁿᵈ edn. San Francisco CA: Jossey-Bass. See 'Chapter 1: What is Critically Reflective Teaching?' 1-19 and 'Chapter 4: The Four Lenses of Critical Reflection', 61-77.** • Durrant, J. & Holden, G. (2006). *Teachers Leading Change: Doing Research for School Improvement.* London: Paul Chapman Publishing, 83-89. • **Francis, D. (1997). 'Critical Incident Analysis: A Strategy for Developing Reflective Practice',** *Teachers & Teaching: Theory & Practice,* **3(2), 169-188.** • **Hagger, H., Burn, K., Mutton, T. & Brindley, S. (2008). 'Practice makes perfect? Learning to learn as a teacher',** *Oxford Review of Education,* **34(2), 159-178.** • **Larrivee, B. (2008).'Development of a tool to assess teachers' level of reflective practice',** *Reflective Practice,* **9(3), 341-360** • Pollard, A. (ed) (2014). *Readings for Reflective Teaching.* 2ⁿᵈ edn. London: Bloomsbury. See edited versions of Dweck pp51-53; Gipps & MacGilchrist pp154-157; Lawrence pp158-161; Schon pp70-72. (See pp. 9-10 under 'Specific readings'). **[eTextbook].** • Pollard, A. (2014). 'Reading 3.2 Reflection-in-Action: Schon, D.', in *Readings for Reflective Teaching.* 2ⁿᵈ edn. London: Bloomsbury. 70-72. **[eTextbook].**
Recommended generic reading	• **Alexander, R. (2016). 'What's the Point? Select Committee Ponders the Meaning of Education',** *FORUM,* **58(2), 155-165**. • **Biesta, G. (2009). 'Good education in an age of measurement: on the need to reconnect with the question of purpose in education',** *Educational Assessment, Evaluation and Accountability***, 21(1), 33-46.** • Hargreaves, E. (2017). 'Ch.1. Children's Experiences of Classrooms: Why They Matter', in *Children's experiences of Classrooms: Talking about Being Pupils in the Classroom.* London: Sage, 10-22. • Schon, D.A. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Aldershot: Ashgate, 49-69. • Tripp, D. (1994). 'Teachers lives, critical incidents and professional practice', *Qualitative Studies in Education*, 7(1), 65-76.

Further generic reading	• Bailin, S., Case, R., Coombs, J.R., & Daniels, L.B. (1999). 'Common misconceptions of critical thinking', *Journal of Curriculum Studies*, *31*(3), 269-283. • Biesta, G. (2015). 'What is education for? On good education, teacher judgement, and educational professionalism', *European Journal of Education*, 50(1), 75-87. • Biesta, G. (2020). 'Risking ourselves in education: Qualification, socialization, and subjectification revisited', *Educational Theory*, *70*(1), 89-104. • Burnett, C. (2018). 'Unit 9.3 Research and professional development: Using research and enquiry to develop as a teacher', in Cremin, T. & Burnett, C. (eds) (2018). *Learning to Teach in the Primary School*. 4th edn. London: Routledge, 553-564. **[eTextbook].** • Coldwell, J. (2021). 'Ch. 3. Reflection: How can we develop the quality of our practice?' in *Reflective teaching in early education*. London: Bloomsbury, 55-80 **[eTextbook].** • Florian, L. & Linklater, H. (2010). 'Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all', *Cambridge Journal of Education*, 40(4), 369-386. • Gorski, P. C., & Dalton, K. (2020). 'Striving for Critical Reflection in Multicultural and Social Justice Teacher Education: Introducing a Typology of Reflection Approaches'. *Journal of Teacher Education*, 71(3), 357–368. • Hanna, H. (2020) 'Crossing the border from 'migrant' to 'expert': exploring migrant learners' perspectives on inclusion in a primary school in England', *Children's Geographies*, 18(5), 544-556 • **Leask, M. & Liversidge, T. (2019). 'Unit 5.4: An Introduction to practitioner research, reflective practice and evidence-informed practice' in Capel, S., Leask, M. & Younie, S. (eds). (2018). *Learning to Teach in the Secondary School*. 8th edn. London: Routledge. 344-356. [eTextbook].** • Pollard, A. (2019). 'Ch. 3: Reflection: How can we develop the quality of our teaching?' in *Reflective Teaching in Schools*. 5thedn. London: Bloomsbury, 75-99 **[eTextbook].** • Wilson Mulnix, J. (2012). 'Thinking Critically about Critical Thinking', *Educational Philosophy and Theory,* 44(5), 464-479. • **Warwick, J. & Wolpert, M.A. (2018). 'Unit 1.3: Making the most of your placements', in Cremin T. & Burnett C. (eds.) *Learning to Teach in the Primary School*. 4th edn. London: Routledge; 32-46. [eTextbook].**
Specific Readings	**Find further readings specific to your individual situations that you identify to investigate for your studies, via the recommended textbooks and the library.**
Readings that are indicative of the kind of readings you might select if they are relevant to your situations	1. EEF (2018). 'Teaching and Learning Toolkit', Education Endowment Foundation. Available at: https://educationendowmentfoundation.org.uk/ (Accessed 28 Jun 2023). **Teacher expectations and attainment** 2. Francome, T. & Hewitt, D. (2020). '"My math lessons are all about learning from your mistakes": how mixed-attainment mathematics grouping affects the way students experience mathematics', *Educational Review (Birmingham),* 72(4), 475–494. 3. Gipps, C. & MacGilchrist, B. (1999) 'Primary school learners', in Mortimore, P. (ed) *Understanding Pedagogy and its impact on Learning*. London: Paul Chapman, 52-5

4. Jussim, L. & Harber, K.D. (2005). 'Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies', *Personality and Social Psychology Review,* 9(2), 131–155.

5. Lawrence, D. (2006). *Enhancing Self-Esteem in the Classroom.* 3rd edn. London: Paul Chapman, Sage Publications. Chapter 1. 1-9

6. Pollard, A. (2014). 'Reading 6.5 Teacher expectations and pupil achievement: Gipps, C. & MacGilchrist, B.,' in *Readings for Reflective Teaching.* (2nd edn). London: Bloomsbury. 155-157. **[eTextbook].**

7. Pollard, A. (2014). 'Reading 6.6 What is self esteem?': Lawrence, D.', in *Readings for Reflective Teaching.* (2nd edn). London: Bloomsbury. 158-161. **[eTextbook].**

8. Murdock-Perriera, L.A. & Sedlacek, Q.C. (2018). 'Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies', *Social Psychology of Education,* 21(3), 691–707.

9. Rubie-Davies, C.M., Weinstein, R.S., Huang, F.L.., Gregory, A., Cowan, P.A. & Cowan, C. (2014). 'Successive teacher expectation effects across the early school years', *Journal of Applied Developmental Psychology,* 35(3), 181–191.

10. Snell, J. (2018). '"Low ability", Participation, and Identity in Dialogic Pedagogy', *American Educational Research Journal,* 55(1), 40-78.

11. Tereshchenko, A., Francis, B., Archer, L., Hodgen, J. (2019) 'Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment', *Research Papers in Education,* 34(4) 425-444.

Growth mindset and motivation

12. Dweck, C.S. (1986). 'Motivational processes affecting learning', *American Psychologist*, 41(10), 1040-6**.**

13. Haimovitz, K. & Dweck, C.S. (2017). 'The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal', *Child development*. 88(6), 1849–1859.

14. Hargreaves E, Quick L, Buchanan D. (2021). 'Systemic threats to the growth mindset: classroom experiences of agency among children designated as "lower-attaining"', *Cambridge Journal of Education,* 51(3), 283-299.

15. Lazowski, R. A. & Hulleman, C. S. (2016). 'Motivation Interventions in Education: A Meta-Analytic Review', *Review of Educational Research*, *86*(2), 602–640.

16. Pollard, A. (2014). 'Reading 2.6 Motivational processes affecting learning: Dweck, C.' in *Readings for Reflective Teaching.* (2nd edn). London: Bloomsbury, 51-53. **[eTextbook].**

17. Savvides, H. & Bond, C. (2021). 'How does growth mindset inform interventions in primary schools? A systematic literature review',' *Educational Psychology in Practice,* 37(2), 134–149.

18. Sisk, V.F., Burgoyne, A.P., Sun, J., Butler, J.L. & Brooke, B.N. (2018). 'To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses', *Psychological Science,* 29(4), 549–571.

4.3. EDUC 64600 Teaching, Learning and Assessment (TLA) (PGCE SCITT 2023-234)

Aims	● Introduce students to theories of learning and how these can shed light on their understandings of teaching practice in relation to learning. ● Foster critical understandings of notions of teaching, learning and formative assessment within the current education policy context.

	• Provide students with opportunities to critically evaluate and reflect on their teaching practice and their pupils' learning experiences in relation to theories of learning. • Encourage students to act deliberatively in planning their teaching in relation to their deepened understandings of how their pupils may learn.
Brief description of the unit	This unit aims to build on students' developing critically reflective practice by using theory as a lens through which they analyse and critically evaluate their developing practice. They critically reflect on their understandings of their teaching in context, in relation to their pupils' learning, drawing on literature to shed light on their reflections. They consider how they could adapt their teaching based on their deeper understandings of their practice and their pupils' learning. While on school placement, they may autonomously adapt their practice and further reflect on these actions.
Learning Outcomes	**Students should be able to:**
Knowledge and understanding	• Discuss theories about how people learn. • Explain how theories of learning, teaching and formative assessment relate to classroom practice in context. • Recognise how pupils learn and the different needs of pupils in an inclusive classroom environment. • Recognise the professional role of the teacher, given the purposes of education and the current policy context. • Recognise how an enquiry approach to their practice and pupils' learning can impact on their capacity to develop their practice.
Intellectual skills	• Use theory from academic literature as a lens through which to critically analyse their own practice and their pupils' learning. • Identify appropriate ideas from academic literature and practice-based evidence to inform developing practice. • Analyse and synthesise ideas from academic literature and their practice-based evidence. • Critically evaluate and reflect on their own practice and their pupils' learning.
Practical skills	• Draw on evidence from monitoring their practice and their pupils' learning to examine their practice. • Consider how their practice in context can be adapted to enhance pupil learning. • Act autonomously in planning and adapting their practice.
Transferable skills and personal qualities	• Evaluate their own academic and professional practice. • Identify and use various sources of information to inform their practice. • Present ideas clearly and coherently, following appropriate academic and ethical protocols. • Recognise the value of reflective practice in their professional learning and the development of their practice as teachers. • Present ideas clearly and coherently, following ethical and academic protocols where appropriate.
Assessment task	Write an evaluative and critically reflective report on an aspect of your classroom practice. Relate this to your pupils' learning and their classroom experience within your placement context. **Word count:** 3000 words +/- 10% **Submission deadline:** Mon 08 Jan. 2024. 1.00pm

Guidance	1. Identify a concept or skill you have taught. Explain concisely why this area is important to you for your professional learning and your teaching context.
	2. Read about learning theories and possibly related research. Reflect on how these ideas shed light on your thinking about classroom learning and experience and teaching approaches in relation to your chosen area of focus.
	3. Read about and reflect on how ideas about formative assessment and related adaptive teaching approaches relate to your teaching and classroom contexts.
	4. Critically evaluate your teaching and your pupils' learning so far, through the lenses of learning theories and research, and through monitoring your pupils' learning and progress.
	5. Consider how you might adapt your teaching in the future, informed by these ideas, and if possible, apply in your classroom.
	6. If you have adapted your teaching in your classroom, critically evaluate how your teaching interactions helped your children or young people to learn in your chosen area. Approach this similar to how you did for in Point 4.
	7. Draw on evidence from your teaching and your pupils' learning experiences and outcomes, and from literature throughout to inform your thinking.
	8. Critically reflect on how engaging with theories and research about learning and related teaching approaches has influenced your professional learning and practice, taking into account the policy context.

Reading Lists

Key generic readings	• **Black, P. & Wiliam, D. (1998). 'Inside the Black Box: Raising Standards through Classroom Assessment',** *The Phi Delta Kappan,* **80(2), 81-90.**
	• **Black, P. & Wiliam, D. (2018). 'Classroom assessment and pedagogy',** *Assessment in Education: Principles, Policy & Practice***, 25(6), 551–575.**
	• Burton, D. (2019). 'Unit 5.1: Ways Pupils Learn', in Capel, S., Leask, M. & Younie, S. (eds), *Learning to Teach in the Secondary School*. 8th edn. Oxford: Routledge. [eTextbook]
	• **Mackintosh, M. (2005). 'Children's Understandings of Rivers',** *International Research in Geographical and Environmental Education,* **14(4), 316-322**.
	• **Thomson, P. & Hall, C. (2008). ''Opportunities missed and/or thwarted?' 'Funds of knowledge' meet the English national curriculum',** *The Curriculum Journal***, 19(2), 87-103.**
	• **Wray, D. (2018). 'Unit 2.2: Looking at Learning', in Cremin, T. & Burnett, C. (eds) (2018)** *Learning to Teach in the Primary School***. 4th edn. Oxford: Routledge, 66-76. (Also available in 3rd edn). [eTextbook]**
Recommended generic readings	• Alexander, R.J. (2020). *A dialogic teaching companion.* Abingdon, Oxon: Routledge. **[eTextbook]**
	• Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). 'Working inside the Black Box: Assessment for Learning in the Classroom', *Phi Delta Kappan*, 86(1), 8–21. **[eTextbook]**
	• Booth, N. (2019). 'Unit 6.1 In-school summative and minute-by-minute formative assessment in the classroom' in Capel, S., Leask, M. & Younie, S. (eds) *Learning to Teach in the Secondary School*. 8th edn. Oxford: Routledge. 411-42. **[eTextbook]**
	• Coe, R. & Major, L. (2014). W*hat makes great teaching? Review of the underpinning research. Durham Research Online*. Durham University. Available at: https://dro.dur.ac.uk/13747/. (Accessed 30 Jun 2023).
	• Cohen, L.E. (2017). *Theories of Early Childhood Education: Developmental, Behaviorist, and Critical*. London: Taylor and Francis.

	• Education Endowment Foundation (2018) *Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit (Accessed 30 Jun 2023). • Education Endowment Foundation (2021). *Cognitive Science Approaches in the Classroom – a Review of the Evidence.* 1-14. Available at: https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf. (Accessed 30 Jun 2023). • Hanna, H. (2020) 'Crossing the border from 'migrant' to 'expert': exploring migrant learners' perspectives on inclusion in a primary school in England', *Children's Geographies*, 18(5), 544-556 • Hargreaves, E., Gipps, C. & Pickering, A. (2018). 'Unit 5.1: Assessment for Learning: formative approaches', in Cremin, T. & Burnett, C. (eds) *Learning to Teach in the Primary School.* 4th edn. Oxford: Routledge, 275-287. **[eTextbook]** • Harrison, C. (2015). 'Unit 6.1 Assessment for Learning: a formative approach' in Toplis R. *Learning to Teach Science in the Secondary School*. 4th edn. Oxford: Routledge, 266-275. [**eTextbook**] • Hattie, J. & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, *77*(1), 81–112. • Hattie, J. (2012) *Visible Learning for Teachers*. Oxford: Routledge. • Harris, C. (2023). 'Unit 5.2: Active Learning' in Capel, S., Leask, M. & Younie, S., Hidson, E. & Lawrence, J. (eds) *Learning to Teach in the Secondary School*. 9th edn. Oxford: Routledge. 309-326. **[eTextbook]** • Wray, D. (2018). 'Unit 2.3: From Learning to Teaching' in Cremin, T. & Burnett, C. (eds) *Learning to Teach in the Primary School*. 4th edn. Oxford: Routledge, 77-87. (Also in 3rd edn.) **[eTextbook]**
Further indicative readings	• Baines, E., Rubie-Davies, C. & Blatchford, P. (2009). 'Improving pupil group work interaction and dialogue in primary classrooms: results from a year-long intervention study', *Cambridge Journal of Education*, 39(1), 95-117. • Biesta, G. (2014). 'Freeing Teaching from Learning: Opening Up Existential Possibilities in Educational Relationships', *Studies in Philosophy and Education*, 34(3), 229–243. • Clarke, S. (2014). *Outstanding formative assessment: culture and practice*. London: Hodder Education. • Donker, A., de Boer, H., Kostons, D., Dignath van Ewijk, C. & van der Werf, M.P.C. (2014). 'Effectiveness of learning strategy instruction on academic performance: A meta-analysis', *Educational Research Review,* 11, 1–26. • Gathercole, S., Lamont, E., & Alloway, T. (2006). 'Ch. 8 Working memory in the classroom.' In Pickering, S. (ed.) *Working memory and education*, London: Elsevier, 219-240. • Gredler, M. (2012). 'Understanding Vygotsky for the classroom: Is it too late?', *Educational Psychology Review*, 24(1), 113–131. • Hargreaves, E. (2017). *Children's Experiences of Classrooms: Talking About Being Pupils in the Classroom*, London: Sage. **[eTextbook]** • Hattie, J. (2012). *Visible learning for teachers: maximizing impact on learning.* London: Routledge. • Hemel-Jorgenson, A. (2015).'Working-class girls and child-centred pedagogy: what are the implications for developing socially just pedagogy?*', International Studies in Sociology of Education,* 25(2) 132-149.

	- Kazak, S., Wegerif, R. & Fujita, T. (2015). *'The importance of dialogic processes to conceptual development in mathematics', Educational Studies in Mathematics, [90 (2), 105–120.* - Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018). 'From cognitive load theory to collaborative cognitive load theory', *International Journal of Computer-Supported Collaborative Learning*, 13(2), 213-233. - Maynard, T. (2007). 'Forest Schools in Great Britain: An Initial Exploration', *Contemporary Issues in Early Childhood*, 8(4), 320–331. - Mercer, N., Dawes, L., Wegerif, R. & Sams, C. (2004). 'Reasoning as a scientist: ways of helping children to use language to learn science', *British Educational Research Journal*, 30(3), 359-377. - Nelson, C. (2008). 'Chapter 20: What are the differences between long-term, short-term and working memory?', in Sossin, W. Lacaille, J.C., Castellucci, V. & Belleville, S. (eds.) *Progress in Brain Research*. Netherlands. - Sharp, J.G., Bowker, R., & Byrne, J. (2008). ''VAK or VAK-uous? Towards the trivialisation of learning and the death of scholarship', *Research Papers in Education*, 23(3), 293-314. - Siraj-Blatchford, I. & Manni, L. (2008). '"Would you like to tidy up now?" An analysis of adult questioning in the English Foundation Stage', *Early Years*, 28 (1), 5–22. - Snell, J. & Lefstein, A. (2018). '"Low Ability," Participation, and Identity in Dialogic Pedagogy', *American Educational Research Journal*, 55(1), 40–78. - Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018). 'Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment', *Research Papers in Education,* 1522, 1–20. - Thomson, P. (2020). *Schooling the rustbelt kids: Making the difference in changing times*. Routledge: London. - Vygotsky, L.C. (1935) 'Ch.4: Interaction between Learning and Development' in Gauvain, M. & Cole, M. (eds.) (1997). *Readings on the development of children.* 2nd edn. New York: W. H. Freeman. 29-36. (For ZPD see 32–36). - Wegerif, R., Fujita, T., Doney, J., Perez Linares, J., Richards, A. & van Rhyn, C. (2017). 'Developing and trialing a measure of group thinking', *Learning and Instruction*, 48, 40–50. - Zimmerman, B. J. (2002). 'Becoming a Self-Regulated Learner: An Overview', *Theory into Practice*, *41*(2), 64–70.
Specific Readings	**Find further readings specific to your individual situations that you identify to investigate for your studies, via the recommended textbooks, and the library.**

4.4. EDUC 64800 Enquiry Based Practice 1: Part 1 and Part 2 (PGCE SCITT 2023-24)

Aims	- Introduce students to the nature and purpose of practitioner enquiry in a teaching and learning context. - Provide students with the opportunity to identify and explore a focus for a low-risk practitioner enquiry on a topic related to classroom practice. - Afford students the opportunity to independently search for, critically review and synthesise ideas from a range of sources including academic literature that can challenge and/or shed light on their practice. - Encourage students to critically reflect on research, theory and current issues of debate in education. - Foster in students an ethical and enquiry stance appropriate for doing research

	as an insider, working as a teacher in the context where they conduct their enquiry. • Provide students with the opportunity to conduct their own enquiry-based literature review and to design a small-scale, low-risk practitioner enquiry study, incorporating ethical considerations and trustworthy approaches. • Encourage students to think about the role of practitioner enquiry in their teaching careers beyond their studies and training for the PGCE, SCITT.
Brief description of unit	Practitioner enquiry is the subject of the second two units of the PGCE (SCITT) programme, 'Enquiry based Practice 1' (Enquiry 1), and Enquiry based Practice 2' (Enquiry 2). These units provide students with the opportunity to focus on aspects of their practice that matter to them and which build on their learning from the first two course units. The units also provide students with insights into how practitioner enquiry can deepen critical reflective practice to support professional learning and educational development within their school setting. The first unit, Enquiry 1, is divided into two parts. These parts are both elements of practitioner enquiry. The first part is an enquiry-based literature review. The second part is a design for an enquiry-based review of practice. This second part links closely to the next unit Enquiry 2. This second unit involves conducting and reporting on a small-scale low-risk practitioner enquiry, informed by the enquiry design from Enquiry 1 unit. Students may change school placements during their practitioner enquiry work such that they are in different contexts requiring markedly different practice. Organising practitioner enquiry tasks into these three distinct parts affords students the realistic opportunity of completing these tasks successfully while engaging in their different school placements. It also provides the opportunity for students to identify and fine-tune their enquiry focus so that they can make meaningful connections between their placement experiences and their enquiry activity. During this time, students are normally given the opportunity to participate in an ITET programme level conference day: 'Inspiration and Inclusion: Education for Social Justice'**.** This normally involves a range of speakers and interactive seminars on current issues of inclusion and social justice in education. Participation in these sessions aims to inspire ideas for and deepen understandings of their practitioner enquiry activity and general classroom practice.
Learning Outcomes	**Students should be able to:**
Knowledge and understanding	• Recognise the nature and purpose of practitioner enquiry as a distinct approach to educational research. • Discuss educational theory, research and current issues of debate in relation to their enquiry focus. • Recognise the importance of constructing an enquiry question to focus their enquiry plan. • Realise the importance of considering ethics and trustworthiness as integral to their enquiry design, particularly with respect to their insider role as a teacher. • Recognise how pupils learn and the different needs of learners in an inclusive classroom environment.
Intellectual skills	• Define and explore issues related to their enquiry focus. • Identify appropriate knowledge and understanding from research literature and practice-based evidence to inform their practice.

	• Problematise their proposed area of focus in light of research, theory, and/or current issues of debate. • Critically analyse, synthesise and organise ideas from a range of external sources including academic literature.
Practical skills	• Search for high quality academic literature online and via the UoM library. • Design and plan for a school-based small scale practitioner enquiry, including a research question, data generation and an approach to data analysis.
Transferable skills and personal qualities	• Show originality in their enquiry study. • Identify and use a range of sources of information to inform their enquiry study. • Critically read a range of literature to determine its appropriacy and relevance. • Recognise the value of reflective practice in their professional learning and the development of their practice as teachers. • Present ideas clearly and coherently, using academic and ethical protocols.
Assessment task	**Part 1: Assignment - Literature Review** Draw from academic and professional literature to deepen your understandings of, and to provide an academic argument for, a proposed practitioner enquiry focus. **Word length:** 2000 words (+/- 10%) **Submission deadline:** Mon 26 February 2024. 1.00pm. **Part 2: Enquiry Plan and Ethics Application** • Successfully present your enquiry plan/design within a template provided by the University. • Complete sections in the template: rationale, research question(s), data collection and data analysis methods, and ethical considerations. • Complete ethical declaration form having engaged with various documents relating to this declaration. • The ethics team must approve your application before you can start to gather data for your enquiry. **Word length:** Completion of two sided A4 enquiry plan and ethics template **Submission of first draft to tutor via email**: Enquiry 1 Part 2: research plan & ethics application via email to tutor by Mon 18 Mar 2024. 1.00pm. **Submission of approved application in Blackboard** by Thurs 18 April 2024. 5.00pm
Guidance	**Part 1 Assignment: Literature search and review** 1. Explore different areas of your practice and your teaching context that you would like to investigate in more depth using an enquiry approach. 2. Identify a specific area on which to focus. 3. Provide a concise rationale and context for your literature review. Explain why this area is significant to you in terms of your teaching, your teaching contexts and in terms of deepening your understandings of your area of focus. 4. Search for and read quality academic and professional literature relevant to your enquiry focus, to deepen, broaden and fine-tune your existing understanding of this area. 5. Synthesise your findings from the literature. Use this process to help you develop a critical and reasoned understanding of the key ideas. 6. Integrate alternative viewpoints into your argument to give a critical edge. 7. Link your literature review to your practice. 8. Provide an organised and coherent argument that leads to reasoned conclusions.

9. Create a title (maximum 15 words) for the area of your practice that you are investigating. This may change for Enquiry 1 Part 2, but you will be able to adjust your title later if necessary.

Literature reviews often explore some, but not necessarily all, of the following depending on your focus and approach:

- definitions related to your focus.
- opposing/varied viewpoints related to your focus.
- theories related to your enquiry focus and your context.
- research evidence related to your focus area.
- recent history of your focus if still influencing practice.
- how ideas from the literature deepen your understanding of what it is you want to explore in more detail about your practice for your practitioner enquiry.

Part 2: Planning your practitioner enquiry and gaining ethical approval

1. As soon as is possible, tell your mentor/tutor from the school where you will do the enquiry about this study. **Secondary trainees should tell their placement schools in Term 1 on their first placement. Primary trainees can wait until they start their placement where they will do their enquiries. Ask your SCITT mentor and/or tutor for support for this if needed.**
2. Work through the enquiry plan template.
3. Set the scene for your enquiry.
4. Devise and present your enquiry question(s) that drives your enquiry.
5. Design a small-scale classroom-based enquiry and provide a rationale for this.
6. Detail and justify the methods you intend to use for your data collection and data analysis. Where possible, consider your classroom context.
7. Integrate ethical and trustworthiness considerations into your enquiry design and explain how you have taken these into account within your design.
8. Design and present your enquiry 'instruments'. For example, these may include carefully planned interview questions, focus group prompts, observation template, and/or (a) questionnaire(s). These should align with your enquiry plan, taking into account ethical considerations and trustworthiness.
9. Provided consent letters have already been approved so if it is appropriate for you to use these as part of your enquiry, confirm these are OK with your school and how to distribute them. Distribute as soon as you can.
10. Compile all the necessary documents you need to create your full enquiry plan and ethics application, including the ethical declaration form.
11. **Send first draft via email to tutor by Mon 18 March 24.** This is so that you can respond to feedback from your tutor, editing your draft(s) if required, before sending back again to your tutor for further feedback.
12. **By Thurs 18 April 24 (1)** Have received approval **in writing** from tutor for enquiry plan and ethics**.** Submit in Blackboard **(2)** Confirm placement school happy with your proposed enquiry.

Reading lists	
Engaging with 'voice': Key reading	• **Busher, H. (2012). 'Students as expert witnesses of teaching and learning',** *Management in Education*, **26(3), 113-19.** • **Robinson, C. & Taylor, C. (2007). 'Theorising student voice: Values and perspectives'** *Improving Schools*, **10(1) 5-11.**
Engaging with 'voice':	• Cremin, H., Mason, C. & Busher, H. (2011). 'Problematising pupil voice using visual methods: findings from a study of engaged and disaffected pupils in an

Recommended reading	urban secondary school', *British Educational Research Journal*, 37(4), 585–603. • Demitriou, H. & Wilson, E. (2010) Children should be seen and heard: the power of student voice in sustaining new teachers, *Improving Schools* 13(1) 54-69. • Devine, D., Fahie, D. & McGillicuddy, D. (2013). 'What is 'good' teaching? Teacher beliefs and practices about their teaching', *Irish Educational Studies*, 32(1), 83-108. • Hanna, H. (2020) 'Crossing the border from 'migrant' to 'expert': exploring migrant learners' perspectives on inclusion in a primary school in England', *Children's Geographies*, 18(5), 544-556 • Hargreaves, E. (2017). *Children's experiences of Classrooms: Talking about Being Pupils in the Classroom*. London: Sage. • John-Akinola, Y.O., Gavin, A., O'Higgins, S.E., & Gabhain, S.N. (2014). 'Taking part in school life: Views of children', *Health Education*, 1114(1), 20-42. • Lundy, L. (2007). '"Voice" is not enough: Conceptualising Article 12 of the United National Convention of the Rights of the Child', *British Educational Research Journal,* 33(6,) 927-42. • McIntyre, D., Pedder, J. & Rudduck, J. (2005). 'Pupil voice: comfortable and uncomfortable learnings for teachers', *Research Papers in Education*, 20(2), 149-168. • Morgan, B. (2011). 'Consulting pupils about classroom teaching and learning: policy, practice and response in one school', *Research Papers in Education,* 26(4), 445-467. • Robinson, C. (2018). 'Unit 7.1: Engaging with pupils: Listening to the voices of children and young people', in Cremin, T. & Burnett, C. (eds) (2018). *Learning to Teach in the Primary School*. 4th edn. London: Routledge 393-403. **[eTextbook].**
Further Reading about practitioner research	• Bell, J., & Waters, S. (2014). *Doing Your Research Project a Guide For First-Time Researchers.* 6th edn. Maidenhead: McGraw-Hill Education. • Burnett, C. (2018). 'Unit 9.3 Research and professional development: Using research and enquiry to develop as a teacher', in Cremin, T. & Burnett, C. (eds) (2018). *Learning to Teach in the Primary School*. 4th edn. London: Routledge, 553-564. **[eTextbook].** • Cohen, L., Manion, L. & Morrison, K. (2018). *Research methods in education*. 8th edn. Hoboken: Taylor and Francis. • Coldwell, J. (2021). 'Ch. 3. Reflection: How can we develop the quality of our practice?' in *Reflective teaching in early education*. London: Bloomsbury, 55-80. **[eTextbook].** • Denscombe, M. (2017). *The Good Research Guide: For Small-Scale Social Research Projects.* 6th edn. London: Open University Press. • Hall, E. (2009). 'Engaging in and engaging with research: teacher inquiry and development', *Teachers and Teaching,* 15(6), 669-681. • Hopkins, D. (2014). *A teacher's guide to classroom research*. 5th edn. Maidenhead: Open University Press. • Leask, M. & Liversidge, T. (2019). 'Unit 5.4: An Introduction to practitioner research, reflective practice and evidence-informed practice' in Capel, S., Leask, M. & Younie, S. (eds). (2018). *Learning to Teach in the Secondary School*. 8th edn. London: Routledge. 344-356. **[eTextbook].** • Maxwell, J. (2012). *Qualitative research design: An interactive approach*. 3rd edn. (Applied social research methods series 41), London: Sage. • Pollard, A. (2019). 'Ch. 3: Reflection: How can we develop the quality of our teaching?' in *Reflective Teaching in Schools*. 5th edn. London: Bloomsbury, 75-99. **[eTextbook].**

	• Robson, C. & McCartan, K. (2016). *Real world research: A resource for users of social research methods in applied settings.* 4th edn. Chichester: Wiley. • The University of Manchester Library (2016). Dissertations: The A-Z of literature reviews. Available at https://www.escholar.manchester.ac.uk/learning-objects/mle/lit-review/story_html5.html (Accessed 30 Jun 2023)
Specific readings	**Find further readings specific to your individual situations that you identify to investigate for your studies, via the recommended textbooks and the library.**

4.5. EDUC 64900 Enquiry Based Practice 2 (PGCE SCITT 2023-24)

Aims	• Consolidate students' skills, knowledge and understandings of practice by conducting a small-scale enquiry. • Provide students with the opportunity to conduct a practitioner enquiry study reflexively and with integrity. • Develop practitioners who critically interrogate evidence drawn from a range of sources to inform their practice. • Deepen understandings of the role of practitioner enquiry as part of teachers' practice. • Encourage students to share and discuss their practitioner enquiry experiences and findings with colleagues. • Inspire students to design and conduct practitioner enquiry studies in their future practice.
Brief description of unit	• Students continue to explore the purpose of practitioner enquiry. They analyse data and discuss findings in relation to ideas from research and theory and their practice. • Students write an enquiry-based report linking ideas from theory and research to practice.
Learning outcomes	**Students should be able to:**
Knowledge and understanding	• Outline the context and focus of a practitioner enquiry study, incorporating (an) enquiry question(s) to clarify the focus. • Recognise the role of the teacher in conducting and reporting on practitioner enquiry, given the classroom, school and policy contexts. • Consider the value of sharing practitioner enquiry study with colleagues and other audiences. • Discuss educational research, theory and current issues of debate relevant to the enquiry.
Intellectual skills	• Identify appropriate ideas from research literature and their practice-based evidence to inform their practice. • Critically analyse and synthesise relevant ideas from current educational research, theory and practice-based evidence. • Critically evaluate and reflect on their experiences of conducting an enquiry, and understandings gained, given their role as a teacher.
Practical skills	• Conduct and report on an enquiry in a reflexive manner, using appropriate methods and adopting an ethical stance. • Structure and organise findings clearly and concisely.
Transferable skills and personal qualities	• Show originality in conducting and reporting on their enquiry. • Identify and use various sources of information to inform their educational practice. • Critically evaluate and reflect on their own academic and professional practice in carrying out their enquiry.

	• Present ideas clearly and coherently following appropriate academic and ethical protocols.
	• Recognise the value of critical reflection in the development of their professional practice as teachers.
Assessment task	Write critically reflective enquiry-based report, link theory and practice. **Word length: 3000 words (+/- 10%)** **Submission deadline:** Mon 3 June 2024. 1.00pm
Guidance	1. Conduct your enquiry in a reflexive manner, adopting an ethical stance. 2. Provide a concise rationale for your enquiry focus related to your practice and your reading to set the scene for your enquiry report. 3. State your enquiry question in relation to your rationale. 4. Explain concisely your enquiry process as it occurred. 5. Anaylse your data making it clear how you did this. 6. Present illustrative examples of your data in an accessible, organised and convincing manner. 7. Critically reflect on how the way you conducted your enquiry and your own assumptions may have impacted on your findings. 8. Integrate ideas from academic and professional literature to shed light on and deepen your new critical understandings and interpretations gained from your enquiry. 9. Draw out reasoned conclusions from doing your enquiry, and critically reflect on what this means for your practice and professional learning in the future, bearing in mind your role as a teacher in different contexts.
Reading lists	**Refer back to readings from Enquiry Based Practice 1 as well as the readings specific to your enquiry. The textbooks below may help you with this.**

5. Reading Lists

We have already introduced to you how we have created our readings and the reading lists within each course unit outline. (see 4.1 p.6). In addition to these lists, there are a number of other ways to find appropriate literature. For example, you may have noticed that several of the readings within the course unit outlines are from textbooks. See the reading lists below for detail of these. You can also use 'Library Search' via https://www.library.manchester.ac.uk/ to find your own readings. See also 'Library' link in all Blackboard sites via the menu on the left of the screen.

Textbooks

The following textbooks will be useful throughout your programme of study. They will also be useful in helping you find readings related to the areas you choose to focus on for your assignments, and the unique teaching contexts in which you are working. At the end of chapters, there are often recommended quality further reading.

These books are mostly available as ebooks in the University of Manchester Library, accessible once you have registered at the University of Manchester as a student. We are constantly updating them.

Core eTextbooks

The Library has provided all students with a personal downloadable copy of the eTextbook for this programme, access will be available when teaching starts. You will be required to register for a 'Kortext' account using your UoM email address. However please use a different password. Please choose University of Manchester from the drop-down list when prompted.

• Capel, S., Leask, M. & Younie, S. (eds). (2022). *Learning to Teach in the **Secondary** School*. 9th edn. London: Routledge.
• Capel, S., Leask, M. & Younie, S. (eds). (2019). *Learning to Teach in the **Secondary** School*. 8th edn. London: Routledge.

- Cremin, T. & Burnett, C. (eds) (2018). *Learning to Teach in the **Primary** School*. 4th edn. London: Routledge.

Other Key Textbooks
- Cremin, T. & Arthur, J. (eds) (2014). *Learning to Teach in the **Primary** School*. 3rd edn. London: Routledge.
- Colwell, J., Ince, A., Bradford, H., Edwards, H., Grenier, J. Kitto, E. (2021) *Reflective Teaching in Early Education*. 2nd edn. Bloomsbury.
- Peer, L. & Reid, G. (eds) (2020) ***Special Education Needs**: A Guide for Inclusive Practice.* 3rd edn. London: Sage Publications Ltd.

The two most recent editions of **Cremin et al.** book (2014 and 2018) are both useful. This is because although the content varies slightly according to government policy at the time, many strategies relating to these policies introduced around 2014 are still being used in schools today.

Recommended Textbooks
- Alexander, R. (2020) *A **Dialogic Teaching** Companion.* London: Routledge.
- Borkett, P. (2018). *Cultural Diversity and Inclusion in **Early Years Education**.* London: Routledge.
- Colwell, J. & Pollard, A. (eds.) (2015). *Readings for reflective teaching in **early education***. London: Bloomsbury. (Hardcopy only)
- EEF (2018). '*Teaching and Learning Toolkit*', Education Endowment Foundation. Available at: https://educationendowmentfoundation.org.uk/ (Accessed 30 Jun 2023).
- Hargreaves, E. (2017) *Children's experiences of Classrooms: Talking about Being Pupils in the Classroom*. London: Sage.
- Hunt, M. (2022). Helping Every Child to Thrive in the **Early Years**: How to overcome the **effect of Disadvantage.** London: Routledge.
- Pollard, A. and Contributors (2019) R*eflective teaching in schools.* 5th edn. London: Bloomsbury
- Pollard, A. (2014) *Readings for reflective teachings in schools*. 2nd edn. London: Bloomsbury
- Riley, J. (2006). ***Language and Literacy 3-7**: creative approaches to teaching*. London: Sage Publications.

Special Education Needs and Disabilities (SEND)
The online reading list also includes journal articles and access to website access.
- **Colley, D. & Cooper, P. (eds.) (2017). *Attachment and Emotional Development in the Classroom: Theory and Practice.* London: Jessica Kingsley Publishers.**
- **Peer, L. & Reid, G. (eds.) (2020) *Special Education Needs: A Guide for Inclusive Practice.* 3rd edn. London: Sage Publications Ltd.**
- Morewood, G.D. (2015). *Research, Training and Consultancy*. Available at: http://www.gdmorewood.com/ (Accessed 30 Jun 2023). Includes resources related to inclusion of young people with complex needs and autism in their schools as part of a wider inclusion agenda.
- Parker, R. Rose, J. & Gilbert, L. (2016). 'Ch.30. Attachment Aware Schools: An Alternative to Behaviourism in Supporting Children's Behaviour?' in Lees, H. & Noddings, N. (eds) *The Palgrave International Handbook of Alternative Education.* London: Palgrave Macmillan, 463-483.

Secondary Subject Specific Textbooks
- Addison, N. & Burgess, L. (eds.) (2015). *Learning to Teach **Art and Design** in the Secondary School*. 3rd edn. London: Routledge.
- Barnes, P. (2017) *Learning to Teach **Religious Education** in the Secondary School*, (3rd edn) London: Routledge.
- Biddulph, M., Lambert, D. & Balderstone, D. (2021). *Learning to Teach **Geography** in the Secondary School*. 4th edn. London: Routledge.

- Capel, S. & Cliffe, J. & Lawrence, J. (2021). *Learning to Teach **Physical Education** in the Secondary School*. 5th edn. London: Routledge.
- Cooke, C., Evans, K., Philpott, C. & Spruce, G. (2016) *Learning to Teach **Music** in the Secondary School* .3rd edn. London: Routledge.
- Davison, J. & Daly, C. (2019). *Learning to Teach **English** in the Secondary School. 5*th edn. London: Routledge**.**
- Gearon, L. (ed.) (2015). *Learning to Teach **Citizenship** in the Secondary School. 3rdedn.* London: Routledge.
- Hardy, A. (ed.) (2021). *Learning to Teach **Design and Technology** in the Secondary School. 4*th edn*.* London: Routledge.
- Haydn, T. & Stephen, A. (eds.) (2022). *Learning to Teach **History** in the Secondary School. 5*th edn. London: Routledge.
- Johnston-Wilder, S., Pimm, D. & Lee, C.S. (eds.) (2017*). Learning to Teach **Mathematics** in the Secondary School*. 4th edn. London: Routledge.
- Larkin, D.B. (2020). *Teaching **Science in diverse classrooms**: real science for real students.* Abingdon, Oxon: Routledge.
- Lau, W. (2018) *Teaching **Computing** in Secondary Schools: A Practical Handbook.* London: Routledge.
- Leask, M. & Pachler, N. (2014) *Learning to Teach **Using ICT** in the Secondary School. 3*rd edn. London: Routledge.
- Newton, D.P. (2022). *A Practical Guide to Teaching **Science** in the Secondary School*. 2nd edn, London: Routledge.
- Pachler, N., Evans, M., Redondo, A. & Fisher, L. (2014). *Learning to Teach **Modern Foreign Languages** in the Secondary School. 4*th edn. London: Routledge.
- Pascall, L. (eds) (2022) Learning to Teach **Business** in the Secondary School. London: Routledge.
- Simmons, C. & Hawkins, C. (2015) *Teaching **Computing***. 2nd edn. London: Sage Publications Ltd.
- Toplis, R. (ed) (2015). *Learning to Teach **Science** in the Secondary School. 4*th edn. London: Routledge.

'Debates in X' Textbook Series (Primary and Secondary)

- Addison, N., & Burgess, Lesley, (eds) (2020). *Debates in **Art and Design** Education. 2nd* edn. Oxon: Routledge.
- Arthur, J. & Cremin, H. (eds) (2012). *Debates in **Citizenship** Education,* Hoboken: Taylor &Francis.
- Barnes, L.P. (ed.) (2012). *Debates in **Religious Education*** Abingdon, Oxon: Routledge.
- Bower, V. (2021). *Debates in **Primary** Education* Oxon Routledge
- Capel, S. & Blair, R. (2020). *Debates in **Physical Education** teaching*. 2nd edn. Oxon: Routledge.
- Davies, I. (2017). *Debates in **History** Teaching.* 2nd edn. Oxon: Routledge.
- Davison, J. & Daly, C. (eds.) (2020). *Debates in **English** teaching*. 2nd edn. Oxon: Routledge.
- Dillon, J. & Watts, M. (2022). *Debates in **Science** Education.* 2nd edn. Abington, Oxon: Routledge**.**
- Driscoll, P., Macaro, E. & Swarbrick, A. (2014). *Debates in **Modern Languages** Education* Oxon: Routledge.
- Hardy, A. (2022). *Debates in **Design and Technology** Education. 2*nd edn*.* Oxon: Routledge.
- Ineson, G.& Povey, H. (2020). *Debates in **Mathematics** education*. 2nd edn. Oxon: Routledge.
- Jones, M. & Lambert, D. (2018). *Debates in **Geography** Education*. 2ndedn. Oxon: Routledge.
- Macaro, E. & Woore, R. (2021). *Debates in **Second Language Learning*** Oxon: Routledge.
- Owen-Jackson, G. (2013). *Debates in **Design and Technology** Education.* Hoboken: Taylor & Francis**.**
- Philpott, C. & Spruce, G. (2012). *Debates in **Music** teaching* Oxon: Routledge.
- Watts, M. (2014). *Debates in **Science** Education* Oxon: Routledge.
- Younie, S. & Bradshaw, P. (2018). *Debates in **Computing and ICT** Education* Oxon: Routledge.

Primary Subject Specific Textbooks
- Barnes, J. (2018). *Applying **Cross-Curricular** Approaches Creatively*. London: Routledge.
- Bearne, E. & Reedy, D. (2017). *Teaching Primary **English**: Subject Knowledge and Classroom Practice.* London: Routledge
- Benson, C. Lawson, S. (2017). *Teaching **Design and Technology** Creatively.* London: Routledge.
- Burnard, P. Murphy, R. (2017). *Teaching **Music** Creatively*. 2nd edn. London: Routledge.
- Cooper, H. (2016). *Teaching **History** Creatively*. 2nd edn. London: Routledge.
- Cremin, T. (2015). *Teaching **English** Creatively.* 2ndedn. London: Routledge.
- Cross, A. & Bowden, A. (2014). *Essential Primary **Science**.* 2nd edn. Maidenhead: McGraw-Hill.
- Davies, D. & McGregor, D. (2016) *Teaching **Science** Creatively*. 2nd edn. London: Routledge.
- Hood, P. (2018). *Teaching **Languages** Creatively* London: Routledge.
- Pickering, S. (ed) (2017) ***Teaching Outdoors** Creatively*, London: Taylor and Francis Group.
- Pound, L. & Lee, T. (2015). *Teaching **Mathematics** creatively*. 2nd edn. London: Routledge.
- Scoffham, S. (2016). *Teaching **Geography** Creatively*. 2nd edn. London: Routledge.
- Turner-Bisset, R. (2005). *Creative teaching **History** in the Primary School.* London: Routledge.

Core Content Framework
We integrate readings from The Department for Education's ITT Core Content Framework (2019). Within the Framework, reading lists are given in relation to each of the Teachers' Standards with the aim of directing and supporting teachers to 'learn that …' and to 'learn how to…' so that teachers develop and synthesise knowledge, attitudes and skills. More detail about these lists are given in the PGCE SCITT Blackboard Space.

6. Hardcopy books recalled by the University Library

If you receive an email saying a hardcopy of a book you have borrowed has been recalled, this means that all copies of that title are on loan and another customer has requested a copy be returned so they can borrow it. The new date on the email replaces all previously issued due dates.

Once you receive the email you will have 7 days to return the item back - if you have still not returned it before the new due date you will be fined £2 a day until it is back at the library.

If you have a High Demand item that is recalled, you will be unable to renew it every 3 days and will be required to bring it back by its due date.

If you are unable to return a recalled book on time, please contact the Library at https://manchester-uk.libanswers.com/ as soon as possible.

7. Ethical Approval

As part of completing the course unit Enquiry Based Practice 1, all students **must** apply for and receive ethical approval from the University Ethics Committee before they can proceed to the course unit Enquiry Based Practice 2, when they conduct their enquiry. More information about the ethical approval process is given during the programme.

8. Timetable

Fixed events	Date	Time	Location
Supported & independent study continues throughout the UoM programme from 1 Sept.			
Reminder about registration	*w/c 21 Aug 2023*		Online & blended
Registration opens: Students start process	*Tues 29 Aug 23*		
Launch of UoM PGCE Programme	**Tues 29 Aug 23**		
Placements start			
Online and blended activities and interactions	Fri 1 Sept onwards		Online & blended
Launch & Intro EDUC 64700 Reflecting on Professional Practice	Fri 15 Sept 2023	9.30-4.30	Alan Turing Building (46) Rm: G1.07
EDUC 64700 Reflecting on Prof. Practice & student representative meeting	Fri 29 Sep 2023	9.30-4.30	Online & blended
Online and blended activities and interactions	Scheduled as units progress		
Draft submission window	*Between 09 - 13 Oct 2023*		*Blackboard*
Half Terms 23-03 Nov 2023			
Submission: EDUC 64700 Reflecting on Practice	Mon 06 Nov 2023	1.00pm	Blackboard
Intro EDUC 64600 Teaching, Learning & Assessment (TLA)	Fri 10 Nov 2023	9.30-4.30	Stopford Building (79) Rm: TH3
EDUC 64600 Teaching, Learning & Assessment (TLA)	Fri 24 Nov 2023	9.30-4.30	Online & blended
Online and blended activities and interactions	Scheduled as units progress		
Placement changes for some pathways			
Winter/Christmas breaks Weds 20 Dec 2023 – Tues 02/Fri 05 Jan 2024			
New placements for some pathways and non-placement training			
Submission: EDUC 64600 Teaching, Lear4ning & Assessment	Mon 08 Jan 2024	1.00pm	Blackboard
EDUC 64800 Enquiry Based Practice 1, **Part 1** (Lit Rev) & student representative meeting	Fri 12 Jan 2024	9.30-4.30	Online & blended
Online and blended activities and interactions	Scheduled as units progress		
Half terms 12-16/19-23 Feb 2024			
New placements for some pathways			
*Submission: EDUC 64800 Enquiry Based Practice 1 (**Part 1**: Lit. Review)*	Mon 26 Feb 2024	1.00pm	Blackboard
New placements for some pathways			
EDUC 64800 Enquiry Based Practice 1, **Part 2** (Enquiry Plan & Ethics) *Later in day we move to Ellen Wilkinson Building (77)*	Fri 08 Mar 2024	9.30-4.30	Sam Alex Building (67) Rm: SLG.12
*Submission deadline for first draft of Enquiry Plan & Ethic Application: EDUC 64800 Enquiry Based Practice 1 (**Part 2**)*	Mon 18 Mar 2024	1.00pm	Email & Blackboard
Spring/Easter Break 29-12 April 2024			
New placements for some pathways			
Approval granted and confirmation from school received: Enquiry Based Practice 1, **Part 2** *(Research Plan & Ethics)*	Thurs 18 April 2024	5.00pm	Email & Blackboard
Intro EDUC 64900 Enquiry Based Practice 2 (Report on enquiry)	Fri 19 April 2024	9.30-4.30	Online & blended
EDUC 64900 Enquiry Based Practice 2 & student representative meeting *Later in day we move to Ellen Wilkinson Building (77)*	Fri 17 May 2024	9.30-4.30	Sam Alex Building (67) Rm: SLG.12
Half Term 27 May-31/07 June 2024			
Submission: EDUC 64900 Enquiry Based Practice 2	Mon 03 June 24	1.00pm	Blackboard
Final Exam Board Meeting to award PGCE SCITT	w/c 01/08 Jul 24		

- Campus day locations to be confirmed. The map of the University Campus can be found at https://www.manchester.ac.uk/discover/maps/. University buildings are given a number, and the building names are identified via a key.
- Please regularly check Blackboard, our virtual learning environment, and your university email for the most up-to-date information about the timetable.

9. Teaching and Learning

This programme comprises on-campus teaching and learning activity, and online and blended teaching and learning activity. This can be divided into five elements:

1. Four days of scheduled on-campus in-person teaching and learning activities. These days are spread across the academic year, with one day for each of the four course units.
2. Four days of scheduled online and blended teaching and learning activities. These days are spread across the academic year, with one day for each of the four course units.
3. An optional education for social justice and inclusion conference is annually provided for ITET students.
4. Smaller chunks of time. These are scheduled as the year progresses for online and blended academic activities and interactions. The times depend on the nature of the activity and the availability of individual and/or groups of students.
5. Independent student study time. You will be expected to invest substantial time in directed and independent study.

The programme is designed to complement the SCITT programme. The academic teaching and learning activities interweave with your school experiences to provide you with timely opportunities for learning, through making connections between your developing practice and your learning from academic theory and research.

On-campus and online teaching and learning activities aim to provide a space away from their school placements and training environments. This space aims to help you link your classroom experiences to theory and research and to make sense of your practice in a way that facilitates and helps you to direct your own learning. We aim to use pedagogical processes that create a collegial space on these days, where you can explore ideas together, share your diverse experiences and perspectives, reflect on these, and question your experiences. The purpose is to encourage you to develop your critical thinking about your practice and your reading.

10. Study, Workload and Support

Our blended learning approach aims to give you flexibility in where and when you study, while also keeping an on-campus in-person element to enhance a sense of connectedness between you all and the university. Many of our materials and T&L facilities will be accessible via 'Blackboard' our virtual learning environment. We will also use other virtual learning tools as well such as Zoom and email. In Blackboard you will find the PGCE SCITT Community Space under 'My Communities' where general information is kept, and four Course Unit Spaces for each of the academic course unit learning resources. Learning resources will include course content learning materials, online reading lists, links to the University Library, and instructions about assessment. Check Blackboard and your University emails regularly for updates.

Academic Study Skill support is also available from Learning Essentials (online resources) from the Library at http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials/. Pay attention to what is seen as good academic practice. Also check how the University responds to poor academic practice and plagiarism. See the relevant sections in the full handbook for more detail. Make sure you use the '**Harvard Style for References**' when citing

and referencing other people's work. Guidelines for using this system can be found in the library at http://subjects.library.manchester.ac.uk/referencing/referencing-harvard See the Library Learning Essentials online resources (link above) for more detail on this.

As a postgraduate student training to be a teacher, it is important that you plan your study time carefully during a very busy year. You will need to create time for reading, reflecting, discussing, collecting data, analysing, writing, and for interacting with your tutor. There is an expectation that you will carry out substantial reading activities in advance of the real time synchronous teaching and learning sessions throughout the year. You will be asked to contribute your learning from this reading to group activities in the real time sessions both on campus and online. The success of these activities will partly depend on your input. We know from student feedback that this helps you to pace your reading and subsequent learning to support your assignment writing. **At the end of every year the key advice from our students is to start your reading for each unit early, 'way before' the submission dates.**

Student support from our academic staff

During your studies you will work with a team of academic staff. As a team, we are both research active and experienced in working with teachers in schools on PGCE, undergraduate, master's degree programmes and other school partnership work. We also act as personal tutors and academic advisors to groups of you, guiding and supporting you with your studies and progress throughout the year. This support will be given on-campus in-person and/or online, most likely via Zoom. Email communication will also be key and telephone if you prefer this. Tutorials are arranged between you and your tutor.

A list of the University academics and their contact details can be found on Blackboard.

You will also find details of contact for the professional services teams who support this programme. They can help you with aspects of the programme that are not directly academic, such as your registration and technical support for submitting your assignments. (See contact details on p.4).

School of Environment, Education and Development Student Intranet

The main reference point for information about your programme, the department and the School is the School's Student Intranet https://www.seed.manchester.ac.uk/student-intranet/

This will hold electronic copies of School documentation such as handbooks, timetables, relevant forms, mitigating circumstances and disability support information, and copies of minutes from relevant committees. It will also hold details of student representatives for each programme, once they have been nominated.

My Manchester

My Manchester (http://my.manchester.ac.uk) is the single gateway for you to access key tools, services and information to support your studies. You will be able to access all the information and online services you are likely to need on a day-to-day basis here, e.g. email, Blackboard (the University's virtual learning environment), your library account, your personalised examination timetable, your student record and your assessment grades once these have been published.
My Manchester also links through to all University Policies and Procedures, some of which are referenced later in your handbook.

Communication

In order for your programme to run smoothly it is essential that you maintain good communication with the administrative and academic team.

E-mail
All of the information sent out by administrators and academic staff comes via your *University of Manchester* e-mail address which you are allocated upon arrival. This can be accessed via the internet. It is your responsibility to ensure that you regularly check your e-mail account. If you believe that you are not receiving all relevant e-mails, you must inform the Information Advice and Guidance Team *immediately*.

Contact Details
It is your responsibility to keep all contact details up-to-date on the on-line student system (which you used to register). If you change address during the course of the academic year, you must update this system accordingly.

Social Media
There is an official SEED Instagram Account managed by the Information Advice and Guidance Team where all up-to-date school-specific and university-wide activities are advertised.

Instagram SEED: UOM SEED (@uomseed) • Instagram photos and videos

Contacting you
We use your University email address to contact you. This will probably end in @postgrad.manchester.ac.uk. Please check this email address regularly i.e. every couple of days. Blackboard and other general University announcements will only use University email addresses.

Blackboard and other IT support
If you have any technical difficulties, contact the elearning team on elearning@manchester.ac.uk and/or telephone IT services on 0161 306 5544. Telephone support is available 24 hours a day, seven days a week. Go to http://www.itservices.manchester.ac.uk for more information.

Induction
At the start, academic staff will support you with using the digital tools in Blackboard and the Library as well as following academic protocols and approaches related to your academic work. During the first course unit, 'EDUC64700 Reflecting on Professional Practice', you will have the opportunity to submit one draft of your first assignment to your tutor for some initial formative feedback and general pointers to improve before submitting your final work for formal assessment. We will also look together at some sample assignments. Attention to these literacies continues throughout the year.

11. Assessment

The programme learning outcomes and assessment framework are specified. However, you decide the specific focus of each assignment in discussion with your tutors so that you can personalise each assignment in relation to your practice and your classroom and school placement context. Suggested assignment plans are given for most of your assignments as well as sample assignments written by previous students to help you to gauge what is required.

Your assignments are assessed anonymously by the University tutors. All assignment submissions and feedback are given via Turnitin Grademark accessed via Blackboard. More detail of this process is given in Blackboard.

If you have technical difficulties submitting any of your assignments, attach your assignment to an email and send it to the assessment professional services team BEFORE the submission deadline using the email seed.hub@manchester.ac.uk . You will therefore not incur penalties for late submission.

Assessment process
Assessment marking involves the following process. Once the submission deadline has passed, a small number of anonymised scripts representing a range of students studying on this programme are selected. The tutor team all assess these same assignments using the intended learning outcomes, the assignment outline, and the generic marking criteria. We then meet together to discuss our assessment and we agree grades, general comments and what to look for in our marking that will follow. Tutors then each mark a set of anonymised assignments. Towards the end of the marking process, we look at the profile of the scripts marked across the group using a number of criteria to check for consistency. The marking period takes 15 working days. A more detailed explanation of this process can be found in all Blackboard spaces under the 'Assessment' section.

All scores are provisional until the PGCE SCITT programme exam board in July 2024.

Assessment criteria and scores
The Faculty of Humanities generic marking criteria used to guide marking, (see Appendix 1.). Further sub-criteria created from this guide, are used to fine-tune and identify strengths and weaknesses (see Appendix 2). Personalised qualitative feedback and a percentage score is given for each assignment.

All assignments that are graded at 50% or above are assessed as a pass at master's level. Assignments graded between 40% and 49% pass at postgraduate level but not at master's level. Assignments that are graded between 30% and 39% may be considered for a compensatable pass. The first assignment marked in this compensatory band will automatically be compensated; subsequent assignments will need to be resubmitted. These assignments will have marks capped and will not therefore gain credits at master's level. More detail of this is given in the UoM MIE PGCE Handbook.

Similarity Reports and Plagiarism
All scripts are automatically checked for similarity to other writing. This therefore gauges the originality of each assignment using Turnitin and a similarity report is created for each assignment. You do not see this, but your tutors look at this for each assignment to check for poor academic practice or academic malpractice. If this is significant then a script will be referred to an academic malpractice panel for further investigation. There can be serious consequences for this. It is therefore important to engage fully in advice on good academic writing practice and how to avoid malpractice in this area. More detail of this is given in the UoM MIE PGCE Handbook.

Withers Memorial Prize
Students who achieve a minimum of 68% in one assignment, and 72% in the remaining three of the four assignments will be awarded The University of Manchester Wither's Memorial Prize for Excellence. This is acknowledged through an official letter stating you have received this award.

Assignment submission deadlines

Assignment	Submission Deadline	Deadline Time
Reflecting on Professional Practice (EDUC6700)	Mon 06 Nov 2024	1.00pm
Teaching, Learning and Assessment (EDUC64600)	Mon 08 Jan 2024	1.00pm
Enquiry Based Practice 1: Part 1 Lit Review for Enquiry (EDUC64800)	Mon 26 Feb 2024	1.00pm
Enquiry Based Practice 1: Part 2 Enquiry Plan and Ethics Application (EDUC64800)	Mon 18 Mar 2024 (1st draft) Thurs 18 April 2024 (approved)	1.00pm 5.00pm
Enquiry Based Practice 2 (EDUC64900)	Mon 04 June 2024	1.00pm

Late submission penalties

Penalties are incurred one second past the submission deadline on these dates unless a student has had mitigating circumstances accepted by a panel comprising the head of ITET and the chairs of examiners for all ITET programmes.

The penalty for late submission is a loss of 10 marks per day, for which the following principles apply:
- A deduction of 10% of the available mark every 24 hours until the assignment is submitted or no marks remain
- The first reduction of 10% is incurred one second after the deadline has passed.

All late penalties are applied in June 2024 for the University Exam Board. This is when scores are confirmed, and once all mitigating circumstances cases have been considered. Students should therefore note that when scores and feedback are initially released, they will not include any late penalties.

Penalties do not apply to your ethics application submission for 18 March and 18 April 2024. Late submission of this application will limit the time you have left to complete your last assignment.

More information about Mitigating Circumstances, and penalties for late submissions can be found in the UoM MIE Handbook.

12. Qualification

The qualification for the PGCE SCITT is made up of two distinct elements:
1. Your professional training programme to become a qualified teacher, successful completion of which leads to Qualified Teacher Status (QTS) being recommended by your SCITT provider.
2. Your academic programme of four postgraduate course units, which is assessed by the University of Manchester.

When both the recommendation for QTS and successful completion of the academic unit are combined, this represents the PGCE SCITT Award. This is awarded by the University of Manchester.

Students who do not meet the Standards set out by the SCITT provider but pass all four academic course units with at least 40% will be eligible to be considered for the award of Postgraduate Certificate in Education Studies.

13. Monitoring the quality of the UoM PGCE (SCITT) programme.

1. Ongoing reflective evaluation of the programme and its course units, carried out by the University academic staff team, enables areas we identify to be revised.
2. The academic programme is evaluated throughout the year by students via evaluation questionnaires.
3. A student committee, including student representation from the different phases of education meets at the start, in the middle and at the end of the programme, with the programme director, to support the programme review and evaluation. The committee also liaise with their colleagues throughout the year.
4. Student feedback is collected and fed into annual review processes and used to inform course unit and programme development.
5. An appointed programme level external examiner provides a formal report having looked closely at teaching, learning and assessment materials and a sample of assignment scripts. They also hold an informal meeting with a representative group of students on the programme.
6. Half termly progress review meetings are normally held between the SCITT programme providers and the UoM academic programme director. The aim is to update all parties on how the programmes are progressing and to allow space for constructive dialogue about these.

Appendix 1: Assessment Descriptors and Stepped Marks

Class	Descriptors (reflect highest possible mark attainable within a band)	Possible Mark
PGCE pass at M Level	Your work is **exceptional**. It attains all learning objectives for the unit and adheres to all guidelines. The essential material is presented thoroughly and accurately and weighed appropriately. Moreover, the work is authoritative and amply demonstrates very advanced knowledge and a very advanced ability to integrate the full range of principles, theories, evidence and techniques. The clarity and originality of thought and the way that it is expressed is very impressive for this level of work.	100 95 92
	Your work is **outstanding**. Your response to the question is ambitious and perceptive. Your argument is very well structured. It is logical and convincing. You use extensive data and/or literature to support that argument and give very pertinent examples. You demonstrate a very high level of understanding of this topic. To improve future marks you should attempt to refine your analysis and arguments even further.	88 85 82
	Your work is **excellent**. It has clear aims and largely achieves them. It draws upon an appropriately wide range of sources, displays considerable analytical depth with substantial evidence of genuinely independent thought, and is written and presented to a very high standard. To improve future marks you should attempt to identify any weaker parts of your argument and/or its presentation, ensure you have addressed opposing viewpoints or evidence decisively, and consider extending the range and use of supporting resources even further.	78 75 72
	Your work is **very good**. It addresses the specific topic area very well, with a sound demonstration of knowledge and skills. You provide evidence of appropriate independent reading and thinking and draw upon the literature coherently to substantiate your claims. Your work is comprehensive and well-considered. To improve future marks you should consult a wider range of sources and deepen your analysis.	68 65 62
	Your work is **good**. You have demonstrated a reasonable understanding of the relevant principles, theories, evidence and techniques, and you have gone some way to meeting your aims through presenting a coherent argument in a competent manner. To improve future marks you should increase your level of critical appraisal and independent reading, and seek to demonstrate a deeper, and more fully researched, understanding of the subject.	58 55 52

Pass at Post-graduate Certificate Level	Your work demonstrates **insufficient** knowledge and skills in the specific topic area and does not merit a pass mark at M Level, but demonstrates sufficient professional knowledge for a pass at Certificate Level. It shows a very basic level of knowledge and understanding. The work lacks coherence and there is only a very limited use of resources. The quality of presentation is poor. You have provided an answer that lacks detail and depth. It is very descriptive and does not fully address the issues raised by the question. Your arguments are often simplistic. To achieve a higher mark you need to make sure that all your points are fully supported with data or evidence from the literature. You also need to achieve greater analytical depth and take fuller account of opposing viewpoints or evidence in order to provide more substantial, comprehensive and nuanced support for your argument.	48
		45
		42
Compensatable Pass at Certificate Level	Your work demonstrates **insufficient** knowledge and skills in the specific topic area and does not merit a pass mark at M Level, but may demonstrate sufficient knowledge to be compensatable for certificate level. Your work does not demonstrate adequately the study skills required at this level. Although you show some awareness of the area, you have missed many important facts and concepts and made major errors. You have made no attempt to critically evaluate evidence and shown no evidence of independent research. Your work has minimal underlying structure and is frequently confused and incoherent. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent research.	38
		35
		32
Fail	Your work is **inadequate** and does not merit a pass mark. It does not demonstrate even a basic awareness of the subject matter. Your awareness of principles, theories, evidence and techniques is insufficient, and you show little evidence of critical engagement with the material. You have not paid sufficient attention to the quality, range and appropriateness of sources used, and your arguments are partial and unsubstantiated. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent research.	28
Fail		25

Fail	Your work is **severely inadequate** and does not merit a pass mark. You show little or confused awareness of the appropriate principles, theories, evidence and techniques, and little evidence of critical engagement. Your arguments are poorly presented and misrepresent or fail to demonstrate an understanding of the subject. Your use of sources is inappropriate, and your arguments are unsubstantiated and unstructured. To improve future marks, you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent research.	15
Fail	Your work is **profoundly inadequate** and does not merit a pass mark. You have misrepresented or misunderstood thinking in the discipline and your use of sources is either non-existent or inappropriate. You have not demonstrated any significant awareness of the subject matter. Your work is confused and incoherent and does not address the question posed. To improve future marks you should seek to understand thinking in the discipline and engage critically with it. You should present and structure your arguments better and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent research.	5
Fail		0

Appendix 2: Assessment Sub-Criteria Descriptors

	(70-100%)	(60-69%)	(50-59%)	(40-49%)	(30-39%)	(0-29%)
LEARNING OUTCOMES	Work showing original, reflective thinking. It has clear aims and largely achieves them. It mostly meets the learning outcomes.	Work is comprehensive and well-considered, showing sound knowledge and skills required.	Work showing reasonable understanding of relevant ideas, going some way to meeting aims of task set and learning outcomes.	Work shows sufficient knowledge to warrant a basic pass. It lacks detail and depth. Does not fully address issues raised in assessment task.	Work shows insufficient knowledge and skills to merit pass, Some awareness but missing many key points of understanding.	Work is inadequate. It is confused or shows no basic awareness of the intended learning outcomes.
ARGUMENT & ANALYSIS	Displays considerable analytical depth with well-justified argument; substantial evidence of genuinely independent, critical analysis.	Evidence of appropriate independent thinking. Deeper analysis needed.	Coherent argument presented in competent manner. Some evidence of analysis. Greater level of critical appraisal and independent enquiry needed.	Very descriptive in style. Arguments are often simplistic. All points made need to be more fully supported with greater analytical depth and nuanced argument.	Some awareness of area under focus. Argument frequently confused or partial. Little or no attempt to critically evaluate evidence.	No coherent or unsubstantiated argument. No attempt to critically evaluate evidence.
USE OF LITERATURE	Judicious in use of wide range of sources, showing clear evidence of appropriate reading.	A range of appropriate independent reading used coherently to substantiate ideas.	Demonstrates some independent reading. This could be increased to deepen a more fully researched understanding.	Basic use of sources and references. Points need to be more fully supported with evidence or literature.	Insufficient evidence of engagement with the literature or independent reading.	Inadequate use of literature or critical engagement with the literature.
APPLICATION OF PRINCIPLES TO PRACTICE	Compelling application of principles to relevant experience.	Effective application of principles to practice.	Reasonable application of principles to practice. This could be further developed.	Application of principles to practice is adequate but needs greater attention.	Appropriate application of principles to practice is limited.	Application of principles to practice is deficient.
ORGANISATION & STRUCTURE	Logical, original and persuasive; guides the reader at all times.	Effectively organised; integrates detail into a coherent whole and guides reader to a reasoned conclusion.	Assignment generally linked together coherently; with a generally clear, if simple conclusion.	Shows adequate regard for reader; links parts of assignment together. Does not create a coherent whole; or come to a justifiable conclusion.	Minimal underlying structure, frequently confused and incoherent.	Little or no attention paid to structure or organisation.
TRANSFERABLE SKILLS	Work presented to very high standard. Aims of transferable skills completely met.	Very well presented; appropriate use of transferable skills.	Presented in a competent manner; reasonable use of transferable skills.	Presentation style sufficient for a pass; use of transferable skills are not always appropriate.	Presentation marred by limited awareness of transferable skills.	Little attempt to present clear ideas; Inadequate use of transferable skills.

Sue Goldrick 2023