

PGCE Secondary

Course Handbook (Generic Pages)

2011-12

Dear Teacher

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So, I am suspicious of education.

My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more human.

A letter sent by the Principal of an American high school to his teachers on the first day of school.¹

¹ Quoted in Carrie Supple (1993) *From Prejudice to Genocide* Stoke on Trent: Trentham Books

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Introduction

Welcome to London Metropolitan's Secondary Initial Teacher Education Scheme. You are embarking on a challenging and stimulating course of professional education and training leading to Qualified Teacher Status. This handbook is designed to help you with this process. It provides a reference of key practical information and guidance to be used throughout the year.

The Faculty

Secondary Initial Teacher Education is part of a collection of courses related to *Teacher Education and Professional Learning (TEPL)* within the *Faculty of Social Sciences and Humanities*. You will be following a course preparing you to teach your subject in secondary schools however you will also have the opportunity to meet PGCE students with other subject specialisms in our Professional Studies programme. The Faculty also trains primary teachers, social workers and provides a wide range of continuing professional development courses for serving teachers and other education professionals as well as BEd, BA, MA and research programmes in education.

We are located in a lively, multicultural area of London and the Faculty is proud of its special interest in urban education, which is an important focus of our Secondary courses. The Faculty includes teachers and researchers with a strong track record in inclusive education and also hosts the national resource centre exploring issues relating to diversity and achievement, Multiverse, at www.multiverse.ac.uk.

A Rights Respecting PGCE

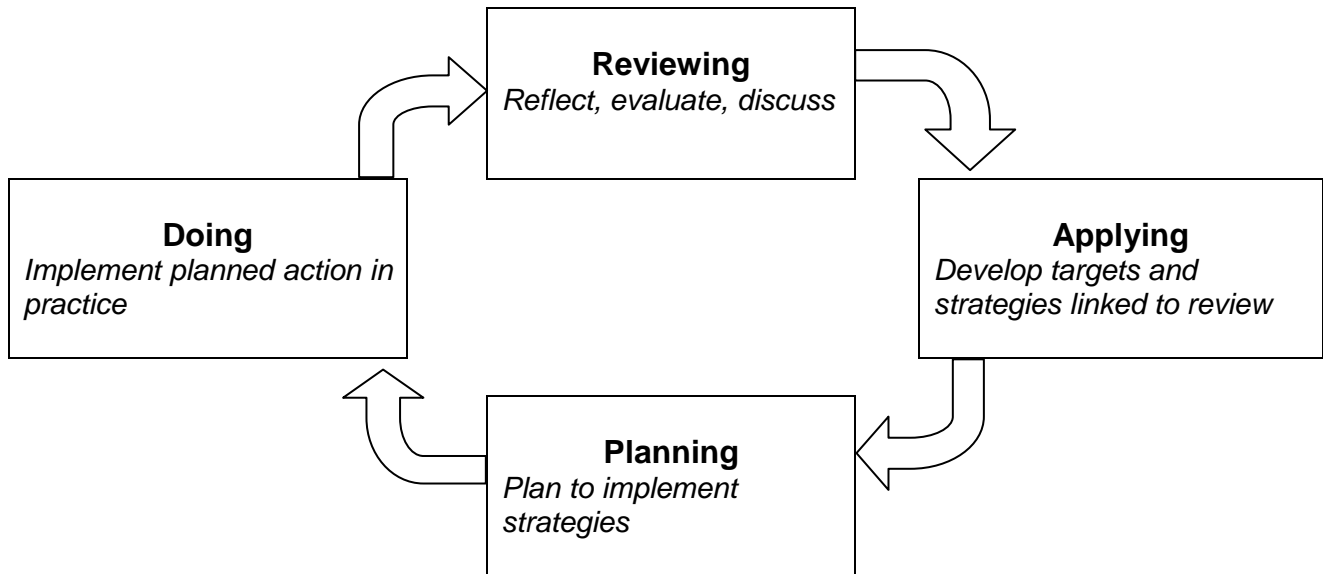
We are proud to be one of the first PGCE courses to formally embed the principles of children's rights into our PGCE programme. The United Nations Convention on the Rights of the Child (UNCRC), to which the UK is a signatory nation, includes a commitment to realise children's rights under three broad headings: provision rights (e.g. childcare, standards of living, education); protection rights (e.g. protection from drugs, abuse, armed conflict) and participation rights (e.g. right to voice an opinion, to be heard and to be involved in discussions that affect children). This set of principles has been used to plan our Professional Studies programme and all subject tutors will also include several opportunities to explore specific ways in which you can promote children's rights in your teaching. We are committed to the notion that children's rights provides a universal values framework within which teachers can make professional decisions, and provides an important set of ideas for developing education which meets the needs of young people.

Recent government policy has also begun to put these ideas at the heart of education provision. There are five key outcomes for Every Child Matters towards which all children's services should be working. These are outlined on pages 4 and 5 below, and are mapped against the rights in the UNCRC. These goals and principles present a considerable challenge to education professionals to constantly re-evaluate aspects of our institutional structures and professional practice to ensure they contribute to children's well being and flourishing. This framework will therefore serve as a useful reference point throughout your training year and beyond.



Reflective practitioners

In planning the course we have also placed great emphasis on reflection and the constructive evaluation of experience. Most of the assignments you complete during the year ahead, and many of the workshops, are designed to enable you to think about the experience you gain in schools and to learn from this to develop a deep understanding of learning and teaching. In relation to your own training, you will be supported to set appropriate targets, plan related activities and evaluate your own success. In relation to children's learning, you will be given the intellectual tools you can apply in schools to understand children's achievements and plan for their progress. In our model of teacher education the actual classroom activities of a teacher represent a quarter of the total learning experience, and you will be expected to understand how this relates to the associated activities of planning, reviewing and applying new knowledge.



Just as you will be developing your own teaching, we want to continually improve ours and welcome critical feedback, both positive and negative, which will enable us to develop our courses. You will be given regular opportunities to evaluate aspects of the course, including school placements, and course representatives will also be invited to regular meetings throughout the year to discuss your experiences.

Collaboration

Collaboration is a vital aspect of a teacher's professional life and is, therefore, central to our working processes. During your course you can expect to be collaborating with a wide range of pupils, student teachers, teachers, non-teaching staff and university tutors. You are likely to find this enriching and exciting as well as sometimes very challenging. The skills of collaborative working are central to the Standards for Qualified Teacher Status (the QTS Standards) and to the Common Core of Standards, which underpin all the qualifications for the children's workforce. It is important that you use the guidance in this handbook to think about how you will develop your own professional identity to enable you to establish and participate proactively in such relationships.

The QTS Standards

On our PGCE course the Standards have been carefully woven into the various assessment processes, which means you will be assessed against the Standards in the following ways:

- University assignments have been mapped against the Standards and this enables your tutors to assess the extent to which you are able to discuss and evaluate your own professional development.

- Mentors are asked to make a judgement against the Standards when they decide your final grade at the end of school experience 2.
- You are also required to demonstrate that you have engaged with the Standards by completing the *School Profile* induction booklets for each school experience.

In addition, you will be required to complete an on-line portfolio of your achievement against all of the Standards. The evidence you include in this portfolio can be taken with you after the PGCE course, as you will have access to your portfolio account for a year after completion. This should help you to manage the evidence requirements of your newly qualified teacher (NQT) year.

Getting support

On such a demanding course, everyone is likely to need support at times. Support will often come from your peers, your university tutors and subject mentors who will be responsible for your training when you are in school. Any problems you encounter can be discussed with them.

The university also offers a number of services which are described in the University Handbook. However, we would draw your attention especially to the following university services:

Careers Advisory Service	Student Services, Tower Block
Counselling and Advisory Service	Student Services, Tower Block
Learning Development Unit	Student Services, Tower Block
Library and Media Services	The Learning Centre

We want to make sure that we make what reasonable adjustments we can to ensure everyone has the fairest chance of succeeding on the PGCE course. As you registered for the course and when you completed your health check you had an opportunity to tell us if there is any personal information that might help us plan your training. Circumstances change so if you have a disability, or learning difficulty, or any additional needs which might affect how you engage with and succeed on the course, or if your health changes over the year, please tell someone so we can try to plan accordingly. You can talk to your tutor, the Programme Director or the Academic Leader for Teacher Education and Professional Learning (TEPL) within the Faculty, or you can talk to student advice.

The year ahead will be an exciting and exhausting one and you will learn as much about yourself as you do about the children and young people you are teaching. I wish you an enjoyable and successful year.

Lee Jerome

Secondary Programme Director for Initial Teacher Education

JOIN IT ALL UP
with the UN Convention on the Rights of the Child

Every Child Matters

The five Outcomes and the UN Convention on the Rights of the Child (UNCRC)

These articles of the UNCRC are relevant to all five Outcomes

Article 1

Everyone under 18 years of age has all the rights stated in the UN Convention on the Rights of the Child.

Article 2

The Convention applies to everyone, whatever their nation, race, colour, sex, religion, abilities, opinion, wealth or social position.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments shall take all necessary steps to make these rights available to all children.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 12

Governments to ensure that children have the right to express freely their views and to take account of children's views. Children have the right to be heard in any legal or administrative matters that affect them.

Article 22

Refugee children have the right to protection and assistance and the same rights as other children wherever they are or whatever their circumstance.

Being healthy

Enjoying good physical and mental health and living a healthy lifestyle

Staying safe

Being protected from harm and neglect and growing up able to look after themselves

Enjoying and achieving

Getting the most out of life and developing broad skills for adulthood

Making a positive contribution

To the community and to society and not engaging in anti-social or offending behaviour

Economic well-being

Not being prevented by economic disadvantage from achieving their full potential in life

Article 23

Special care and support for children with special needs

Article 24

Right to health care, clean drinking water, nutritious food and a clean environment

Article 27

Standard of living that meets physical, mental, spiritual, moral and social needs

Article 31

Right to rest, play and enjoy art and culture

Article 36

Right to protection from any activities that harm welfare and development

Article 9

Right to family life unless the child is abused or neglected

Article 10

Right of families to be together

Article 13

Right to receive and share information so long as it is not damaging

Article 18

Governments must support parents with services for children

Article 19

Government protection of children, including from abuse or neglect by parents

Article 5

Governments respect the rights and responsibilities of parents

Article 7

Birth registration and nationality

Article 13

Right to receive and share information so long as it is not damaging

Article 14

Freedom of thought and religion, government respect for parental guidance

Article 15

Right to meet together and join groups

Article 5

Governments respect the rights and responsibilities of parents

Article 10

Right of families to be together

Article 13

Right to receive and share information so long as it is not damaging

Article 14

Freedom of thought and religion, government respect for parental guidance

Article 8

Government respect child's right to name, nationality, family

Article 10

Right of families to be together

Article 18

Governments must support parents with services for children

Article 19

Government protection of children, including from abuse or neglect by parents

Article 24

Right to health care, clean drinking water, nutritious food and a clean environment

² See http://www.unicef.org/uk/tz/resources/assets/pdf/join_up_ecm_uncrc.pdf

Being healthy
 Enjoying good physical and mental health and living a healthy lifestyle

Staying safe
 Being protected from harm and neglect and growing up able to look after themselves

Enjoying and achieving
 Getting the most out of life and developing broad skills for adulthood

Making a positive contribution
 To the community and to society and not engaging in anti-social or offending behaviour

Economic well-being
 Not being prevented by economic disadvantage from achieving their full potential in life

Article 39
 Governments to help restore a child's health, self-respect and dignity after abuse or neglect

Article 20
 Governments to provide proper care and protection for children without family

Article 21
 Adoption of children according to what is best for a child

Article 25
 Children in care, protection or under treatment to be reviewed regularly

Article 32
 Protection from work that is dangerous or detrimental to health or education

Article 33
 Protection from dangerous drugs

Article 34
 Protection from sexual abuse

Article 35
 Children should not be abducted or sold

Article 36
 Protection from activities that harm development

Article 37
 Fair treatment by the law; not imprisoned with adults

Article 39
 Help to restore health, self-respect and dignity after abuse or neglect

Article 40
 Child offenders to receive legal help; prison is last resort

Article 17
 Right to reliable information from the media; information provided that young people can understand

Article 20
 Governments to provide proper care and protection for children without family

Article 23
 Special care and support for children with special needs

Article 28
 Right to education

Article 29
 Education should develop each child's personality, talents and abilities to their fullest potential, as well as develop respect for parents, other members of human society, and the environment

Article 30
 Right to use language, religion and customs of family or group

Article 31
 Right to rest, play and enjoy art and culture

Article 15
 Right to meet together and to join groups

Article 29
 Education should develop each child's personality, talents and abilities to their fullest potential, as well as develop respect for parents, other members of human society, and the environment

Article 30
 Right to use language, religion and customs of family or group

Article 31
 Right to rest, play and enjoy art and culture

Article 42
 Governments to ensure that everyone, adults and young people, is aware of the rights and responsibilities contained in UNCRC

Article 26
 Extra support for families in need

Article 27
 Standard of living that meets physical, mental, spiritual, moral and social needs

Contact Details

Secondary tutors

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Important Dates

Term Dates

Secondary Initial Teacher Education Scheme: The Professional Year

Term 1

Monday 12 September – Friday 16 December 2011

(Half term 24-28 October, workshops timetabled Monday & Tuesday this week)

Christmas holiday: 19 December – 2 January (inclusive)

Term 2

Tuesday 3 January – Friday 30 March 2012³

(Half term / Reading Week 13-17 February)

Easter holiday: 2-13 April (inclusive)

Term 3

Tuesday 16 April⁴ – Friday 15 June 2012

(Half term / Reading Week 4-8 June)

Bank Holiday: 7 May

University session dates

Please refer to the course diagram on the next page to see dates of University sessions and school-based training. There is a more detailed teaching calendar in the second section of this handbook, which provides details of all the workshops planned for the year.

Assessment dates

Dates of assessment deadlines are given later in this section of the handbook. It is essential that all work be handed in by the deadline date. At the time of printing this handbook the University regulations automatically limit late work to a 'bare pass' and deem late work beyond 10 days to be a fail, it is your responsibility to check university regulations relating to assessment throughout the year and to adhere to the requirements.

³ Please note that some schools may have different dates for the half-term weeks and Easter holiday so you must check carefully with your school experience school and your Course Leader before making any holiday arrangements

⁴ as above

Secondary Initial Teacher Education – PGCE 2011-12 Calendar Overview

Date	Day	Activity
11 Jun	C	Assignment writing week
4 Jun	P	
28 May	C	
21 May	C	
14 May	C	
7 May	BH	Project 2
30 April		
23 April		
16 April		
26 Mar		
19 Mar		
12 Mar		
5 Mar		
27 Feb		
20 Feb		
13 Feb		
6 Feb		
30 Jan		
23 Jan		
16 Jan		
9 Jan		
2 Jan	BH	SE2 visit
12 Dec		
5 Dec		
28 Nov		
21 Nov		
14 Nov		
7 Nov		
31 Nov		
24 Oct		
17 Oct		
10 Oct		
3 Oct		
26 Sep		
19 Sep		
12 Sep		Primary SE
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

	University-based time C = Curriculum Subjects; P = Professional Studies
	School Experience (plus Additional SE days (2)) Primary (3), SE1 (40); SE2 (75)

Christmas holiday: 19 December – 2 January (inclusive)

Easter holiday: 2 – 13 April (inclusive)

BH (Bank Holiday): 2 January and 7 May

Professional Expectations

The PGCE course is run in partnership with schools, where all members of staff are held accountable to the highest professional expectations. During the year all student teachers will be working with members of school staff and will gradually assume some of the professional duties of teachers in relation to the education and well-being of children and to their own professional development. All student teachers are registered with the General Teaching Council for England (GTCE)⁵, which is the professional body for teachers, and which is charged with maintaining those professional standards. Therefore, from day 1 of the PGCE course, we expect London Metropolitan student teachers to adhere to the same professional expectations as qualified teachers. In this respect the PGCE course is unlike most other university courses and it is important that you understand the full implications of this requirement. If a student teacher is found to be in breach of these expectations the university may terminate their training programme and have them de-registered from the GTCE, which means an effective bar on entry to the profession.

Attendance and Punctuality

It is important to note that absence or lateness may result in the termination of a school placement, or withdrawal from the course. Student teachers must conform to the professional standards of the teaching profession, in which lateness or un-certificated absences are disciplinary offences.

Punctuality and full attendance are required. Your attendance and your punctuality in relation to university and school will form part of your assessment against the QTS Standards. Tutors are also always asked to comment on student teachers' attendance and punctuality record in job references. University regulations state that student teachers are required to attend regularly and punctually. Students are required, under the regulations of the Academic Board of the University, to attend regularly and submit work by specified dates. If a student does not attend any part of the course (both university and school-based) the Programme Director may have them withdrawn from the course.

Routine appointments with doctors, dentists etc. are not unavoidable. Wherever possible you should strive to book appointments outside of attendance requirements.

Unavoidable absence from university

In the event of unavoidable absence from the university, students must inform their course tutor.

Unavoidable absence from school

While on school experience the school must also be informed of any absence **before the teaching day begins**. If you have already assumed responsibility for teaching classes your school would normally expect you to phone in with suggestions for cover lessons.

Punctuality

We assume it is a basic courtesy that you arrive on time and are ready to start at the official start time for each university session. Failure to do so means you disrupt the learning of others as well as jeopardising your own learning. Consequently, tutors reserve the right to refuse admission to student teachers who are late, in such cases you may be given additional work to do, to ensure your training does not suffer as a result of the sessions you miss.

⁵ The role of the GTCE is under review at the time of printing and therefore this may change during 2011-12.

University sessions normally run from 10 am to 1pm (morning sessions) and from 2 pm - 4 pm (afternoon sessions). Some workshops will have different start times, especially for PE students, where timings vary according to the availability of suitable resources / spaces.

When in school you are expected to work the same hours as your teaching colleagues, this would typically start by 8.30 am and finish around 4 pm, although school days do vary significantly and there will also be after-school meetings and other activities on some days which you would be expected to attend. Student teachers may be failed on school experience because of poor punctuality, leading to outright failure of the course.

Working with others

It is also important that you develop a professional manner in relation to your work with others on the course and staff in the university, in schools, local authorities and other institutions. Several of the Standards for QTS relate directly to your ability to work with others, take advice from others and fulfil the professional responsibilities of a teacher in the workplace. In practice this means:

- Taking responsibility for your own actions, including seeking advice when needed – not finding reasons to explain away a failure to tackle something, or waiting to be asked if you need help (Q7).
- Taking responsibility for helping to forge effective training relationships – not ignoring problems or concerns (Q4 & 6).
- Liaising with all colleagues in a respectful and polite way – not issuing orders to technicians or support staff (Q5 & 6).
- Demonstrating positive engagement with advice from mentors, university tutors, and other colleagues who offer you feedback on your teaching and other aspects of your training (Q9).

QTS Skills Tests in Numeracy, Literacy and ICT

Qualified Teacher Status cannot be awarded until the tests have been passed. All student teachers are expected to have passed the three tests by the end of the course in order for us to recommend you for QTS. Until you have successfully completed these tests you will be unable to take up any post you have been offered as a qualified teacher.

During the year all student teachers will need to make their own arrangements to take these nationally set tests at a convenient test centre. The tests are taken on-line at a computer and can be taken at any point during the year. Each test lasts up to 45 minutes. Student teachers will be given a registration number, which they can use to book convenient dates and times for the tests.

Tests cannot be booked during times of university sessions or during school placements. The tests have to be passed in order to gain Qualified Teacher Status. It is recommended that you pass these tests as early as possible during the PGCE year in order to be recommended for QTS at the July assessment board.

Student teachers who have a statement for SPLD are entitled to apply for extra time. Further information and support material is available on the Training and Development Agency (TDA) website: <http://www.tda.gov.uk/skillstests.aspx>

Monitoring of Individual Training

During the year your individual training needs will be monitored in a number of ways according to your subject. However each of you will also have your individual training needs monitored through a number of common processes across the whole PGCE programme.

(1) Formative feedback

There are a number of written tasks set during the first few weeks of the course. These will form some of the first 'patches' for the patchwork text in your Portfolio. They will also be marked diagnostically to identify if you might need additional support with your academic English. You may be referred to university services for additional help and you should ensure you respond to such advice in an appropriate way to ensure your academic work achieves the required standard.

(2) Professional Development Journal (PDJ)

The journal is an important record of your training experience over the year. You will use it to record key targets, which may be established in tutorials and through reviewing your own progress. You will also complete a weekly record to show progress and indicate how the training provision is responding to your individual needs during school experience. Student teachers have responsibility for keeping the journal up to date but must share this document with university tutors and mentors to ensure everyone understands your current targets and how you might be best supported to achieve them.

(3) On-line evaluations and self-review

You will be asked to review your progress in key areas of the course at regular intervals. This data will be used in part to evaluate the course provision, but will also provide tutors with useful insights into areas where you feel you are making steady progress, and areas where you do not feel confident. This data will be used to inform tutorials.

(4) Tutorials

Every student teacher will have three tutorials with a tutor at the university. These will be informed by preparatory tasks you may be asked to complete to help you identify key issues for your training (including the on-line evaluations mentioned above). Each tutorial will review your training to date and your progress towards targets established at an earlier phase in your training. Each tutorial will lead to specific targets for the next phase of your training. You will keep a record of these meetings in your PDJ and your course leader will keep a record on an electronic database.

Tutorial	Focus	Areas for Discussion
1	Subject knowledge and preparation for school experience 1	During the first half term of the course <ul style="list-style-type: none">• Pre-course tasks and targets• Subject Knowledge Audit• Initial targets for school experience 1
2	Preparation for school experience 2	After School experience 1 <ul style="list-style-type: none">• School experience 1 summative assessment• Professionalism and progress• Subject knowledge• Targets for school experience 2
3	Preparing for final assignments and your NQT year	After School experience 2 <ul style="list-style-type: none">• School experience 2 summative assessment• Portfolio and Project 2• Professionalism and progress• Looking ahead to your NQT year

Professional and Post Graduate PGCEs

What's the difference between the two routes?

Government regulations require all PGCE course providers to specify whether their PGCE programmes include substantial elements of study at post graduate level, i.e. at Masters degree level. Courses which follow the traditional structure and which require Honours degree academic standards are now known Professional Graduate Certificate in Education, whereas those including work at Masters degree level are called Post Graduate Certificate in Education. Both are referred to by the abbreviation PGCE.

All Secondary PGCE courses at London Metropolitan University lead to either a Professional Graduate Certificate of Education or a Post Graduate Certificate of Education. Both PGCE qualifications lead to the award of Qualified Teacher Status (QTS). The difference in award title is determined by three pieces of coursework, each of which can be awarded Honours level credits or Masters level credits, depending on the quality of the work submitted. Students gaining Masters level credits in all three assignments will be awarded the Post Graduate qualification; others will gain the Professional Graduate qualification. Your university transcript will show how many Masters level credits you have gained and you may be able to transfer 20, 40 or 60 credits into any future Masters programme you pursue.

Project 1	Project 2	Portfolio	Outcome
Professional Pass 20 H credits	Professional Pass 20 H credits	Professional Pass 20 H credits	Professional PGCE
2 modules Professional Pass + 1 module Post Grad Pass 40 H credits + 20 M credits			Professional PGCE
1 module Professional Pass + 2 modules Post Grad Pass 20 H credits + 40 M credits			Professional PGCE
Post Graduate Pass 20 M credits	Post Graduate Pass 20 M credits	Post Graduate Pass 20 M credits	Post Grad PGCE

Assessment

All student teachers are required to complete the same assignments. The mark schemes (in the assessment section of this handbook) clearly indicate the requirements for Masters and Honours level work. A sample of assignments will be double marked and moderated before marks are confirmed.

Work which passes at H level at first submission may not be revised for a second submission.

Work which fails at first submission will be capped at H level on resubmission.

Professional Studies Programme

The work of the PGCE / Professional Year is underpinned by a Professional Studies programme which supports the wider professional development of each student teacher. This programme provides:

- Discussion of the role of children's rights and how this underpins effective learning relationships
- Understanding of different aspects of inclusive education
- Introduction to the whole school and wider children's workforce
- Reflection on personal learning experiences and their application to the process of becoming a teacher
- Team work and collaborative discussion across different subject areas
- Critical examination of education policy and practices as well as national and local data
- Practical work e.g. on voice protection and maintenance

The programme provides a combination of lecture input, cross-subject workshops in Professional Studies groups as well as practical school-based tasks. Many Professional Studies sessions link closely with the School-Based Induction Days, described later in the Handbook under 'School Placement Activities.' All sessions are compulsory unless otherwise stated.

Professional Studies Sessions

PS1 Children's Rights and Our Professional Responsibilities

13 September 10.00 – 13.00

10.00 – 11.15 Induction Lecture

This lecture will focus on two key objectives:

- (1) Introduce the children's rights theme of the course
- (2) Provide an overview of expectations for the course

Teachers and community organizers will address the first objective and talk about the ways in which children's rights inform their approaches to teaching and learning.

11.45 – 13.00 Workshop

The second part of the morning will be a hands-on workshop to provide you with a chance to get to know other student teachers and begin to think about the themes presented in the lecture. These workshops will be led by university tutors with materials from our partnership organisations – Amnesty, Save the Children and UNICEF.

Follow up reading:

Val Brooks, Ian Abbott and Liz Bills (Eds) (2004) *Preparing to Teach in Secondary Schools*, Maidenhead, Open University Press (especially section 1)

Michael Fullan (1993) 'Why Teachers Must Become Change Agents' *Educational Leadership*, 50 (6) Available on-line at: www.michaelfullan.ca/Articles_98-99/03_93.pdf

Lee Jerome (2010) 'Integrating Rights in a Secondary PGCE – A Case Study' Paper presented at the BERA Conference, Warwick University, 1 September 2010. Available on-line at: <http://londonmet.academia.edu/LeeJerome/Papers/379296/>

Right Here, Right Now Available on-line at:

http://www.amnesty.org.uk/uploads/documents/doc_20104.pdf

PS2 How do children learn?

13 September 14.00 – 16.00

14.00 – 15.00 Lecture

We will consider some of the theories and models developed in response to the most important of questions – how do children learn? Whilst this lecture will cover some of the main concepts it will only represent a start to the exploration of this question throughout the course. The main purpose here will be to establish some of the most influential traditions of thought and to stimulate further reading and research. Key questions we will consider include:

- What is intelligence? Is it unified or are there multiple intelligences? To what extent is it inherited or socially constructed?
- How do individuals learn through interaction with the world?
- What is the role of the teacher in the learning process?

15.15 – 16.00 Workshop

This workshop will provide you with an opportunity to discuss the issues arising from the lecture and to clarify further questions. These will form the basis of small group presentations, which you will be asked to start preparing. These presentations will take place in the workshop on 27 September.

Reading:

Howard Gardner (2001) *Three Meanings of Intelligence*, Available on-line at: www.howardgardner.com/Papers/papers.html

Alan Pritchard (2005) *Ways of Learning: Learning theories and classroom styles in the classroom*, Abingdon: David Fulton (especially Ch. 7)

John White (2004) *Howard Gardner: the myth of Multiple Intelligences*, Available on-line at: http://www.spanglefish.com/mariessite/documents/references/White%2005%20HowardGardner_171104.pdf

The following websites will also be useful:

<http://tip.psychology.org/>

<http://www.infed.org/biblio/b-learn.htm>

<http://www.learningandteaching.info/learning/theories.htm>

<http://reviewing.co.uk/>

PS3 Teaching for Inclusion (1): The Challenges and Opportunities of Urban Education

20 September 10.00 – 13.00

10.00 – 11.00 Lecture

This session will examine the inequalities that exist in the education system and consider the legislative and policy framework being developed to tackle this. We will explore the ways in which pupils' diversity – their ethnic, linguistic, national, class, gender and sexual identities – affect their learning and experiences in school. The lecture will introduce students to some of the main patterns of inequality and strategies to challenge this.

11.30 – 13.00 Workshops

This workshop will reflect on the theme of educational (in)equality.

Reading:

DfES (2003) *Aiming High: raising the achievement of minority ethnic pupils*, London: DfES

This report and other related guidance is available on-line at:

<https://www.education.gov.uk/publications/eOrderingDownload/DfES%20183%20200MIG272.pdf>

Robert Cassen and Geeta Kingdon (2007) *Tackling Low Educational Achievement*, Joseph Rowntree Foundation, Available on-line at:

www.jrf.org.uk/bookshop/eBooks/2063-education-schools-achievement.pdf

David Gillborn and Heidi Safia Mirza (2000) *Educational Inequality: Mapping Race, Class and Gender - A Synthesis of Research Evidence*, HMI Report 232, London: OfSTED, Available on-line at: <http://www.ofsted.gov.uk/resources/educational-inequality-mapping-race-class-and-gender>

Moving forward together: Raising Gypsy, Roma and Traveller achievement (2009)

This is still available on-line but was archived by the coalition government. It is probably easier to search for the title, but the full archived URL is:

<http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.ttrb.ac.uk/ViewArticle2.aspx?anchorId=17756&selectedId=17759&menu=17834&expanded=False&ContentId=16019>

Guidance and resources related to LGBT education are available at:

<http://www.schools-out.org.uk/>

<http://www.schools-out.org.uk/classroom/>

Materials from the Standards website have been archived here:

<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/>

Resources related to teaching refugee children are available here:

<http://www.refugeeeducation.co.uk/>

PS4 Learning Theories

14.00-16.00 Workshops

This afternoon is free for you to work in your groups on your learning theories presentations. These should be ready for 27 September.

PS5 Teaching for Inclusion (2): Special Educational Needs

27 September 10.00 – 13.00

10.00-11.15 Lecture

John Daveney, Senior Lecturer at London Met, will present an outline of the current legal framework for inclusion and the implications for teachers and pupils. He will outline several of the most common forms of SEN you are likely to encounter in mainstream secondary schools and explain what this mean for pupils, and suggest some strategies for teachers.

The lecture will introduce:

- Speech, language and communication difficulties
- Specific Learning Difficulties / Dyslexia
- Autism
- Attention Deficit Hyperactivity Disorder

Reading:

The TDA has published a range of SEN related training resources aimed at PGCE students:

<http://www.tda.gov.uk/teacher/developing-career/sen-and-disability/sen-training-resources/one-year-itt-programmes/self-study-tasks.aspx>

The SEN Code of Practice is available on-line at:

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

You should also consult the Centre for Studies on Inclusive Education website:

<http://inclusion.uwe.ac.uk/csie/csiehome.htm>

Suggestions and tools for generating your own teaching resources are available here:

<http://www.senteacher.org/>

Materials from the Standards website have been archived here:

<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/>

11.30 – 13.00 Workshop: Using data to inform your planning

This workshop will illustrate some of the types of data to which you will have access as a class teacher. You will be guided through activities to help you analyse and interpret the data and to identify key issues that might inform your planning.

PS6 Learning Theories

14.00-16.00 Workshops

This afternoon's workshop is an opportunity to share your learning theories presentations.

PS7 Behaviour for learning (1)

4 October 10.00 – 13.00

10.00-11.00 Lecture

This lecture will introduce you to issues and strategies related to behaviour management. The lecture covers some of the basic issues you need to be aware of, and includes some useful starter strategies to help you prepare for school experience 1.

Follow-up reading:

Lee Canter (2003) *Assertive Discipline* (3rd Edition), New York: Harper and Row

Sue Cowley (2001) *Getting the Buggers to Behave*, London: Continuum

Chris Kyriacou (1997) *Effective Teaching in Schools*, London: Stanley Thornes

Bill Rogers (1997) *Cracking the Hard Class*, London: Paul Chapman

The Behaviour4Learning website has been archived by the coalition government but still includes a range of helpful resources, plus some research articles related to aspects of behaviour problems and management:

<http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.behaviour4learning.ac.uk>

11.30-13.00 Workshop inc. School Profile Booklet and School Experience 1 Briefing

This workshop will start with a briefing about the School Profile booklet, which contains tasks that should be completed during your induction period in school experience 1. We will discuss the nature and purpose of these tasks. The booklets will be available through subject folders in WebLearn.

The rest of the workshop will provide you with an opportunity to think about how to implement some of the strategies presented in the lecture.

PS8 Using ICT

4 October 14.00 – 16.00

Workshop

This workshop is designed to achieve several objectives:

- To introduce you to the Standards for QTS and how you can record your progress in Pebble Pad.
- To introduce the wider functions in Pebble Pad and explain how you should engage with the system.
- To introduce the principles of E-Safety in schools, and through this to introduce you to wider professional responsibilities in relation to Child Protection and Well-Being.

The workshops are practical and will be held in ICT rooms.

Follow-up reading:

www.pebblepad.co.uk

www.childnet.com/kia

The Byron Review is available here:

<http://www.education.gov.uk/ukccis/about/a0076277/the-byron-reviews>

General information about Child protection policy is available here:

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection>

PS 9 & 10 Carousel of PS Activities

11 October all day – start dates indicated below

Professional Studies Groups					
	PS1	PS2	PS3	PS4	PS5
09.00-09.45	WS1				
10.00-10.45	WS2	WS1	WS5	WS4	WS3
11.00-11.45	WS3	WS2	WS1	WS5	WS4
11.45-12.15	Break				
12.15-13.00	WS4	WS3	WS2	WS1	WS5
13.00-14.00	Lunch				
14.00-14.45	WS5	WS4	WS3	WS2	WS1
15.00-15.45		WS5	WS4	WS3	WS2

Workshops

Teaching for Inclusion (3): English as an Additional Language (EAL)

WS1 Learning in an unfamiliar language

This session will offer you the experience of learning in a new language.

WS2 Teaching children with English as an Additional Language

This session will enable you to reflection on WS1 and to think about the needs of EAL learners and the kinds of teaching strategies you can develop.

Reading:

The NALDIC website is generally a useful resource, a good starting point might be:

<http://www.naldic.org.uk/ITTSEAL2/teaching/Developinglanguageinthemainstreamclassroom.cfm>

WS3 Using Student Voice to plan better lessons

Pupils from Central Foundation Girls School will facilitate these workshops to share their findings from lesson observations and provide some ideas about effective lesson planning.

Reading:

This research report on work undertaken by School Council UK includes some powerful examples of student voice in action:

http://vrij-natuurlijk.nl/wp-content/uploads/2010/09/School_Councils_-_School_Involvement_final.pdf

For a contrast you might look at NASUWT guidance, which includes a qualified endorsement and raises some concerns in relation to student observers in lessons:

<http://www.nasuwt.org.uk/InformationandAdvice/NASUWTPolicyStatements/StudentVoice/index.htm>

WS4 Protecting you own voice in the classroom

Alastair Daniel will run these practical workshops to help you develop good practice in the classroom. The workshop will focus on how to develop your voice as an effective teaching tool, and how to protect it.

Reading:

Leslie Hendy (undated) 'How a teacher's voice affects pupils' behaviour' published on-line:

<http://www.teachingexpertise.com/articles/your-voice-your-job-669>

WS5 Peer review Primary Patch

This workshop will be facilitated by your PS tutor and it will provide an opportunity to peer review the Primary Patch. All students should bring in two copies of their work.

PS11 Medium Term Planning and Project 1

5 December 10.00 – 11.30

10.00-11.30 Lecture

This lecture will focus on the process of medium term planning and the ways in which such plans can be used to focus on learning, progression and meaningful assessment. Marcus will draw on his recent experience as QCA consultant developing case studies of the programmes of study in action, to present some of the key principles for effective planning. As well as providing an insight into the rationale for the current curriculum, and the principles of effective planning, this lecture will provide a detailed briefing for Project 1.

Reading:

There are not many good generic resources about medium term planning, most resources seem to be subject specific (your tutors will have suggestions for further reading here) and most generic resources are concerned primarily with lesson planning. There are some relevant links below:

Subject specific examples of medium term planning are available on the Standards website, which has been archived:

<http://webarchive.nationalarchives.gov.uk/20090608182316/standards.dfes.gov.uk/schemes3/>

Marilyn Leask and Jon Davison have written a good introductory chapter on 'Schemes of Work and Lesson Planning' in Susan Capel, Marilyn Leask and Tony Turner (Eds) (2005) *Learning to Teach in the Secondary School*, Abingdon: Routledge

PS12 Behaviour for Learning (2)

10 January 10.00 – 13.00

10.00-11.00 Lecture

This session builds on the lecture in term 1. The focus will be on consolidating and extending the analysis of behaviour established in the first lecture and providing you with ideas for developing your own practice in School Experience 2.

11.30-13.00 Workshops

This workshop will focus on developing practical strategies for SE2 and will provide you with an opportunity to talk about behaviour management issues arising from SE1 and to gain advice from colleagues about possible strategies for SE2.

Reading:

In addition to the practical reading for the first lecture, some of you may be interested in a more philosophical discussion, which explores assertive behaviour management approaches within the broader project of moral education:

Tony Skillen (2002) 'Can Virtue Be Taught – Especially These Days?' *Journal of Philosophy of Education*, 31 (3), 375-393

PS13 Project 2: Teacher as Researcher

10 January 14.00 – 16.00

14.00-14.45 Lecture

This brief lecture will provide a briefing on project 2 and discuss the kinds of research strategies you will need to use in order to complete it satisfactorily.

15.00-16.00 Workshop

This workshop will provide some practical activities to help you plan a successful project and help you identify some key questions to guide your planning.

The following are e-books that are available through the library website. If you are reading this on a computer you can click on the title to follow the links:

- [Case study research in educational settings / Michael Bassey](#)
- [Doing your research project : a guide for first-time researchers in education and social science / Judith Bell](#)
- [Research methods in education / Louis Cohen, Lawrence Manion and Keith Morrison](#)

PS14 Teaching for Inclusion (4): Special Educational Needs (2)

17 January 10.00 – 13.00

10.00-11.00 Lecture

John Daveney, Senior Lecturer at London Met, will present his second lecture on SEN. This is designed to help you to review your experiences during SE1 in relation to the earlier SEN lecture and to explore some of the issues in greater depth to prepare you for SE2.

Reading:

The reading material suggested for the first lecture will still be relevant. In addition you might want to consult some of the following e-books:

[A beginning teacher's guide to special educational needs / Janice Wearmouth](#)

[Special educational needs, inclusion and diversity / Norah Frederickson and Tony Cline](#)

[British Journal of Special Education](#)

11.30 – 13.00 Workshop

The workshop will include specific activities relating to teaching strategies for pupils with SEN.

PS15 Inclusion (5): Planning for Inclusion

14.00-16.00 Workshop

Students are asked to bring in an example of a resource / lesson / activity that they found to be useful in promoting inclusion. This could illustrate a response to the specific needs of a pupil or a class, or simply identify an idea which is suitably inclusive by its very nature.

Once students have had an opportunity to reflect on the examples, we will discuss the principles of inclusive practice and identify a range of teaching strategies that could be used in SE2.

Reading:

Murphy, E., Grey, I. M. & Honan, R. (2005) 'Cooperative learning for students with difficulties in learning: a description of models and guidelines for implementation' *British Journal of Special Education* 32(3) (157-164)

Sue Stubbs (1998) *Avoiding Issue Overload: Core Principles and Diverse Discrimination* Enabling Education Network, available at:
<http://www.eenet.org.uk/resources/docs/avoiding.php>

PS16 Current Educational Issues – Preparation for Project 2

15 May 10.00 – 13.00

10.00-11.15 Lecture

This session will offer an update on current educational policy and allow you to make links with policy and practice in the schools you have worked in during the year. The lecture will aim to set the scene for Project 2, both in terms of illustrating some of the themes you might explore in your assignment, and also by demonstrating how broader policies and developments in education articulate with the work of the classroom teacher and the experience of individual learners. Some of the issues we will discuss include:

- Dominant policy discourses in education, such as standards, choice and the new managerialism.
- School diversity: academies, trusts and specialist schools.
- Curriculum Reform.

Reading:

Stephen Ball (2008) *The Education Debate: Policy and Politics in the 21st Century*, Bristol: Policy Press

David Gillborn and Diana Youdell (2000) *Rationing Education*, Buckingham: Open University Press

Francis Beckett (2007) *The Great City Academy Fraud*, London: Continuum

11.45-13.00 No workshops – Course Rep's meeting

Course representatives are invited to attend our second course committee meeting of the year where they will be asked to provide feedback from each subject group on the course to date and to make suggestions / requests for the remainder of the course.

An agenda will be circulated in advance and representatives will be asked to consult with their groups before this meeting.

PS17 Portfolio Peer Assessment

14.00-16.00 Workshops

This workshop will provide you with an opportunity to review elements of your portfolio before they are handed in. The workshops will be facilitated by your PS tutor and you should bring two copies of Patches 5 & 6.

PS18 Preparing for your NQT year

12 June 10.00 – 13.00

10.00-11.15 Lecture

This lecture will be delivered by a union representative who will provide a briefing on your rights and responsibilities as NQTs and the role of trade unions within the teaching profession.

11.45-13.00 Workshops – Reflecting on children's rights and our professional responsibilities

We will return to the rights theme, which has run through the course this year and reflect on the extent to which thinking about children's rights has informed your teaching and might help you to plan ahead for your NQT year.

Follow-up reading:

Ross, A. (2008) 'Human rights and education for citizenship, society and identity: Europe and its regions', *Educare*, 2008/3, 99–111. Available on-line at:
<http://www.mah.se/upload/LUT/Publikationer/EDUCARE/2008%203.pdf>

There is a wealth of resources at the website of the Human Rights Education Network:

<http://www.hrea.org/index.php>

You can read the evaluation report of the *Rights Respecting Schools* programme:

<http://www.unicef.org.uk/Education/Impact-Evidence/External-evaluation/>

Suggested Additional Reading for Professional Studies

In addition to the reading listed under each lecture the following resources may be of interest:

Alderson, Priscilla (2008) *Young Children's Rights: Exploring beliefs, principles and practice* 2nd edition, London: Jessica Kingsley

Ball, Stephen J. (2007) *Education plc: Private Sector Participation in Public Sector Education*, London: Routledge

Ball, Stephen J. (2006) *Education policy and social class: the selected works of Stephen J. Ball*, London: Routledge

Black, Paul et al. (2003) *Assessment for Learning: Putting it into practice*, Maidenhead: Open University Press

Chitty, Clyde (2004) *Education policy in Britain*, Basingstoke: Palgrave Macmillan

Coffield, Frank et al (2004) *Learning Styles and Pedagogy in Post-16 Learning*, London: Learning and Skills Research Centre available on-line at:
<https://crm.lsnlearning.org.uk/user/order.aspx?code=041543>

Coffield, Frank et al (2004) *Should we be using learning styles? What research has to say to practice*, London: Learning and Skills Research Centre available on-line at:
<https://crm.lsnlearning.org.uk/user/order.aspx?code=041540>

Cole, Mike (Ed) (2006) *Education, Equality and Human Rights: Issues of gender, 'race', sexuality, disability and social class* 2nd edition, London: Routledge

Dillon, Justin and Maguire, Meg (Eds) (2007) *Becoming a Teacher: Issues in Secondary Teaching* 3rd edition, Maidenhead: Open University Press

Ecclestone, Kathryn and Hayes, Dennis (2009) *The Dangerous Rise of Therapeutic Education*, London: Routledge

Flutter, Julia and Rudduck, Jean (2004) *Consulting Pupils: What's in it for schools?* London: RoutledgeFalmer

Gardner, Howard (2006) *The development and education of the mind: the selected works of Howard Gardner*, London: Routledge

Gibson, Suanne and Hynes, Joanna (Eds) (2009) *Perspectives on Participation and Inclusion*, London: Continuum

Illeris, Knud (2008) *Contemporary Theories of Learning*, London: Routledge

Illeris, Knud (2006) *How We Learn: Learning and non-learning in school and beyond*, London: Routledge

Moon, Jennifer A. (2004) *A handbook of reflective and experiential learning: theory and practice*, London: RoutledgeFalmer

Moore, Alex (Ed) (2006) *Schooling, society and curriculum*, London: Routledge,

Pritchard, Alan (2005) *Ways of Learning: Learning Theories and Learning Styles in the Classroom*, London: David Fulton

Ross, A. (2000) *Curriculum, Construction and Critique*, London: Falmer Press

Stobart, Gordon (2008) *Testing Times: The uses and abuses of assessment*, London: Routledge

Trowler, Paul (2003) *Education policy* (2nd edition), London: Routledge

White, John (2006) *Intelligence, Destiny and Education: The ideological roots of intelligence testing*, Abingdon: Routledge

White, John (2005) *The curriculum and the child: the selected works of John White*, London: Routledge

Wrigley, Terry (2003) *Schools of Hope: a new agenda for school improvement*, Stoke on Trent: Trentham

Information and Communication Technology (ICT)

During the PGCE course you will develop your knowledge and understanding of ICT in order to enhance your work as a teacher. You will cover some of the learning in subject based ICT sessions at the university, but most of your evidence will be drawn from your School Experience.

Relevant Standards

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion

ICT Evidence

During the course you will be expected to use ICT to support your professional activities. Such activities should form part of your everyday work and not be seen as one-off experiences. Evidence for your engagement in these activities will be collected through various assignments and the analysis of School Experience Files during SE visits:

- Observe subject specialist teachers using ICT.
- Use ICT in your own preparation and planning.
- Use ICT in your own teaching.
- Facilitate opportunities for pupils to use ICT to support their learning in your subject.
- Use ICT to support you in your wider role as a teacher. This will vary in each school but examples might include: accessing and storing information on the school intranet, emailing colleagues, using electronic registers, entering assessment data etc.

WebLearn

The PGCE programme is supported by WebLearn – an on-line area where tutors will publish course materials, handbooks and assessment information. WebLearn also includes a discussion forum for student teachers to exchange views, questions and resources. We will also post notices about rooms and course updates on WebLearn so all student teachers are required to access this area and to use it as a part of the training.

Because our programme is made up of many separate modules, we do not use individual module codes for accessing WebLearn, instead we operate one single area for the whole programme. In order to log-on and start using this resource, follow these simple instructions:

- (1) Go to the WebLearn page on the London Met website and click the 'log-in' button:
<http://www.londonmet.ac.uk/weblearn/>
- (2) Choose the first link 'London Metropolitan University'
- (3) DO NOT log in yet, first click on 'Open Course List' on the right hand side of the page.
- (4) Scroll down the list of courses and click on 'Secondary Education Programme'
- (5) Enter your log-in details (this is usually set up as the user name on your student card and date of birth) and register yourself for this course
- (6) Choose to return to your modules
- (7) The Secondary PGCE area should now be visible in your module list

When you visit WebLearn after your initial registration you simply repeat stages (1) and (2) then sign in at step (3) (instead of choosing the open course list) and this takes you straight to the secondary PGCE area.

Pebble Pad

All student teachers will be given a Pebble Pad account, where they are required to maintain a portfolio of evidence relating to each of the Standards for QTS. Whereas WebLearn provides tutors with a public forum to publish course material and facilitate group discussions, Pebble Pad provides a personal space for students to upload evidence through the year. Student teachers are required to grant access to their mentors, supervising tutors and course leader throughout the year to help us monitor individual progress, however, the space then reverts to the students for their own personal control for the duration of the NQT year. Further instructions will be provided on how to access and maintain Pebble pad accounts at the beginning of the year.

Pebble Pad will be used across the programme for the following tasks:

- (1) Subject Knowledge Audits.
- (2) QTS tracking.
- (3) Record of university tutorials.
- (4) Portfolio Patches will be submitted on Pebble Pad.

Netiquette

It is important to remember that emails and comments on the website exist long after you have sent them, they might be read by several people and will create an impression of you as a student teacher. In the next section there are guidelines on professionalism and expectations of your behaviour whilst you are on the course. You must remember that, apart from the general guidance about being polite and reasonable in electronic communications, on the PGCE course most communications will be read by people who also have a role in assessing you against the QTS Standards for professionalism.

Please adhere to these very basic guidelines:

- Do not post anything on-line or in an email that you wouldn't be prepared to say face to face to the reader(s).
- Do not add anything to the website that you wouldn't be prepared to leave on your desk – it's easy for people to forward comments to others, to read comments not intended for them etc.
- Remember people cannot see your facial expressions or hear your tone of voice in an electronic communication. Before you send an email or submit a comment to a discussion area make sure you have checked it through and that it cannot be misinterpreted.
- Never write anything that does not adhere to the general rules of professional etiquette, this means you should not discuss third parties in a way that may lead someone to identify them and you should not disclose information that is confidential or sensitive.
- Think about when it is appropriate to use a university on-line discussion area (which will be read by many people including staff), and when you might be best advised to save comments for informal conversations with your fellow students.
- Do not assume that emails will be read or responded to immediately.

There is general advice available for London Met communications, you should check this before you use email or WebLearn on the course:

http://www.londonmet.ac.uk/londonmet/library/l18849_3.pdf

There is also more general advice published at the following website:

<http://www.albion.com/netiquette/>

Young People and the Internet

It is inappropriate to engage with school students you are teaching on *Facebook* or other similar social networking sites or to communicate with them via your personal email (some schools do use email submission for work and you should check the rules about this carefully). You are advised neither to sign up students in school as contacts on such websites nor to accept such invitations from them. You should also think carefully about whether it is appropriate to establish such contacts with colleagues in school – remember you must manage a professional relationship with these colleagues.

When using the Internet as a teaching resource and when giving young people access to computers as part of your teaching you should be aware of the school's policy on the use of the Internet. You should be aware of the range of risks that have been identified in relation to young people using the Internet, for example:

- Being groomed by adults
- Cyber-bullying
- Accessing pornographic, violent, racist or other unacceptable material
- Accessing misleading advice or inaccurate information
- Being subject to advertising or persuasion by others.

Children can also be perpetrators, and as a teacher should guard against creating opportunities for students to:

- Bully others
- Upload inappropriate material
- Download illegal material or file share illegally
- Provide misleading advice.

The following website includes useful advice for student teachers as well as resources for use in the classroom with young people:

<http://www.childnet.com/kia/>

School Experience Professional Expectations⁶

Your success in school depends on the planning and reflection you put into your time there. During your teaching practice you are a representative of your university and are expected to behave in a professional way at all times, this includes respecting confidentiality with regard to the whole school community. You are also a role model to pupils and are expected to contribute to the corporate life of the school. Student teachers are expected to participate in extra-curricular activities.

Before entering schools on any part of the course, student teachers should read the earlier section on 'professional expectations' and familiarise themselves with the following expectations for school experience:

Punctuality and attendance - schools and university tutors must be informed of any illness or delay as soon as possible – usually before the start of the work / study day.

School day – student teachers should follow expectations of staff, which will mean arriving before the pupils' day starts and leaving afterwards, this is important as this is the opportunity to engage in conversations with colleagues, attend briefings and meetings, and participate in the wider life of the school.

Respect for the ethos of the school and issues of confidentiality.

Seeking permission for observation, interviewing, information gathering from staff before lessons / meetings.

Tact in commenting on the work of pupils or staff – you should negotiate with anyone you are observing, some will welcome a discussion about the lesson, others will feel it is inappropriate.

Contributions to staff room systems, for example, coffee/tea/washing up etc. Realising that others use the same work areas as you and leaving classrooms and workplaces tidy.

Initiative in supporting the class and the teacher.

Sensitivity to pupils' needs and problems and to the demands on the teacher.

Conform to school dress codes and codes of behaviour.

A single serious failure to abide by these standards, or repeated minor infringements, will result in the termination of a school experience and outright failure. Where failure is due to a lack of professionalism, the Secondary Programme Director will recommend that the Assessment Board does not consider any request for a re-sit.

Your responsibility for your training

In addition to the above, you are expected to be proactive and to take some responsibility for your own training and professional development. If you are experiencing problems, especially on school experience, you must contact your tutor as soon as possible to discuss the situation. Your tutor will be able to offer you advice on managing a situation in school with the mentor and / or PCM. If you cannot resolve the problem yourself at school, the tutor may decide to intervene.

⁶ You should read this section in conjunction with pages A12-13

Training Roles in the Partnership

Usually schools in which student teachers are placed have a senior member of staff who coordinates all the school's initial teacher training work. These key members of the partnership are referred to as **Professional Coordinating Mentors (PCM)**⁷. The PCM may also be responsible for the induction and support of newly-qualified teachers. Their involvement with you will vary from school to school; some PCMs may observe you teach or deliver training sessions, while others may simply assume a coordinating role. You will also have a **Subject Mentor**, a teacher in the department in which you are based. Your subject mentor will arrange your timetable, support you and observe your teaching. The mentor is the person with the most direct responsibility for your day to day training during school experience (SE).

University tutors will visit all student teachers and their mentors during their school placements. Individual arrangements will be made concerning dates and visits. To facilitate visiting, student teachers are required to email their timetables to their tutors as soon as possible after the start of the placement. Student teachers will be informed in advance of the contact details for the tutor visiting them for each placement.

Using your Professional Development Journal to record progress

Each student teacher on the Secondary PGCE / Professional Year course is required to keep a record of their progress in relation to the standards for Qualified Teacher Status (QTS) during each school experience. A Professional Development Journal is provided in which evidence of training activities and progress towards meeting the QTS standards is recorded. This record can be used in discussions with mentors and tutors. It is also used to plan for student teachers' induction as Newly Qualified Teachers during their first year in post. During both school placements weekly meetings are held with mentors to review progress and set targets. This information is also recorded in the Professional Development Journal.

Additional School Experience Activities

In addition to School Experience 1 and 2 you will undertake at least two additional placements:

Primary Placement

The third week of the course is partly based in a primary school. You can find details of your tasks and the final assignment in the assessment section in this handbook. You will receive formative feedback through a peer assessment workshop for your work relating to this experience, which will then form one of the 'patches' in the portfolio assignment.

Additional Subject Days in an Educational Setting

During the course (usually in January), student teachers will be engaged in two additional days of activities in an educational setting. This could involve visits to sixth form centres, other schools, community based education centres or any other location of relevance to your subject teaching. The aim is to increase student teachers' variety of teaching experience, to further subject understanding and to develop skill in team-teaching and preparing collaboratively with peers. Details of these days can be found in the subject section of this handbook.

You may also negotiate the chance to spend all or part of the Project 2 fortnight in an alternative educational establishment. You should discuss this with your university tutor.

⁷ They were previously known as ITT Coordinators or Managing Mentors and it may take time for the new terms to become commonly used.

School Experience Files

Student teachers are required to maintain a file for each main school placement (School Experience 1 and School Experience 2), which must be available to be examined by the mentor and the university supervising tutor on a regular basis. The file itself is not handed in for summative assessment but it must be kept up to date in order to pass the school experience. Any members of the partnership involved in your training⁸ may ask to see your SE files, and will expect them to contain an accurate and well-kept record of your work in school. This is a pre-requisite for passing school experience. As a minimum each file should contain:

Section 1: Notes on the Teaching context

- General description of school ethos and organisation.
- Description of relevant departmental practices and policies and schemes of work.
- The student teacher's timetable and a description of the classes to be taught (e.g. age, level).
- Notes on lessons observed.

Some of this information will be gathered during the induction period and recorded in the booklet 'Building A School Profile'.

Section 2: Lesson Plans and Resources

Arranged by class and filed chronologically. For each lesson taught you must include:

- Lesson plans
- Relevant classroom materials / resources
- Evaluations of lessons taught
- Observation notes of your teaching (where applicable) from mentor / tutor / class teacher

You may also choose to include samples of pupils' work where this illustrates your evaluation of the lesson.

⁸ For example your mentor, other teachers in the department, the school's PCM, your subject tutor, your visiting tutor, the Secondary Programme Director.

School Experience 1

Purpose

The aim of School Experience 1 is to develop practical skills for planning and evaluating lessons, teaching and class management. You will also begin to understand the role of assessment in teaching and learning. Before starting this school experience you will have a university tutorial (a) reviewing your preparation for the course and your subject knowledge audit and (b) thinking ahead about your own training needs.

Induction

During October you will spend five days in your first placement school. You will be given a booklet called Building a School Profile, containing a series of short research tasks related to specific Professional Studies sessions in the university. These tasks should be completed during the seven induction days. You should also collect information for section 1 of your School Experience File (see above).

The main focus of observations and experiences during this period should be looking at the social context for learning and noting a range of strategies for teaching and class management.

Suggested induction activities

All schools will have their own routines for the induction of student teachers, which may include the following suggestions. They are set out in broadly chronological order:

- Collecting general information about the school as outlined in the guidance for the School Experience File.
- Reviewing information on classes you are likely to teach.
- A day spent shadowing a tutor group looking at the school day from a learner's point of view followed by reflection on the implications for lesson planning.
- Collecting information on the department policies, schemes of work, materials, marking practices etc.
- Observation of a range of lessons within your subject area (including ICT), noting teaching and class management strategies used. It is often useful to agree a focus for observation on a particular aspect of the lesson (e.g. transitions, instructions, demonstration, questioning etc).
- Observation of a lesson from a different subject discipline.
- Observing and supporting individual pupils with Special Educational Needs (including special abilities) and using English as an Additional Language.
- Planning and teaching activities for individuals, small groups or team teaching.
- Planning and teaching one or two sequences of activities to small groups or team teaching with the teacher managing the class.

Timetable

Once induction is completed student teachers should be given a timetable, which is a third of a normal teacher's timetable (i.e. approximately 7-8 hours per week⁹). Student teachers should also be attached to a tutor group and should attend some sessions, to be agreed with the tutor.

⁹ Student teachers who have already gained experience of working in secondary schools or who have taught in other sectors may want to teach more in SE1. This is possible but should be agreed with the university tutor in advance.

Teaching on School Experience 1

During the first school experience, student teachers should start by team teaching or small group teaching with the teacher as class manager. As mentors see fit, student teachers should gradually progress to teaching parts of lessons with the whole class, gradually taking on more whole class teaching and management. By the end of the school experience student teachers should be able to plan for, teach and manage whole class lessons with some support from the teacher. Their planning should be done in cooperation with the teacher and they should have some experience of working with the teacher on evaluating and recording pupils' progress and feeding this into further teaching plans. When teaching independently the student teacher should always know where the regular class teacher is located.

Mentor meetings

A regular weekly meeting with the mentor must also be timetabled. Each meeting will be recorded in the Professional Development Journal. Student teachers must evaluate their progress against previous targets before their meeting and present relevant evidence to the mentor, to inform their discussion.

As part of the process of supervision and support, once you have started to teach whole classes or large parts of lessons, student teachers should receive one written formal lesson observation per week. Where possible, especially for new mentors, it is often useful to arrange a joint observation to be carried out by the school mentor and university tutor, in order to inform and coordinate support and assessment.

It is part of student teachers' professional responsibility to alert members of the partnership if they are not receiving their entitlement to weekly mentor meetings. In some cases meetings are missed due to ill-health or school emergencies, but if this happens more than once student teachers must alert the PCM and / or university tutor.

Lesson observations

In non-timetabled time student teachers are required to carry out some observations of other teachers' teaching each week, including some observation of ICT, PSHE / citizenship lessons, post-16 classes. The rest of your non-teaching time should be spent collecting information, discussing with other teachers, planning and recording. Student teachers are expected to attend departmental or staff meetings, with the agreement of the school.

University Tutor visits

A university tutor will be assigned to each school and their role is to monitor the placement for quality assurance purposes and to moderate the assessment. The tutor will liaise with student teachers and mentors to check that induction is progressing smoothly and then follow up later in the placement to ensure the training is satisfactory. These visits may include a joint observation of the student teachers' lesson, but we will prioritise such observations where mentors are less experienced, or where a moderation visit is requested. In other cases, quality assurance visits will include meetings with mentors, student teachers and PCMs, and scrutiny of documentation.

External Examiners

The university also appoints external examiners to enable us to benchmark our training against other providers. Each external examiner undertakes a small number of visits to schools and joint observations of student teachers' lessons. Student teachers, mentors and the PCM will be informed in advance if the school is chosen as part of an external examiner's sample.

Assessing SE1

At the end of School Experience 1, mentors complete the Assessment of School Experience 1 pro-forma (there is a copy in the Professional Development Journal)¹⁰. On this profile mentors recommend one of the following grades:

- **Pass** (proceed with the rest of the course)
A Pass grade is not a judgement that a student teacher has achieved QTS it is simply a professional judgement that the student teacher has engaged positively with the training and has been able to make sufficient progress in their understanding and classroom practice. In addition, there is a Standards template in the PDJ, where we ask the mentor to make a judgement about students' strengths and weaknesses in six areas.
- **Fail** (recommendation not to proceed)
Fail grades should usually be preceded by a 'Cause for Concern' process, which details the reasons why the student teacher is at risk of failure. A Fail decision is taken where little or no progress has been made and / or response to advice has been minimal. A student teacher may also fail without a cause for concern having been triggered if a serious lack of professionalism has been demonstrated. Failing SE1 generally means the course will be terminated at this point as there are no automatic re-sits for school experience modules on the PGCE. Student teachers who feel they have exceptional mitigating circumstances may appeal to the Education Board for an exceptional re-sit opportunity (details below).
- **Passing with concern**
If a mentor feels there are serious concerns at the end of SE1, which have not previously been indicated through the cause for concern procedure, it is possible for them to submit a cause for concern form with the final assessment. In such cases this will be discussed with the student teacher at the university tutorial and the targets will be passed on to the mentor in school experience 2. The university tutor and SE2 mentor will agree an interim assessment date under this cause for concern when SE2 starts.

In addition to the pass or fail grade, the mentor will make comments on the strengths of the student teacher during SE1 and make suggestions about areas for development in SE2. These are discussed in the transition tutorial (see below).

Transition Tutorials

A transition tutorial is held in the university between the two school experiences. The university tutor and the student teacher will discuss achievements during SE1 and the suggested development targets in the SE1 report. An agreed set of targets are recorded in this tutorial and passed on to the second school through the Professional Development Journal.

¹⁰ See the box on page A67 for information on the moderation process at the end each school experience.

School Experience 2

Purpose

This is the qualifying teaching practice, which will be used for summative assessment of school-based experience. During the second placement the focus is on the continuing development of practical skills and understanding in order to meet the standards for Qualified Teacher Status.

Induction

The induction needed for the second placement will also be supported with a School Profile Booklet and student teachers are allocated 2 weeks to familiarise themselves with the school and pupils as well as departmental practices before starting to teach.

The induction programme for the second placement will vary from school to school but may include:

- Collecting information about the school, department and social context in which they will be doing their final teaching practice.
- Reviewing information on classes they are likely to teach.
- One day shadowing the tutor group to which they have been attached, getting to know the individuals in the class and familiarising themselves with the ethos and curriculum of the school.
- Observing a variety of subject lessons in addition to their subject observations with a range of classes and teachers.
- Some small group teaching or team teaching (according to their confidence and competence at this stage).
- Planning for and working with the classes they will take during school experience.
- Preparing to take over from the class teachers of the key classes for whom full responsibility is taken (see below) and discussion and planning with teachers

Timetable

Student teachers should be given a timetable which is 60 per cent of a normal teaching load (approximately 12 hours per week). Timetables should include KS3 and KS4 teaching and can also include some post 16 classes.

Taking responsibility for a class entails planning, marking work, assessment, recording progress and setting homework. Classes for which the student teacher takes responsibility are the key teaching classes. With other classes on the timetable student teachers should play a full role in teaching or team-teaching, including sharing responsibility for planning, homework, marking work and recording progress. They should also use ICT with pupils in their subject teaching.

English, Modern Languages, Maths and Science student teachers should take responsibility for the whole teaching of three classes (for example one Year 7, one Year 8 and one Year 10).

Citizenship, Music and PE student teachers should consult their mentor to determine an appropriate number of classes – this will depend how often lessons occur for each class. The objective is to ensure student teachers have a core set of classes for whom they can take responsibility over a sustained period of time.

Whole school involvement

Student teachers should be attached to a tutor group and should attend tutor group time, including PSHEE / citizenship lessons. The student teacher should have a role in supporting the tutor on these occasions. With the agreement of the Headteacher, student teachers should participate in departmental, pastoral and staff meetings during School Experience 2. Student teachers are encouraged to attend parental consultation meetings as these can be an invaluable source of professional development.

Student teachers should also get involved in other extra-curricular provision where appropriate, for example, after school and lunch time clubs, homework support, sporting activities. These are also valuable training activities and provide student teachers with an insight into the wider life of the school.

Lesson observations

During School Experience 2, student teachers should have opportunities to observe teachers' lessons including lessons in other subject areas. In so doing student teachers should consider the ways in which language is used and pupils' development in language use is encouraged across the curriculum in a multilingual classroom. Observation of a variety of subjects also provides opportunities to consider teaching and learning, literacy and numeracy across the curriculum.

Mentor meetings

A regular weekly meeting with the mentor should also be timetabled. The Professional Development Journal will be used to record meetings and progress with targets, as in School Experience 1.

As part of the process of supervision and support, once they have started to teach whole classes or large parts of lessons, student teachers should receive one written formal lesson observation per week. Where possible, especially for new mentors, a joint observation will be carried out by the school mentor and university tutor, in order to inform and coordinate support and assessment.

University Tutor visits

A university tutor will be assigned to each school and their role is to monitor the placement for quality assurance purposes and to moderate the assessment. The tutor will liaise with student teachers and mentors to check that induction is progressing smoothly and then follow up later in the placement to ensure the training is satisfactory. These visits may include a joint observation of the student teachers' lesson, but we will prioritise such observations where mentors are less experienced, or where a moderation visit is requested. In other cases, quality assurance visits will include meetings with mentors, student teachers and PCMs, and scrutiny of documentation.

External Examiners

The university also appoints external examiners to enable us to benchmark our training against other providers. Each external examiner undertakes a small number of visits to schools and joint observations of student teachers' lessons. Student teachers, mentors and the PCM will be informed in advance if the school is chosen as part of an external examiner's sample.

Assessing SE2

The Easter break marks the beginning of the final phase of SE2 and student teachers should review their progress to date and set targets to achieve the grade they are aiming to achieve at the end of the placement.

At the end of the school experience mentors complete the Assessment of School Experience 2 form (there is a copy in the Professional Development Journal)¹¹. Before completing the assessment mentors are asked to discuss student teachers' competence with all the teachers of classes the student teacher has taken and, where necessary, with the university tutor.

¹¹ See the box on page A67 for information on the moderation process at the end each school experience.

The mentor will recommend a final grade of:

- Distinction (Grade 1)
- Merit (Grade 2)
- Satisfactory (Grade 3)
- Unsatisfactory / Fail (Grade 4). This should be preceded by a 'Cause for Concern' detailing the reasons why the student teacher is at-risk of failure. A fail grade is recorded where the student teacher has failed to meet the QTS Standards.

London Metropolitan University uses the London Providers' agreed assessment criteria. This is reproduced below. Mentors are asked to confirm that student teachers have met the QTS Standards and to indicate the grade, according to the following criteria.

Assessment Criteria for SE2

	Outstanding (1)	Good (2)	Satisfactory (3)
overview	An outstanding student teacher is not afraid to take risks when trying to make teaching interesting, and has the flexibility and confidence to deal with the unexpected and 'grab the moment'. A passion for learning, innovation, creativity and lateral thinking are intrinsic facets of their practice. The student teacher is well-respected by staff and pupils and demonstrates a clear capacity for reflecting on what they need to do in order to become an outstanding fully qualified teacher. The student teacher will also:	A good student teacher shows a willingness to try out a range of approaches to teaching and learning, knowing how to learn from success and 'failure', and know when/whom to ask for support both in trying out new approaches and in evaluating how well they work. The student teacher demonstrates a clear capacity to become an outstanding teacher. The student teacher will also:	A satisfactory student teacher demonstrates a limited but adequate range of teaching and assessment strategies. The student teacher will recognise s/he may need some help with aspects of his/her teaching and is willing to seek out and act on advice given to work towards becoming a good teacher. The student teacher will also:
a.	Demonstrate and describe a clear and deep understanding of how to plan for progression taking into account stages in learning, different rates of progress and including clear and differentiated learning outcomes that challenge all learners and ensure they make progress. Consistently plan and teach innovative and creative lessons or sequences of lessons- sometimes within the constraints of a scheme of work- which are mostly good and show characteristics of outstanding lessons.	Consistently plan and teach lessons or sequences of lessons which are often good or better with clear and differentiated learning outcomes identified that challenge all learners and allow them to make progress.	Consistently plan and teach satisfactory lessons with clear learning outcomes identified that allow learners to make progress or consolidate their learning.
b	Demonstrate a depth of subject knowledge and subject pedagogy through explanation and a range of teaching approaches which are responsive to learners' needs. Articulate in detail why they use particular teaching approaches and why these are likely to be more successful than others.	Demonstrate a depth of subject knowledge through explanation and teaching approaches, taking the needs of individual learners into account.	Have secure subject knowledge which they are able to use to confidently answer learners' questions.
c	Manage the learning environment in order to teach flexibly and with adaptability in a way that communicates their enthusiasm for learning and through this capture and engage learners' interest. In response to what learners say and do are able to vary pace, approach and teaching method and create opportunities for debate between learners, and between learners and teacher.	Manage the learning environment in order to teach in a way that engages learners' interest so that they become fully involved in the lesson.	Manage the learning environment effectively, demonstrating appropriate expectations of learning and behaviour.

	Outstanding (1)	Good (2)	Satisfactory (3)
d	Demonstrate the clarity of links between learning objectives, teaching approaches, and assessment strategies and be able to discuss individual learners' progress in detail. Monitor learners' progress to evaluate how well they are learning so that they can change the approach during the lesson if necessary and provide individual detailed feedback to ensure progression in the lesson. Provide feedback to groups and individual learners in a way that encourages their own awareness of progress.	Use a range of appropriately chosen assessment procedures to monitor attainment and progress, in order to inform planning and teaching. Provide feedback to learners that aid the progression of groups and individuals.	Carefully monitor attainment and progress in lessons and elsewhere to inform planning and provide feedback to learners, aiding their progress.
e	Demonstrate in their planning and teaching innovative approaches to integrating ECM. Understand the wider implications of ECM, including within the context of promoting learners' deeper comprehension of and engagement with subject content, literacy and numeracy	Demonstrate in their planning and teaching a secure understanding of the wider implications of ECM and of ways to address potential barriers to learning, including low levels of numeracy/literacy and the needs of learners who have been identified as gifted or talented.	Demonstrate in their planning and teaching a secure understanding of ECM and of potential barriers to learning, including low levels of numeracy/literacy and the needs of learners who have been identified as gifted or talented.
f	Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity, exploiting the potential provided through this process.	Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity.	Begin to develop learners' wider understanding and appreciation of social and cultural diversity.
g	Understand the range of professionals in the children's workforce and how to work with them effectively. Demonstrate knowledge of their place in the 'bigger picture' through a well-informed discourse about individual/groups of learners and particular needs, including their overall development, child protection, and safeguarding.	Know about the variety of professional roles in the children's workforce and demonstrate how they have worked with them effectively, in relation to learners' overall development including child protection and safeguarding.	Know about the variety of professional roles in the children's workforce and understand how to work with them effectively, in relation to learners' overall development including child protection and safeguarding.
h	Understand their own role as learners, and the need to reflect critically and rigorously on their own practice to inform their professional development, evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action.	Understand their own role as learners, and systematically evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action.	Evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action.
i	Take full responsibility for their own professional development and plans for future career development. Show the capacity to develop leadership and management skills; self-evaluate performance- including learning from their own mistakes- and set and refine challenging targets collaboratively with mentors and tutors. Review, monitor and critically reflect on the progress and implementation of their targets.	Take responsibility for their own professional development, evaluating performance, setting and refining challenging targets collaboratively with mentors and tutors. Reviews, monitors and critically reflects on the progress and implementation of their targets.	Takes some responsibility for their own professional development, making use of their own targets and those developed collaboratively with mentors and tutors.

Project Two

Student teachers will generally return to their School Experience 2 schools to complete Project 2. Work for Project 2 will generally take place during the fortnight, although some may need to start collecting data before this period, depending on the nature of the research task they have identified.

Ordinarily student teachers are not expected to continue with their teaching during this fortnight, although this may be necessary for one of two reasons:

- If the mentor is concerned that the student teacher has not met the required standard to pass, and so extra teaching time is required (if this is the case it should have been discussed with the university tutor and a Cause for Concern should be formally registered).
- Some projects may benefit from the student teacher being allowed to teach some groups, in order to collect data. This should be agreed with the mentor in advance, as there may be ethical considerations.

The project is an investigation of a current educational issue relevant to the student teacher's teaching. The brief and assessment criteria for Project 2 can be found in the Assessment section.

During these school weeks student teachers will spend most of their time in school. School-based activity may include teaching, observation, interviews with pupils or teachers and analysis of school or departmental documentation and materials.

It may be useful for student teachers to spend extended periods of time during the Project 2 fortnight in alternative education settings, which may include spending time in museums, libraries or archives; local authority sites; community centres; other schools or colleges. We encourage student teachers to use this fortnight to explore the range of learning opportunities outside of the SE2 school placement, wherever this is relevant to the project. Student teachers should negotiate such activities with their mentor and subject tutor so everyone knows what they are doing and where they will be.

Tutor and Mentor support for Project 2

University tutors will support student teachers in devising structures for collection methods, presenting and analysing findings, suggesting background reading etc. However student teachers will need support from either their mentor or PCM to facilitate collection of information and observation data and to organise their school based activities. Student teachers will need about one hour per week of this person's time.

If things go wrong...

As explained in the sections above, there are some very obvious reasons, relating to professional expectations, why some student teachers may not qualify. In addition you may find that you are not making sufficient progress or are finding particular aspects of the course difficult to pass. This section is designed to give you an overview of the systems we have in place on the Secondary PGCE Programme, but it does not replace the full regulations and the academic system outlined in the university student handbook (on the university website).

For further information you should consult:

- Student Advice, which offers an opportunity to discuss any concerns you may have regarding your course and assessment:
<https://intranet.londonmet.ac.uk/student-services/aifs/>
- University regulations: www.londonmet.ac.uk/student-handbook/
- The PGCE regulations differ from the general university academic regulations in some important ways, especially regarding school experience assessment. You should consult these regulations, which are reproduced at the end of the generic pages in this handbook.

Failing Academic Assignments

For Project 1, Project 2 and the Portfolio, all student teachers have the right to re-submit modules where work fails on the first submission. Please note this right is affected if you fail because of academic misconduct:

[http://www.londonmet.ac.uk/registry/\\$services/\\$coursework-exams/academic-misconduct/academic-misconduct_home.cfm](http://www.londonmet.ac.uk/registry/$services/$coursework-exams/academic-misconduct/academic-misconduct_home.cfm)

Late work and non-submission

The university does not operate a system for requesting extensions to deadlines.

- Late work must be submitted within 10 working days. If it passes, the work may be capped unless you are successful in requesting mitigating circumstances.
- Requests for mitigating circumstances must be submitted within 10 days of the hand-in date: [http://www.londonmet.ac.uk/registry/\\$services/\\$coursework-exams/mitigating-circumstances.cfm](http://www.londonmet.ac.uk/registry/$services/$coursework-exams/mitigating-circumstances.cfm)
- If a student fails to submit work on the first hand-in date it will be recorded as a fail and there is no resubmission allowed. If you are unable to meet a deadline you must submit mitigation within 10 working days of the hand-in date.

Failing School Experience

At the end of each school experience mentors make an assessment against the university's criteria, which are ultimately based on the Standards for QTS (see earlier pages on SE1 and SE2)¹². Because of the nature of school experience modules student teachers do not have an automatic right to re-sit. This means a fail in any school experience module normally leads to a fail in the PGCE programme and the programme is terminated at the point at which the mark is confirmed by the relevant assessment board. The SE1 Board sits just before SE2 starts so that a student's registration on the course is terminated before they start SE2.

¹² See the box on page A67 for information on the moderation process at the end each school experience.

The Assessment Board may consider an internal appeal if you feel there are extenuating reasons why you should be granted a re-sit. Any such appeal operates as an additional mechanism for you to make your case to the Education Board and does not affect your rights under other university regulations relating to appeals and complaints. You should ask the Secondary Programme Director for information regarding Board dates and consult the regulations at the end of this section of the handbook for details on how to make an appeal.

Early failure

Whilst most student teachers will receive their school experience assessment at the end of the SE block, there are times when the school experience will be terminated early. Such circumstances may be triggered by a single incident of unprofessional conduct, in which case the school may terminate the placement and withdraw the offer of training. Such a decision may also be made where a student teacher fails to make adequate progress towards targets established as part of a Cause for Concern procedure. In such cases, the decision to terminate the training and withdraw the placement may be related to the school's duty to safeguard the educational well being of their pupils.

Cause for Concern

There may be occasions in school when the performance of a student teacher is such that additional action is required beyond the normal systems of support and assessment. In such cases mentors and / or tutors are required to set in motion the Cause for Concern process.

A Cause for Concern form should be initiated by the subject mentor, subject tutor or a senior member of school staff (PCM) in cases of:

Lack of progress	A student teacher is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular phase of the course. Such cases may be resolvable if action is taken early enough.
Lack of professionalism	For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, difficult relationships with staff, and so on.
Professional misconduct	The student teacher has acted in a way which is professionally unacceptable.

The purpose of initiating a Cause for Concern Form is to make certain that the student teacher is aware of the concerns at the earliest possible stage in order that an appropriate supportive action plan can be agreed in partnership with the student teacher. The university encourages school staff to err on the side of caution and report a cause for concern, which is then resolved, rather than to wait indefinitely, hoping for an improvement, which does not materialise. In such cases it may be too late to make an effective intervention.

The Cause for Concern is intended to:

- Make everyone aware that the concerns are sufficiently serious to warrant a fail grade if there is not progress.
- To clarify what needs to change in order for a student teacher to pass.

The Cause for Concern should not be seen as the first step to an inevitable fail grade. With appropriate targets and changes to the training (where required) and sufficient effort from the student teacher, we should aim to address the concerns in a positive manner.

The kinds of actions, which may be appropriate, include:

- Ensuring the student teacher receives clear, unambiguous and consistent guidance about action to be taken.
- Ensuring the teaching load is appropriate for the current situation.
- Ensuring classes being taught are appropriate for the current situation
- Arranging for the student teacher to work alongside an experienced teacher in a support role.
- Providing extra support in developing the student teacher's subject knowledge.
- Arranging for additional, focused observation perhaps outside as well as inside the department in order to develop the student teacher's understanding of good teaching in practice.
- Setting clear and unambiguous short-term achievable targets.

If you are experiencing problems with your placement

You must contact your university tutor or the Programme Director at the earliest opportunity. Even if there are problems with a placement, which may happen occasionally, you must resolve it through the university.

The usual procedure to resolve a problem in school would be:

- (1) Student teacher discusses problem with mentor and / or PCM if possible
- (2) The student teacher alerts the university tutor if problems are not quickly resolved
- (3) The university tutor provides advice to the student teacher
- (4) The university tutor will intervene with the school (mentor or PCM) if appropriate, to try to resolve the issue
- (5) The issue may be referred to the Programme Director to resolve with the PCM
- (6) If this does not resolve the problem the Programme Director and university tutor will discuss how to deal with the on-going problem, which may include either ensuring additional support from a university tutor to overcome the problem or finding an alternative school placement.

Any student who 'withdraws' himself or herself from a school placement instead of working with us to resolve the problems will be deemed to have 'failed' by withdrawing from the placement and they will therefore fail the school experience and the PGCE.

Making complaints

Because of the intensive and complicated nature of school experience, if you think you have grounds for a complaint about your experience on the course or on placement you should communicate these to the Programme Director, who will investigate the issue as quickly as possible and take appropriate action. This helps us to keep your training on track and avoid unnecessary disruptions to your training. Our aim is to get to the bottom of a problem and take appropriate action with minimal impact on your training.

This will not affect your rights as a student in relation to the formal university complaints procedure, which is detailed in the student handbook on the university website.

<http://www.londonmet.ac.uk/student-handbook/>

Assessment

In addition to assessment of teaching competence, student teachers are assessed via written coursework, which is both formatively and summatively assessed. This is intended to encourage your development as a critically reflective practitioner. In addition to the generic coursework assignments, subject tutors will set other formative tasks related to subject sessions. Whilst such additional tasks are not part of the formal assessment system for the PGCE they are deemed to be an essential part of the training programme and so failure to submit such work may result in a Cause for Concern being registered, and possibly failure of the course.

Deadlines for Coursework

Formative Assessment

Formative coursework is handed in to the appropriate tutor. Failure to meet the deadline without due cause is noted and may affect assessment of professional competence. Some of the formative tasks below will be presented in workshops, so tutors will set dates for appropriate times in their teaching programmes.

Assignment	Deadline date
Patch 1 Primary case study	11 October – bring to peer assessment workshop
Patch 2 Autobiography assignment	Date advised by subject course leader
Patch 3 Case study of SE1 pupil	6 December
Patch 4 Out of school learning task	Date advised by subject course leader
Patch 5 Case study of SE2 pupil	15 May – bring to PS workshop
Patch 6 Case study on working with others	15 May – bring to PS workshop
Building a School Profile 1	31 October – to be discussed during first visit of supervising tutor during SE1
Building a School Profile 2	3 February – to be discussed during first visit of supervising tutor during SE2
Subject Tasks	Dates advised by subject course leader

Summative Assessment

The summative assessments cover the theoretical and practical requirements of the PGCE / Professional Year. The following items of written coursework have to be passed in addition to School Experience in order to qualify for PGCE:

- Project One
- Professional Practice Portfolio
- Project Two

Summative coursework is handed in to the Post Graduate Registry and a receipt collected.

See the note on page A47 regarding late submission / non-submission of coursework.

Assignment	Deadline date
Project One	Monday 6 January
Portfolio	Friday 18 May
Project Two	Friday 8 June

Module codes

All work submitted for summative assessment must be accompanied by a submission sheet, which is completed with your Student ID number and the correct module code. The submission sheets should be automatically created for you in e-vision. You can also use these module codes to check your results on e-vision. All the module codes for the secondary PGCE are listed below, please ensure you use the correct code.

	Project 1	Project 2	Portfolio	SE1	SE2
Citizenship	TEQ003N	TEQ013N	TEQ001N	TEQW15N	TEQW16N
English	TEQ004N				
Maths	TEQ005N				
Modern Languages	TEQ006N				
Music (PGCE)	TEQ007N				
PE	TEQ008N				
Science with Biology	TEQ009N				
Science with Chemistry	TEQ0010N				
Science with Physics	TEQ0011N				
Music (BA)	TEQ012N	TEQ014N	TEQ002N		

On the following pages you will find the brief and the assessment criteria for the formative and summative work outlined above. It is most important that you follow the brief carefully and do not omit anything from your coursework, otherwise you may fail.

Referencing

Work submitted at London Met must use the Harvard referencing system. This means that in-text references appear in brackets:

(Author(s), date: page number) or (Author(s) date, p...)

For example:

It is important to "avoid unnecessary clutter and be absolutely consistent" (Swetnam 2004, p.95)

Or

Swetnam claims it is important to "avoid unnecessary clutter and be absolutely consistent" (2004: 95)

The reference list at the end of the document should include all the in-text references and should be displayed in the following format:

Author(s) (Date) *Title*. Place of publication: Publisher

For example, a single authored book might look like this:

Thody, A., 2006. *Writing and presenting research*. London: Sage Publications.

A chapter in an edited volume might look like this:

Devanbu, P. et al. (2001) 'Flexible authentication of XML documents' *In*: Smarati, P. (ed.), 2001. *Proceedings of the 8th ACM conference on computer and communications security (CCS-8), Philadelphia, 5-8 November, 2001*. New York: ACM Press, pp. 136-145.

Whilst the punctuation changes in various forms of Harvard, the main elements of references in text in brackets and the order of information in the reference list is consistent.

You should only use footnotes if you want to make an additional point or add an explanation, which does not need to be inserted into the text.

There is a full guide to how to use this system on London Met's library website:

<http://www.londonmet.ac.uk/services/sas/library-services/referencing/using-harvard.cfm>

Plagiarism and Poor Academic Practice

Failure to reference correctly may result in marks being deducted or work failing for poor academic practice or plagiarism.

Plagiarism means using work which has been published elsewhere in your assignment, and presenting it as if it was your own work. You may quote other writers, but you must always indicate it is a quotation, and give the reference. Failure to do this will mean your work is referred for academic misconduct. If you are found guilty, you may not be able to resubmit your work, or you may have a penalty imposed, for example, you may not be able to resubmit until the following semester has passed. This would prevent you from gaining QTS in time to start work in September.

Please ask if you are unsure about this...

Standards Map – Secondary PGCE Assignments

			Portfolio				
Q Standards	Project 1	Project 2	School Profile 1 & 2	Subject knowledge file	Professional Development Journal	Additional Portfolio Tasks	Skills Test
1						✓	
2						✓	
3a		✓	✓				
3b		✓	✓				
4						✓	
5						✓	
6						✓	
7a					✓		
7b					✓		
8		✓	✓			✓	
9					✓		
10	✓						
11	✓		✓				
12	✓		✓				
13	✓		✓				
14	✓			✓			
15	✓						
16							✓
17	✓						
18	✓					✓	
19	✓		✓				
20						✓	
21a			✓				
21b						✓	
22	✓						
23	✓						
24	✓						
25a	✓						
25b	✓						
25c	✓						
25d	✓						
26a			✓				
26b			✓				
27			✓			✓	
28			✓				
29					✓		
30						✓	
31						✓	
32						✓	
33						✓	

Reflective Portfolio Assignment Brief

NB Make sure you are working towards the correct assignment brief for your PGCE route.

Deadline: Friday 18th May

(Note the interim deadlines for various tasks – you should transfer these to your own diary to ensure you do not miss dates for bringing work to workshops)

The purpose of the Professional Practice Portfolio is to demonstrate:

- (1) A systematic understanding and critical awareness of current pedagogical theories and research
- (2) Critical self reflection and ability to identify areas of professional development
- (3) Use of higher order skills of analysis and synthesis from a wide range of sources, including from subject specific literature and pedagogical practice, drawing on a variety of theoretical and professional frameworks to outline a coherent statement of professional values

For students completing this assignment as part of the Music BA programme the learning outcomes are slightly different:

- (1) A thorough understanding and critical awareness of some current pedagogical theories and research*
- (2) Critical self reflection and ability to identify areas of professional development*
- (3) Ability to articulate a coherent statement of professional values drawing on a variety of theoretical and professional frameworks*

The key difference between Post and Professional PGCE in this assignment is:

We will look for greater evidence of your ability to engage in a sustained and critical dialogue with a more comprehensive range of authors in the areas you explore in your synoptic writing task.

Deadline	Patch
Bring in 2 printed copies to be discussed in the PS workshop on 11 Oct	<p>(1) Primary Case Study (Peer feedback)</p> <p>Drawing on observations of a pupil (and, if possible, examples of their work) you should produce a brief report that comments on aspects of:</p> <ul style="list-style-type: none"> • The pupil's attainment (preferably in relation to an aspect of your subject knowledge). • Their relationship with the teacher and others. • Their attitude to work. <p>You should talk to the pupil to enable you to make a judgement about their learning and experience of school. (750 – 1,000 words)</p> <p>You will be provided with an extract on primary observations to help with this task, taken from: Mary Drummond (1993) <i>Assessing Children's Learning</i> London: Fulton</p>
Hand in via Pebble Pad. Date advised by subject tutor (pre-SE1)	<p>(2) Learning autobiography (Tutor marked)</p> <p>(Details to be provided by subject tutor) (1,000 – 1,500 words)</p>

<p>Hand in via Pebble Pad. 6 Dec</p>	<p>(3) Pupil Assessment 1 (Tutor marked) Identify a pupil you teach and design and use an assessment tool / task. Use the task, with other information (e.g. teacher records, school data, conversation with pupil, observations in class) to write an account of the pupil's current attainment in relation to the topic they are working on. Your case study should include:</p> <ul style="list-style-type: none"> (a) Your assessment tool / task. (b) The pupils' work (c) A record of other information you have used to inform your judgement. (d) A clear statement of the pupil's attainment, with a target for further progress. <p>(750 – 1,000 words)</p>
<p>Presentation to peers. Date to be advised by tutor.</p>	<p>(4) Out of school learning (Peer assessed presentation) Details to be advised by tutor.</p>
<p>Bring in 2 printed copies to be discussed in the PS workshop on 15 May</p>	<p>(5) Pupil Assessment 2 (Peer assessed) The focus pupil should be chosen as a contrast to the type of pupil you wrote about in Pupil Assessment 1</p> <ul style="list-style-type: none"> • Identify three pieces of work produced by the pupil you have chosen • Write a commentary on the pupil's overall attainment in your subject drawing on the samples of work • Make a judgement about their national curriculum level, using APP frameworks where possible <p>(750 – 1,000 words PLUS copies of samples of work)</p> <ul style="list-style-type: none"> • Write a brief report (in the style of the school's report to parents / guardians).
<p>Bring in 2 printed copies to be discussed in the PS workshop on 15 May</p>	<p>(6) Case Study on working with other staff (Peer assessed) You may choose to discuss any professional relationship in school, e.g. LSA, learning mentor, tutor, specialist teacher.</p> <ul style="list-style-type: none"> • Brief description of the relationship you have selected for reflection. • Account of how the relationship worked in practice. • Concluding comments about how you would use this experience to inform future work with other members of staff. <p>(750 – 1,000 words)</p>
<p>Hand in this task and all the other evidence through the assessment office. 18 May</p> <p>(You do not need to re-submit hard copy of the 6 patches – these should be available to tutors on Pebble Pad)</p>	<p>Synoptic writing (Tutor marked) Write a review at the end of SE2 which answers the following questions:</p> <ul style="list-style-type: none"> (a) Why should students learn your subject? (b) What principles should underpin the effective teaching of your subject? <p>(Maximum 2,500 words)</p> <p>It will be useful to be as specific as possible and you may want to refer to evidence throughout your portfolio tasks, such as those which consider the following issues:</p> <ul style="list-style-type: none"> • The variety of ways in which learners learn and achieve (patches 1, 2, 3, 5) • The variety of teaching and learning approaches you have developed (patches 4, 6, PDJ) • How schools are organised (School Profile Booklets) <p>The following questions might help to prompt you to consider an</p>

	<p>appropriate range of issues:</p> <ul style="list-style-type: none"> • What are defining characteristics / key concepts and skills that define your subject? • What does the literature tell you about how children learn generally and how they learn in your subject? • Are you aware of areas of your subject which appear problematic? • Have you become aware of pupils who learn differently from how you learned? • Do you have examples where you have taught a subject from several perspectives to help pupils? • How have different pupils responded to individual and collaborative learning experiences?
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All of the above work should demonstrate your ability to combine reflection on experience with analysis of relevant published works. Any general comments you make about learning should be accompanied by a justification, which makes use of examples from your own practice and / or academic sources. All work should conform to normal academic expectations and include references of all works consulted.

Other evidence you must submit with your portfolio:

Portfolio checklist

There are lots of pieces of evidence, which must be included in your portfolio. If you fail to submit a complete assignment you will fail this module, which at the very least will delay your award for the PGCE. Please use this checklist to ensure you have included all the evidence required.

- Patch 1 – Primary Case Study
- Patch 2 – Learning Autobiography
- Patch 3 – Pupil Assessment 1
- Patch 4 – Out of school learning (assessment record)
- Patch 5 – Pupil Assessment 2
- Patch 6 – Working with other staff
- Synoptic Writing task
- SE1 School Profile
- SE2 School Profile
- Professional Development Journal
- Subject knowledge review
- Subject knowledge development tasks
- Bibliography

Reflective Portfolio Mark Scheme (TEQ001N)

LOs	M level Distinction	M level Pass	H level Pass	Fail
1	Outstanding grasp and critical insight into a wide range of theoretical positions, combining subject specific and generic literature on learning. <input type="checkbox"/>	Critical analysis of a range of theoretical positions combining subject specific and generic literature on learning. <input type="checkbox"/>	Some major concepts and theoretical positions are considered and compared to provide an investigation into some of them. <input type="checkbox"/>	There is some discussion of relevant theoretical positions but this is likely to omit key ideas or reveal misunderstandings. <input type="checkbox"/>
2&3	Work seamlessly combines reflection on practice and academic reading to identify a coherent account of subject specific learning. <input type="checkbox"/>	Links are drawn between theory and practice to generate insights into subject specific learning. <input type="checkbox"/>	Student identifies some features which are relevant and discusses conclusions from experience and reading. The work may include several disparate strands of enquiry. <input type="checkbox"/>	Work either fails to engage with experience of teaching or clearly demonstrates a lack of learning relating to reflection. <input type="checkbox"/>
Academic writing	Confident, articulate and well-developed argument and analysis. Near to publishable quality. <input type="checkbox"/>	Clear structure and largely error-free writing. Sufficient use of literature to inform an argument. Referencing largely accurate. <input type="checkbox"/>	Clear structure and largely error-free writing. Referencing largely accurate, but limited reading may be evident with some inappropriate sources. <input type="checkbox"/>	Poorly structured / written. Inadequate referencing / reading. <input type="checkbox"/>

Music BA assignments will be marked in accordance with undergraduate mark schemes

Project One Assignment Brief

Title: *Curriculum Planning Project*

NB Make sure you are working towards the correct assignment brief for your PGCE route.

Deadline: Friday 6th January

Word count: 4-5,000 words

Children's Rights Focus:

You may choose to develop your understanding of an aspect of children's rights through this assignment by (a) developing a rights respecting teaching approach, for example exploring democratic or participative teaching approaches, or considering how to ensure your plan is inclusive for particular groups; or (b) teaching about rights, for example by using resources which enable you to develop pupils' understanding of rights and responsibilities.

The purpose of the Curriculum Project is to demonstrate:

- (1) A critical understanding of current pedagogical theories, research and subject knowledge related to the sequence of lessons
- (2) A coherently justified account of how the sequence of lessons support pupil learning over the medium term
- (3) An assessment strategy that demonstrates the student's understanding of assessment processes and links these to the learning intentions

For students completing this assignment as part of the Music BA programme the learning outcomes are slightly different:

- (1) A sound understanding of the area of subject knowledge related to the scheme of work*
- (2) A justification of how the scheme of work supports pupil learning over the medium term, drawing on own subject knowledge, observations of practice and appropriate literature*
- (3) An assessment strategy that demonstrates the student's understanding of assessment processes and links these to the learning intentions*

The key difference between Post and Professional PGCE in this assignment is:

We will look for a deeper and more critical investigation into the concepts you identify as the focus for your sequence of lessons. You must demonstrate familiarity with key subject specific texts, as well as general texts on teaching and learning and apply these to the specific focus of your assignment.

The guidance below is intended to help you to structure your work but you should remember the following three fundamental questions your work should address:

- (1) What do you want your pupils to learn?
- (2) How do you intend to develop this learning?
- (3) How will you know whether the learning has been achieved?

In essence, these three areas will demonstrate:

- (1) Your subject knowledge and subject knowledge for teaching
- (2) Your ability to plan for progression
- (3) Your understanding of assessment

Remember that this guidance is offered as a structure to help you meet the assessment criteria for this assignment. You should not interpret the following three parts as implying you must plan in this sequence. In reality the planning process is more creative and fluid than implied below. Your course leader will talk about how to plan in your subject area, and there will be additional guidance on-line.

Part 1: What do you want pupils to learn?

This section should include a critical analysis of an area of subject knowledge (concepts / processes / knowledge). It should demonstrate a sound understanding of the concepts or processes your scheme is about, as well as a familiarity with the ideas from educators about how to teach this area. You should *discuss* the area, explore potential problems and alternative interpretations, and through such discussion show how well you understand the area of knowledge. You should end with some statement about where you have come down in such debates, and what your learning focus should be. This should link directly into Part 2.

This discussion should be rooted in relevant literature and may draw on examples from either or both of the following:

- Academic literature on the subject, which demonstrates subject knowledge per se, rather than subject pedagogy. For example, you might read about the concept of equality in political philosophy for citizenship; the work of Harris, Elbourne and Cale on health related matters for PE; language acquisition theory for MFL; genre v process based approaches to writing in English; number operations in maths; conservation of energy in science; Bailey's work on improvisation and practice in music. In some areas, especially citizenship, you may have to draw extensively on such literature in order to clarify the area you want to teach about.
- Subject specific pedagogy literature, such as the Routledge books 'Teaching... in secondary schools'; periodicals from subject associations and research journals. You may draw on reading materials you have studied and discussed in curriculum workshops, for example the work of Driver on children's conceptual understanding in science.

Part 2 How do you intend to develop and assess this learning?

(a) Medium term plan

In this section you present a medium term plan for 4-6 lessons for a specific year group or class. The plan should incorporate:

- a statement of learning intentions (differentiated by all / most / some statements)
- teaching and learning activities that demonstrate progression within and across the sequence of lessons
- an assessment strategy (bearing in mind the principles of Assessment For Learning).

Your assessment strategy should move beyond simple statements such as 'plenary Q&A to identify learning' and try to be as specific as possible, for example by listing the questions you will ask, how they relate to the learning intentions and what range of answers you think is possible. In order to do this, you will need to use the all / most / some statements and link these to each lesson.

(b) Justification

This section should justify the decisions you have taken in the plan. You should refer to the teaching, learning and assessment strategies you have selected and explain why they are appropriate for the pupils in the class. You should demonstrate in this section that your medium term plan actually promotes the kind of subject learning you discussed in part 1.

This discussion may draw on the types of literature mentioned above, but may also include reference to:

- general literature on learning theories, such as Illeris' work on psychological barriers to learning, or Vygotsky on the Zone of Proximal Development, or Bruner on scaffolding
- literature on generic aspects of pedagogy, such as books or studies on the role of classroom talk and dialogic teaching; questioning, or the teaching of controversial issues

- literature about assessment in education, especially work on Assessment For Learning

This section should demonstrate that you can turn your own subject knowledge into realistic plans to support and assess pupils' learning. It should provide coherence for your entire project. For example, the maths assignment that discusses common misconceptions in Part 1, should demonstrate how the teaching and learning will address them and what opportunities exist for the teacher to check this in Part 2.

Curriculum Planning Project Mark Scheme

(TEQ003N Citizenship; TEQ004N English with Media and Drama; TEQ005N Mathematics; TEQ006N Modern Languages; TEQ007N Music; TEQ008N Physical Education; TEQ009N Science with Biology; TEQ010N Science with Chemistry; TEQ011N Science with Physics)

LOs	M level Distinction	M level Pass	H level Pass	Fail
1	Outstanding grasp of key pedagogical principles. Extensive and insightful discussion of literature. Insightful and confident discussion of subject knowledge. <input type="checkbox"/>	Good knowledge of key pedagogical and subject knowledge principles demonstrating basic critical competence. <input type="checkbox"/>	Sound subject knowledge without errors. Able to apply ideas generated through reading or reflection on practice to develop understanding. <input type="checkbox"/>	Some relevant ideas in relation to topic but lacks clarity. Insufficient reading. <input type="checkbox"/>
2	Confident and creative conceptualisation of progression in learning, linked to ideas from literature. <input type="checkbox"/>	Clear understanding of overall class profile, linked to planning for progression. <input type="checkbox"/>	Clear attempt made to link planning to pupils' needs. Planning demonstrates sound plans for pupil progression. <input type="checkbox"/>	Weak and insufficiently detailed analysis of class profile or failure to design an appropriate scheme. <input type="checkbox"/>
3	Creative application of principles from literature and ideas from research relating to formative and summative assessment. Clear links established to the full range of learning outcomes. <input type="checkbox"/>	A coherent and comprehensive assessment strategy is outlined. Discussion of strategy is linked to a critical discussion of aspects of literature. <input type="checkbox"/>	A sound plan is outlined which would enable the teacher to make a reasonable judgement about pupil achievement. <input type="checkbox"/>	Assessment plans are simplistic or relate inconsistently to learning intentions and activities. <input type="checkbox"/>
Academic writing	Confident, articulate and well-developed argument and analysis. Near to publishable quality. <input type="checkbox"/>	Clear structure and largely error-free writing. Sufficient use of literature to inform an argument. Referencing largely accurate. <input type="checkbox"/>	Clear structure and largely error-free writing. Referencing largely accurate, but limited reading may be evident with some inappropriate sources. <input type="checkbox"/>	Poorly structured / written. Inadequate referencing / reading. <input type="checkbox"/>

Music BA assignments will be marked in accordance with undergraduate mark schemes

Project Two Assignment Brief

Title: *Educational Issues Project – A Case Study*

NB Make sure you are working towards the correct assignment brief for your PGCE route.

Deadline: Friday 8th June

Word count: 5-6,000 words.

Course Leaders will provide student teachers with further guidance on appropriate topics for this assignment.

Children's Rights Focus:

You may choose to develop your understanding of an aspect of children's rights through this assignment by (a) involving children in your research as co-researchers; or (b) choosing an issue which is related to rights in school, for example, investigating aspects of inclusion, or the extent to which the school ensures certain rights are fulfilled, such as child protection.

The purpose of the Educational Issues Project is to produce a case study of an educational context which demonstrates:

- (1) A sustained critique of relevant arguments and theoretical positions demonstrating understanding of an education issue or policy area
- (2) Skill in undertaking sustained enquiry, selecting and evaluating as well as applying accurately appropriate methods of investigation
- (3) Ability to draw insightful conclusions relating to practice
- (4) A critical understanding of the social context of the school (or other educational context) in which the case study is based

For students completing this assignment as part of the Music BA programme the learning outcomes are slightly different:

- (1) A sound understanding of an education issue analysed using own experience in schools and relevant literature*
- (2) Skill in undertaking sustained enquiry, selecting and evaluating as well as applying and reflecting on methods of investigation*
- (3) Ability to draw relevant conclusions from own research*
- (4) Sound understanding of the social context of the school(s) in which enquiries are carried out*

The key difference between Post and Professional PGCE in this assignment is:

We will look for a deeper understanding of the nature of educational research, including an awareness of the implications of your methodology for your conclusions. We will expect to see a more sustained and critical discussion of research methods and a well-argued justification for the methodological decisions you have made in relation to the issue you are investigating.

Content and structure

(1) Written Case Study

Your case study should be based on a given or agreed question, following consultation with your subject tutor.

(a) Rationale

Describe briefly why you have chosen to focus on the issue you have selected in this particular context.

(b) Literature Review

Discuss the issue / policy you are exploring in the case study. The purpose of this section is to identify relevant literature which already exists in relation to your topic, and to discover any significant ideas you wish to use subsequently in your data collection phase. You should demonstrate your critical understanding of the issue by:

- Critiquing key publications about your chosen topic, for example articles, books and reports. You should not simply list and summarise your reading, but discuss and compare sources to demonstrate your critical thinking and try to find some clarity.
- Discussing current national policy & local initiatives related to the issue you have chosen. Again this should not simply consist of reporting policy but should demonstrate that you have engaged with it and are able to highlight strengths and weaknesses.
- Identifying key ideas / concepts you want to explore in your data collection.

(c) Case study context

Briefly identify the case study by outlining its boundaries (whole school, year group, department, class etc.) and describe the context for your case study. Do not attempt to summarise everything you know about the school, instead focus on the factors that are most relevant to your research focus. For example a case study of literacy should include information on literacy scores, English results etc; whereas a case study on inclusion should include relevant data on SEN, policies on SEN etc.

(d) Methodology

You should outline how you will collect data for your case study. This section should be informed by the previous sections, and you should be able to explain how you will collect data relating to the key questions or concepts you identified in your discussion of the literature or school context. For example, a case study looking at AfL should identify which aspects of AfL are relevant in this context and then develop some research methods to collect data – in this example if you identified *questioning*, you may need to use observations to collect data, whereas if you choose to focus on *formative marking* you may want to sample pupils' exercise books. Your critical discussion of the methods you have selected should include:

- Justification of methods selected, in relation to nature of enquiry.
- Consideration of validity & reliability.
- Implementation plan for school experience, demonstrating sustained enquiry.

(e) Presentation and analysis of findings

- Range of detailed evidence in appropriate formats.
- Detailed and sustained analysis of the findings.

(e) Conclusions

At the end of your case study you need to reflect on the topic you were investigating and also on the process of investigating it:

- Conclusion 1: Critical evaluation of your research methods, in relation to aims of enquiry. Did you select the right methods? Did you collect the right data?
- Conclusion 2: Critical discussion of the nature of conclusions you have been able to draw from this research, relating to the literature and the school context. What did you find out? How does it compare to what you already knew?

(2) Oral Presentation of Findings

You will have to make a short presentation during the final week of the course. Your Course Leader will notify you of the precise requirements and time limit.

NB The marker will give only one grade overall, taking into account evidence of meeting the assessment criteria in the written report and the oral presentation (candidates will be required to submit a Powerpoint presentation for consideration if they are unable to attend the workshop where presentations are taking place). Both pieces of work will be considered as potential sources of evidence for candidates achieving the learning outcomes.

Educational Research Project Mark Scheme (TEQ013N)

LOs	M level Distinction	M level Pass	H level Pass	Fail
1 & 4	Outstanding grasp and critical insight into issue and associated pedagogical debates, drawing on a wide range of literature. Insightful links established to case study context throughout the work. <input type="checkbox"/>	Basic critical competence in discussion of policy area and identification of relevant areas of pedagogy, drawing on appropriate literature. Awareness of case study context evident throughout. <input type="checkbox"/>	A satisfactory understanding of the issue being studied. Relevant use of literature, research and / or policy documents. <input type="checkbox"/>	Inadequate understanding of policy area. <input type="checkbox"/>
2	Fully justified selection of appropriate methods. Clear ethical stance discussed and implemented. <input type="checkbox"/>	Appropriate methods discussed but with some limitations. Discussion of ethics and no ethical problems in research. <input type="checkbox"/>	Methods selected are broadly appropriate in relation to enquiry. No ethical concerns are evident, but discussion of this may be weak. <input type="checkbox"/>	Inappropriate methods used. Research was unethical / no discussion of ethics. <input type="checkbox"/>
3	Creative and critical handling of data to reach conclusions. Insightful reflections on the research process. <input type="checkbox"/>	Competent data handling with appropriate inferences drawn. Some critical reflection on research process. <input type="checkbox"/>	Some useful and relevant data has been collected (or problems in data collection have been discussed). Data is generally clearly presented. Conclusion links to data. <input type="checkbox"/>	Inadequate data collected and no discussion of flaws. Poor presentation of data. Conclusions are unrelated to findings. <input type="checkbox"/>
Academic writing	Confident, articulate and well-developed argument and analysis. Near to publishable quality. <input type="checkbox"/>	Clear structure and largely error-free writing. Sufficient use of literature to inform an argument. Referencing largely accurate. <input type="checkbox"/>	Clear structure and largely error-free writing. Referencing largely accurate, but limited reading may be evident with some inappropriate sources. <input type="checkbox"/>	Poorly structured / written. Inadequate referencing / reading. <input type="checkbox"/>

Music BA assignments will be marked in accordance with undergraduate mark schemes

Secondary PGCE Assignment Feedback Form*

Student	Subject	Assignment	Date
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LO	Characteristics	X	Comments	Targets Advice for future assignments (or re-submission)
	<i>Masters distinction</i>			
	<i>Masters Pass</i>			
	<i>Honours Pass</i>			
	<i>Inadequate</i>			
	<i>Masters distinction</i>			
	<i>Masters Pass</i>			
	<i>Honours Pass</i>			
	<i>Inadequate</i>			
	<i>Masters distinction</i>			
	<i>Masters Pass</i>			
	<i>Honours Pass</i>			
	<i>Inadequate</i>			
	<i>Masters distinction</i>			
	<i>Masters Pass</i>			
	<i>Honours Pass</i>			
	<i>Inadequate</i>			

First Marker	Mark	Second Marker	Mark
Moderated Final Mark			

*Not to be used for Music BA students

Assessment and Profiling of Teaching

According to the TDA document 'Professional Standards for Teachers: Qualified Teacher Status' (2007), student teachers have to meet all the standards for Qualified Teacher Status by the end of their Initial Teacher Education course in order to enter the profession. The full list of the QTS standards can be found at the end of this section of the handbook. According to the legislation, assessment of student teacher' teaching competence has to reflect these standards. In addition, student teachers agree development targets for their NQT induction at the end of the course. This will contain reflections on areas of strength and development need on entry into the profession and is used to plan the Newly Qualified Teacher's induction programme for the first year of teaching.

The mentor's have an important role in assessing student teachers against the Standards for QTS, and university tutors moderate these judgements. This assessment happens at the end of SE1 and SE2. The criteria we use appear in the earlier sections of this handbook, for SE1 and SE2.

During the course, academic assignments are also designed to provide evidence that you have engaged with, and have developed a good understanding, all of the Standards. The links between these assignments and the Standards are explained at the beginning of the assessment section (above).

Student teachers are also required to keep track of their progress against the Standards by completing the Standards evidence portfolio in Pebble Pad. This will be checked by the university tutor during the year and at the end of the course as part of the overall moderation process.

Moderation and assessment against QTS Standards

All marks, including school experience grades, are subject to a moderation process at the university. Marks submitted to the university by mentors (and shared with students) at the end of school experience are therefore provisional until this moderation process has been completed. As part of this moderation process university tutors will consult a student's Pebble Pad portfolio and may also require students to provide files from school experience and their Professional Development Journal. If a student teacher feels that their school experience grade is wrong they must bring it to the attention of their university tutor as soon as possible after the school experience so this can be considered as part of this moderation process.

The final grade for student awards is calculated according to the regulations recorded towards the end of this section.

At the end of the course university tutors attend an additional moderation meeting. At this meeting tutors record a final grade for each student which reflects their performance across all of the five modules on the programme. This final grade is used in our annual reporting to the TDA.

Learning Support

The delivery of the PGCE programme is designed to support the learning needs of all student teachers. This is achieved through the following strategies:

- Detailed course overview in the Student Teacher Handbook.
- Clear learning objectives.
- A varied pedagogical approach including tutorials, lectures, seminars, group work, projects, oral presentations, team teaching etc.
- Prioritised reading lists.
- Formative assessment feedback prior to summative assessment.
- Modelling of previous PGCE work.
- Variety in assessment formats e.g. portfolio of evidence, report, personal reflective writing, planning documents, academic writing, presentations.
- Clear coursework deadlines published well in advance.

English for academic purposes

Early formative assignments will be used as an opportunity to provide feedback about the quality of your academic English. If student teachers are deemed to need additional advice or support, they will be referred to the Learning and Development Unit.

Learning Development Unit (LDU)

The *Writing Centre* at London Metropolitan University is a free and friendly service offering discipline-specific academic writing support to undergraduate and postgraduate students. We can help with any aspect of your writing assignments, from talking over and developing ideas to structuring and revising drafts. Our goal is to enable you to become a more confident academic writer.

Student Writing Mentor Scheme

We offer hour-long one-to-one tutorials with a Student Writing Mentor. The Writing Centre employs trained undergraduate and postgraduate Student Writing Mentors to collaborate with and assist fellow students with their writing. The Mentors have been selected from a range of disciplines, including Psychology, Design, Business, Law, Film Studies, Philosophy, English, Sociology and Biomedical Sciences. Writing Mentors give students the audience and feedback they need to help them articulate their ideas and to gain confidence as writers and as participants in the discourse of their academic discipline.

Writing Specialist Support

The Writing Specialist as well as the Centre's Officer also offer specialist tutorial support for students in a supportive and informal environment.

How to contact us:

We are located in the basement of Calcutta House, City campus (next to the Refectory), and we also operate at North campus. To find out more about our services or to book an appointment, just drop by or check out our website:

www.londonmet.ac.uk/depts/dops/writing-centre/writing-centre.cfm.

Alternatively, you can email us at writingcentre@londonmet.ac.uk or call 0207 320 1211.

Specific Learning Difficulties

If you feel you may have Specific Learning Difficulties you can ask to be tested by the Disabilities and Dyslexia Unit, which can be contacted at the following website:

<https://intranet.londonmet.ac.uk/studentservices/dyslexia-disabilities/>



Study & academic skills support is available free to all London Met students. The LDU offers a range of provision to help Undergraduate and Postgraduate students to develop their full academic potential while at London Met, including:

- 'Essays, Reports and Other Written Assignments' short course
- 'Use of English for Academic Writing' (English for academic purposes) short course
- Developing Study Skills & Academic Skills workshop series (including: personal effectiveness & time management, note-making, research & active reading, how to give an excellent presentation, writing with confidence, preparing for exams, making the most of LondonMet libraries)
- 'Critical Reading & Writing'
- Drop-in 1-to-1 study advice
- Essential & Further IT workshops (Word, Excel, PowerPoint, etc.)
- Maths, statistics & quantitative methods support
- 'Dissertations and Major Project Writing' courses

All of the above run during term time, but the LDU also offers:

- On-line resources
- WebLearn courses (for example, 'Preventing Plagiarism' and 'All About Writing/Studying')
- Resit and Resubmission summer support
- September pre-sessional 'Preparing for Study'/'Return to Study' programmes

For a detailed outline of provision, including times & locations of courses, workshops and one-to-one support, visit the LDU website:

www.londonmet.ac.uk/college-of-london/ldu/
and click on the 'times and locations' icon.

If you are serious about your studies, visit or contact the LDU today!

For further information, contact:

City campus: Pam Dorrington, CM2-19, Calcutta House, Old Castle Street, London, E1 7NT.

Tel: 020 7320 1125

Email: ldu.city@londonmet.ac.uk

North campus: Amaechi Echedolu / Stephen Collins, LC2-12, 2nd floor, Learning Centre, Holloway Road, N7 6PP. Tel: 020 7133 2276 / 2971

Email: ldu.north@londonmet.ac.uk

'The Learning Development Unit is committed to encouraging students to develop and enhance their academic skills and offers support to students of all levels of ability, at all stages of study'

Professional Standards for Qualified Teacher Status

The Standards have been organised into six themes in the following table, this structure is also adopted in the PDJ and in Pebble Pad to make organising records easier.

KNOWLEDGE FOR TEACHING		
<i>Frameworks</i>	Q3a	Be aware of the professional duties of teachers and the statutory framework within which they work.
	Q3b	Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
<i>Teaching and Learning</i>	Q10	Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
<i>Subjects and Curriculum</i>	Q14	Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
	Q15	Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.
<i>Literacy, Numeracy and ICT</i>	Q16	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)
	Q17	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
RELATIONSHIPS		
<i>Relationships With Children and Young People</i>	Q1	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
	Q2	Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
<i>Communicating and Working With Others</i>	Q4	Communicate effectively with children, young people, colleagues, parents and carers.
	Q5	Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
	Q6	Have a commitment to collaboration and co-operative working.
<i>Team Working and Collaboration</i>	Q32	Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
	Q33	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
REFLECTION		
<i>Personal Professional Development</i>	Q7a	Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
	Q7b	Identify priorities for their early professional development in the context of induction.
	Q8	Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified
	Q9	Act upon advice and feedback and be open to coaching and mentoring.
<i>Reviewing Teaching and Learning</i>	Q29	Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

ASSESSMENT		
<i>Assessment and Monitoring</i>	Q11	Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications
	Q12	Know a range of approaches to assessment, including the importance of formative assessment.
	Q13	Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
<i>Assessing, Monitoring and Giving Feedback</i>	Q26a	Make effective use of a range of assessment, monitoring and recording strategies.
	Q26b	Assess the learning needs of those they teach in order to set challenging learning objectives
	Q27	Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development
	Q28	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
INCLUSION AND WELL BEING		
<i>Achievement and Diversity</i>	Q18	Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
	Q19	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
	Q20	Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
<i>Health and Well-being</i>	Q21a	Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
	Q21b	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
PLANNING AND TEACHING FOR CHILDREN'S LEARNING		
<i>Planning</i>	Q22	Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
	Q23	Design opportunities for learners to develop their literacy, numeracy and ICT skills.
	Q24	Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
<i>Teaching</i>	Q25a	Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
	Q25b	Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
	Q25c	Build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
	Q25d	Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
<i>Learning Environment</i>	Q30	Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts
	Q31	Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

PGCE Course Regulatory Schedule

Status

1. This schedule forms part of the Regulations for all PGCE / ITE courses and should be read alongside the University's Regulations, which govern courses and the responsibilities of students. This regulatory schedule lays out a number of programme specific regulations: (i) some of these refer to specific issues where additional regulations apply to PGCE / ITE students and (ii) others refer to areas where PGCE / ITE students are exempted from the normal university regulations. For areas that are not addressed in this document, students should refer to the regular student regulations.

Preamble

2. All University students are bound from the commencement of their course or from the point of enrolment, by all relevant Regulations, Procedures and policies.
3. Students enrolled on all teacher education programmes leading to QTS are governed by:
 - The University's Academic Regulations which govern the standards of the University's awards, the responsibilities of students and the formal roles played by staff in relation to admission to courses and programmes of study, assessment of student's work and conferment of award;
 - Regulations which govern the conduct of students, in particular, the Regulations applicable to all Students in cases of Misconduct – Incorporating a Code of Discipline; and,
 - Responsibilities placed upon them regarding not only their conduct but also their professional suitability, as outlined in the General Teacher Council for England (GTCE) Code of Practice and successor bodies / guidance from relevant government departments. The Code of Practice is a list of statements that describes the standards of professional conduct required of teachers as they go about their daily work. Failure to meet these responsibilities can lead to the termination of training. All breaches of the professional Code of Practice will be progressed in accordance with within the University's Student Misconduct Regulations. A student may at any time be suspended by the University if in breach, or alleged to be in breach, of professional conduct.
4. In addition, teacher education students on the qualifying programmes have specific regulations governing professional practice placements that are also outlined below.
5. It is the responsibility of all students to read the GTCE Code of Practice (and successor bodies) and the relevant University Regulations (available in the University's Student Handbook) to familiarise themselves with all responsibilities and requirements.
6. In the event of receiving an allegation of Student Misconduct, students are advised to seek advice, guidance and support from the Students' Services.

Issues that may affect a student's suitability to commence or continue training as a teacher

7. As a condition of entry to the course the student is required to declare whether they have any criminal conviction (including spent, unspent, cautions, warnings or reprimands), through completing an Criminal Records Bureau Enhanced Disclosure and to declare any relevant health issues through the occupational health checking procedure. These disclosures are processed in accordance with the guidance documents *Able to Teach* and *Fitness to Teach*. In addition, students are required to comply with whatever requirements are introduced by relevant government bodies, legislation or guidance, such as the work of the Independent Safeguarding Authority, pre-registration with the GTCE and other subsequent developments.
8. If any change of circumstances related to paragraph 7 occurs subsequent to enrolment this must be declared as soon as is practically feasible by the student in writing to the Director of Teacher Education and Professional Learning (TEPL) who will investigate the matter. Where the matter affects the student's suitability for teacher training, it shall be referred to the University Secretary by way of a formal report from the Director for TEPL (in relation to criminal activity) for consideration in accordance with the Academic Regulations (Section 9.1 Regulation 19).
9. Failure to disclose any circumstances (in paragraphs 7 and 8) occurring prior to entry to the course or subsequent to enrolment shall be deemed a breach of the University's Code of Discipline and shall be progressed in accordance with the Student Misconduct Regulations. They may result in termination of school experience.
10. It is the responsibility of each student to bring to the attention of the Director of TEPL in a timely and appropriate manner, any subsequent matter of ill health of any kind that could be considered to have a bearing on their continued suitability for professional training. The Director of TEPL will seek an investigation of the matter under the relevant procedures laid down by Student Services and may refer the case to a relevant occupational health professional and seek to review the student's suitability for the course in relation to the guidance documents *Able to Teach* and *Fitness to Teach*.

Specific issues relating to Initial Teacher Education courses

11. The University's PGCE awards lead to a recommendation to the General Teaching Council for England (or successor bodies) for 'Qualified Teacher Status' (QTS), a professional award providing the first stage in the framework of professional standards for teachers set by the Training and Development Agency for Schools (TDA) (see Professional Standards for Teachers TDA 2007).
12. PGCE courses at the University are courses of Initial Teacher Education (ITE)¹³.
13. The PGCE Course Regulatory Schedule incorporates recent changes to the relevant national frameworks as approved by the Training and Development Agency (TDA) and the Quality Assurance Agency (QAA). These developments offer the opportunity for the PCGE to be studied at Undergraduate level or at Undergraduate and Postgraduate level.

In brief the implications are as follows: -

- Our qualification at Undergraduate Honours level is a 'Professional Graduate Certificate in Education' (PGCE).
- The 'Post Graduate Certificate in Education' (PGCE) will be awarded to students who complete 60 credits at Masters level

¹³ ITE incorporates all TDA Initial Teacher Training (ITT) requirements.

- From September 2010 both the 'Professional Graduate Certificate in Education' and the 'Post Graduate Certificate in Education' awards will be offered in Secondary and Primary ITE.
- Unless otherwise indicated 'PGCE' shall refer to both the Professional and Post Graduate routes.
- Given the complexity of the PGCE programme combining undergraduate and postgraduate regulations, if a student is unclear about how the regulations apply to them they should seek clarification from their Programme Director.

Course Structure and Assessment

General

14. All PGCE courses shall be based on a teaching year comprising an autumn, spring and summer term, each of 10 - 14 weeks. The total number of weeks for the Primary and Early Years course is 38 and 36, for Secondary courses.
15. PGCE courses are studied in full-time mode only.
16. Students shall be assessed in accordance with the Regulations on assessment (refer Section 3.2 of the Academic Regulations for Undergraduate, Section 4.2 for Postgraduate and Section 8.1 for Regulations on assessment and Assessment Boards) and in accordance with the Professional Standards for Teachers (TDA 2007) which are periodically reviewed by the TDA.

Assessment

17. The study and assessment for all modules must be undertaken.
18. School Experience modules are all registered at Honours level (20 credits for SE1 and 40 credits for SE2). They will be marked according to the following criteria:

School Experience 1

- Pass (Honours level credits)
- Fail

School Experience 2

- Grade 1 Outstanding (Honours level credits)
- Grade 2 Good (Honours level credits)
- Grade 3 Satisfactory (Honours level credits)
- Grade 4 Fail

19. Identified modules in each PGCE programme will provide students with the possibility of gaining either Honours or Masters credits, depending on the quality of the work (these modules differ for primary and secondary programmes but are clearly identified for students in programme handbooks). These modules will be marked according to the following criteria:
- Masters level distinction
 - Masters level pass
 - Honours level pass
 - Fail
20. For students registered on the 2 year Music BA (with QTS) route, the modules referred to above (19) will be available only at Honours level, and the mark criteria will follow ordinary undergraduate regulations.

Attendance

21. In line with professional expectations, full attendance is required for all modules in order to fulfil the TDA requirements for the award of QTS. Students who fail to attend fully will be invited to intermit if there are medical or other applicable conditions and defer completion of their course until the following year. In other cases students will be removed from the course and fail through non-completion will be recorded.
22. A student who is unable to attend a timetabled session must notify the course tutor, or an appropriate member of the staff, of the reason for absence. A student who, is unable to attend during a period of School Experience or engage with any aspect of School Experience, must notify the mentor or an appropriate member of the school, as well as the course tutor, of the reason for absence. If a student does not attend any part of the course without due cause, the Programme Director may require the student to withdraw from the course or the school may terminate a placement.

Reassessment

23. Students have the right to one reassessment for written items of assessed work, which has been failed in any module. Reassessed work will be capped at a Pass at Honours level (see 19). Work which passes at H level at first attempt may not be resubmitted for reassessment at M level.
24. Due to the school-based nature of assessment tasks, reassessment shall normally mean reassessment in the item(s) which have been failed and shall involve the reworking of original tasks.
25. Resubmission dates for failed written items of assessed work will be the standard University resubmission dates except where, for good reason, (for example, to accommodate school placements or to meet deadlines for QTS requirements) the Subject Standards Board may, at its discretion, set an earlier or later resubmission date.
26. Where a student fails a School Experience module there is no automatic right to a reassessment. In exceptional circumstances, the Subject Standards Board, may at its discretion, allow a student to retake all or part of the School Experience (refer to Regulations 44- 47 below).
27. In cases where students have passed school experience modules but failed one or more other coursework modules (focusing on academic work) the student may re-enrol for these modules in the next academic year and take the module once more. The student will be eligible for all fees related to re-registration and undertaking the module. All modules must be completed within two years of a student's initial registration on a PGCE / ITE course.

School Experience Modules

28. On the Primary and Early Years course 18 weeks are spent in schools and Early Years settings and for the Secondary courses, 24 weeks are spent in schools.
29. According to the Requirements for ITT (TDA, 2007), student teachers must meet all the standards for Qualified Teacher Status by the end of their Initial Teacher Education course in order to enter the profession. According to the legislation, assessment of students' teaching competence has to reflect these standards.
29. At regular intervals, mentors and tutors profile each student's teaching competence as detailed below.

School Experience One

30. In School Experience One, students are expected to have begun work and made progress towards meeting all the QTS standards, and to have demonstrated most of the standards related to 'Professional Attributes'.
31. At the end of School Experience One, an SE1 Assessment Form is completed to comment on strengths and development needs and make a Pass/Fail recommendation. In Primary this document is completed by the supervising tutor, in Secondary this is done by the mentor.
32. In order to continue with the remainder of the course, students must pass School Experience One.

School Experience Two

33. In School Experience Two, students must demonstrate their competence in all the QTS standards.
34. At the end of School Experience Two, an SE2 Assessment Form is completed to comment on strengths and development needs and make a Pass/Fail recommendation (Primary and Early Years course) or a recommendation for a grade 1-4 (Secondary Courses). In Primary this document is completed by the supervising tutor, in Secondary this is done by the mentor. University tutors moderate the recommendation with mentors and supervising tutors and at university moderation events. The final grades for School Experience 2 may therefore differ from those entered on the SE2 Assessment Form.
35. During School Experience Two, students will be alerted to areas of particular concern that need to be addressed in order to meet the standards for QTS. Targets for meeting these areas will be recorded in the Professional Journal/feedback sheets or, in serious cases, a 'Cause for Concern' procedure is initiated.

Failure in a School Experience

36. A failure in a School Experience 1 shall only be recommended where there is judged to be little or no progress during the School Experience and there has been little response to advice, despite targets and/or the instigation of a 'Cause for Concern' process in areas of particular concern, or where a serious lack of professionalism has been demonstrated. Failure in School Experience 2 may be recommended for these reasons, and also where students have failed to achieve the Standards for QTS.
37. In such cases, where the school experience has been terminated earlier than the scheduled assessment date, the reasons for the recommendation of failure in the School Experience module shall be detailed by the Tutor/Mentor on the Tutor/Mentor Consultation sheet. Where the fail grade has been recorded on the scheduled assessment date, this will be recorded on the assessment form. A copy of the Tutor/Mentor Consultation Sheet or summative assessment form shall be provided to the student and also to the Chair of the Internal Assessment Board, in advance of the meeting of the Internal Assessment Board meeting.
38. In addition to the appeals, mitigation and complaints procedures outlined in the general student handbook for London Metropolitan students, the ITE programmes also operate a local system, which takes into account the personal circumstances of students and the implications for the partnership with schools. Students who have failed a school experience module may make formal written representation to the Chair of the Internal Assessment Board, which meets before the Subject Standards Board, to discuss individual student outcomes and which makes recommendations to the SSB.

39. A student who disputes the basis upon which the failure has been recommended shall have the opportunity to make a written representation to the Chair (a copy also to be provided to the Course Leader) normally 5 working days in advance of the meeting.
40. If a student has mitigating circumstances (deemed to be exceptional circumstances e.g. serious illness or severe personal problems, or the school being unable to provide an adequate training experience), the Subject Standards Board may, at its discretion, allow the student to retake all or part of the School Experience. In order to request such an opportunity, students should address an appeal to the Chair of the Internal Assessment Board outlining the grounds for mitigation (a copy also to be provided to the Course Leader) normally 5 working days in advance of the meeting. .
41. If the Subject Standards Board confirms a failure (following the recommendation of the Internal Assessment Board), there is no automatic right to a reassessment.
42. If the Subject Standards Board agrees to an exceptional opportunity to retake the module, it may grant a short re-sit (4 weeks) or a full re-sit. Students will be eligible for additional charges for the module, including costs of supervision, assessment and payments to the school. These may be waived, at the discretion of the Head of Faculty.
43. There shall be no further reassessment if a student fails the retake of a School Experience and the student shall be deemed to have failed the course.
44. The availability of a re-sit opportunity depends on a school partner being able and willing to provide such a placement. The university will make reasonable efforts to organise such placements but if this has not proved possible within one academic year of the recommended re-sit start date, the re-sit offer will be withdrawn and a fail grade recorded.

Progression

45. The one-year PGCE is a continuous programme. On all courses students must pass School Experience 1 before progressing to the rest of the course, unless a retake of School Experience 1 has been agreed by the Subject Standards Board.
46. Progression from Year 1 to Year 2 on the 2-year Music BA (with QTS) courses requires a student to pass all modules in the subject year.

Criteria for Awards

Professional Graduate Certificate of Education

47. In order to be awarded the Professional Graduate Certificate of Education and recommended for Qualified Teacher Status on one-year courses, a student must:
- attend and complete the professional year
 - pass School Experience 1
 - pass all the module assessments
 - pass School Experience 2
 - pass the QTS Skills tests in Literacy, Numeracy and ICT

Post Graduate Certificate of Education

48. In order to be awarded the Post Graduate Certificate of Education and recommended for Qualified Teacher Status a student must:
- attend and complete the professional year
 - pass School Experience 1
 - pass 60 credits at Masters level in their module assessments
 - pass School Experience 2
 - pass the QTS Skills tests in Literacy, Numeracy and ICT

49. In addition to the award of PGCE, for the university to make a recommendation to the GTCE (or successor bodies) for QTS to be awarded, students must have also completed the relevant skills tests in literacy, numeracy and ICT by the end of their PGCE course.

Awards

50. The final award for the PGCE courses will be determined by the level of credits gained on the modules (see 47 and 48).

51. The Professional Graduate Certificate in Education will be awarded to students who pass all modules but fail to gain 60 credits at Masters level. This award shall be a pass / fail award only.

52. The Post Graduate Certificate in Education will be awarded to students who pass all modules including 60 credits at Masters level. This award shall be calculated in the following way:

- Distinction where at least 40 of the 60 Masters level credits are marked as Distinction.
- Pass where fewer than 40 of the 60 Masters level credits are marked as Distinction.

53. Students gaining 60 credits at Masters level but failing School Experience 2 will be awarded a Post Graduate Certificate in Education Theory and Practice.

Professional conduct and termination of training

54. Students must pre-register with the GTCE (or relevant successor body) and comply with the GTCE Code of Practice (or relevant regulatory framework). Any allegation that a student's behaviour in practice is in breach of the GTCE Code of Practice must be made in writing to the Programme Director.

55. An allegation of breach of the GTCE Code of Practice that is also a breach of the University's Code of Discipline shall be progressed by the University by means of its Student Misconduct Regulations and in relation to the GTCE Code and related professional recommendations¹⁴.

56. An allegation of breach of the GTCE Code of Practice that is not also a breach of the University's Code of Discipline shall be progressed by the University under Regulation 2.3 of the Student Misconduct Regulations, specifically, "The provisions of the Code also apply to behaviour in other institutions and organisations where students are present as part of the University sponsored activity e.g. placements" as a breach of the Code of Discipline (under Regulation 2(r)).

57. The University will inform the GTCE (or relevant bodies) about any misconduct that might call into question their suitability to remain registered with the GTCE and inform the student involved that a report has been made. The University is obliged to co-operate with any investigation and hearing that the GTCE may additionally undertake and respond appropriately to the findings and decisions of the GTCE (see also point 3 above for termination of training).

¹⁴ Relevant guidance is likely to be issued by various professional bodies in the sector, including the GTCE itself, the DCSF, OfSTED, UCET and teachers' unions.