

School of Education and Social Work

Primary Education with Qualified Teacher Status (QTS)

Course Handbook
2021/22



Welcome from the Pro-Vice-Chancellor

I would like to extend a warm personal welcome to all students joining the Faculty of Health, Education and Life Sciences. I am delighted that you have chosen to study on one of our vocational, challenging academic courses.

Our mission is to provide the highest possible quality of student centred education using the latest technological/pedagogic advances to demonstrate excellence in preparing professionals, conducting research and advancing knowledge within the Health, Education and Social Care sectors.

Our staff are completely dedicated to providing educational excellence across the professions in collaboration with external partners in the West Midlands and beyond. We will support your progression to a fulfilling career in your chosen field. To do this we need students with an enquiring mind, a commitment to the hard work your course will require and a willingness and desire to make a real difference within your chosen profession. In short, we need you to be prepared to do your best.

Working together as committed dedicated staff and enthusiastic capable students, we have an opportunity to make a real difference to the professional sectors we serve in the West Midlands.

I wish you all the success in your future studies with Birmingham City University.



Professor Ian Blair

Pro-Vice-Chancellor and Executive Dean

Faculty of Health, Education and Life Sciences

Contents

PRO-VICE-CHANCELLOR.....	2
PURPOSE OF THIS HANDBOOK.....	4
.....	5
1. WELCOME FROM YOUR COURSE TEAM	6
WHO'S WHO?	7
2. YOUR CAMPUS	9
CITY SOUTH MAP AND CAMPUS INFORMATION	9
WHERE DO I FIT IN AT BCU?	11
3. YOUR COURSE	12
COURSE SPECIFICATION.....	12
RAPID IMPROVEMENT TARGETS (RIT)	17
FITNESS TO PRACTICE.....	17
4. LEARNING AND TEACHING.....	18
ATTENDANCE	20
ACADEMIC ETHICS.....	20
5. ASSESSMENT INFORMATION.....	21
• ASSESSMENT CRITERIA	22
• ADDITIONAL ASSESSMENT	22
• EXAMINATIONS	23
• PROFESSIONAL BODY REQUIREMENTS.....	23
• HOW FEEDBACK WILL BE GIVEN ON ASSESSED WORK	23
• REFERENCING.....	23
• ASSESSMENT REGULATIONS.....	24
AVOIDING ALLEGATIONS OF ACADEMIC MISCONDUCT.....	24
SUBMITTING COURSEWORK AND ATTENDING EXAMS.....	25
ACADEMIC QUERIES AND APPEALS PROCEDURE	26
TAKING YOUR ASSESSMENTS	27



Purpose of this handbook

This course handbook is for all students embarking on course s at Birmingham City University.

It introduces you to your course and faculty, helping you understand the aims and structure of your course , including the types of assessment methods you will encounter. Additionally it will answer questions you may have regarding the University's facilities and procedures.

Some sections of this document include hyperlinks, which provide you with further information.

The handbook provides an indication of what will be taught on your course . Any changes to this will be discussed with you first and then reflected in the course specification and module guides which are the definitive documents for your course .

About your course



1. Welcome from your Course Team

Welcome to the BA (Hons) Primary Education with Qualified Teacher Status (QTS) course . We are delighted that you have made the decision to study Primary Education and have joined us on the course . We look forward to working with you throughout your studies and supporting you as you develop the skills and knowledge needed to be a committed, creative, confident and collaborative primary school teacher.

This guide is designed to give you some information about the University but in particular to enable you to understand the aims and structure of the course as well as the types of assessment methods you will encounter. It also explains the services and support available at the University to enable you to be a successful student at BCU.

At Birmingham City University we have designed the ITE curriculum as a carefully crafted, coherent sequence of experiences and activities that will support you to succeed in the classroom. Our curricula encompasses the full entitlement described in the Initial Teacher Training Core Content Framework (DfE), as well as integrating additional analysis and critique of theory, research and expert practice. We believe that the quality of teaching is the most important factor in improving outcomes for pupils. We recognise that it is an entitlement of all trainees to work with and learn from expert colleagues as they practise, rehearse and refine approaches. We give high importance to mentoring that ensures trainees receive high quality, clear and well-structured feedback from expert colleagues. This year will be challenging, but rewarding, and as a course team we will support you every step of the way.

We hope you will find this guide useful and that you enjoy your time studying with us.

Emma Bloor
Course Leader

Who's who?

Academic Staff

Name: Kate Glanville
Role: Head of Department (Joint)
Course Specialist area: Geography
Email: kate.glanville@bcu.ac.uk

Name: Paul Purser
Role: Head of Department (Joint)
Course Specialist area: Science
Email: paul.purser@bcu.ac.uk

Name: Emma Bloor
Role: Course Leader
Course Specialist area: Foreign Languages and English
Location: SCT 071
Email: emma.bloor@bcu.ac.uk

Name: David Grist
Role: Deputy Course Leader
Course Specialist area: Music
Location: SCT 071
Email: david.grist@bcu.ac.uk

Name: Kath Minett-Waller
Role: Year 1 Tutor
Course Specialist area: Science and DT
Location: SCT B72
Email: kath.minett-waller@bcu.ac.uk

Name: Mark Stares
Role: Year 1 Tutor
Course Specialist area: English
Location: SCT 073
Email: mark.stares@bcu.ac.uk

Name: Ange Whitehouse
Role: Year 2 Tutor
Course Specialist area: Physical Education
Location: SCT B72
Email: angela.whitehouse@bcu.ac.uk

Name: Imran Mogra
Role: Year 2 Tutor
Course Specialist area: Religious Education & Professional Studies
Location: SCT B70
Email: Imran.mogra@bcu.ac.uk

Name: Gary Pykitt
Role: Year 3 Tutor
Course Specialist area: History & Professional Studies
Location: SCT 078
Email: Gary.Pykitt@bcu.ac.uk

Name: Liz Lawrence
Role: Year 3 Tutor
Course Specialist area: Creative Arts & Professional Studies
Location: SCT 079
Tel: 0121 331 7389
Email: liz.lawrence@bcu.ac.uk

Support and Administrative Staff

Name: Lee Lawrence
Role: Course Coordinator
Location: SCT 152
Email: lee.lawrence@bcu.ac.uk

Name: Nadim Hussain
Role: Placement Coordinator
Location: SCT 152
Email: Nadim.Hussain@bcu.ac.uk

Name: Janice Wright
Role: Librarian – Learning, Teaching and Research Services
Location: Seacole Library
Email: janice.wright@bcu.ac.uk

2. Your campus

City South map and campus information

[Directions and a map for City South Campus](#)

There is a canteen, Costa Café, Starbucks and Students' Union bar (The Social Kitchen) which sells hot food and drinks, including snacks and sandwiches on the Ground floor of Seacole building. The Students' Union shop on campus sells a range of stationery and University merchandise as well as newspapers, drinks and snacks.

IT facilities are available on the ground floor of Seacole building and there are extra laptops for student use. The Students' Union is based on the Ground floor of Seacole building, with a full range of services available.



Local amenities

The closest supermarket is Morrisons at Five Ways island which is within walking distance of the campus. The campus is very conveniently situated within walking distance of Broad Street which is the centre of Birmingham's vibrant night life.

The University's campuses require you to have your University ID card with you to access the buildings. Please bear this in mind if



you travel to other campuses. Access to City South Campus requires you to have your University ID card. This must be carried at all times.

Safety and Security

BCU is committed to providing a healthy and safe working environment for learning and working. You are expected to take care of your own health and safety, and to observe our health and safety procedures so that you don't put others at risk.

The University has an approved Safety Policy which can be obtained from the faculty office or The University Health and Safety Administrator. They can be contacted at Joseph Priestley building on 0121 331 5365.

You are responsible for the safety/security of your personal property. All personal property (including motor vehicles) is brought onto University property entirely at the owner's risk. We do not accept responsibility for any loss or damage to property however caused. Any thefts of or damage to personal property should be reported immediately to the University Security Manager, telephone +44 (0)121 331 6080.



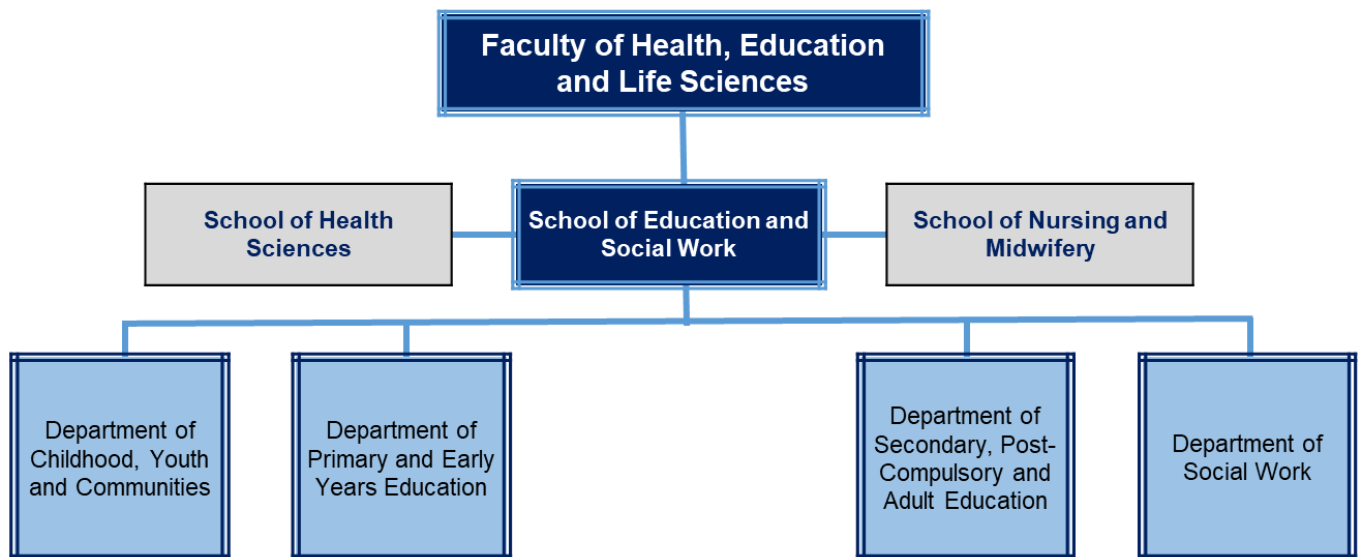
Library information

For information about library services, visit their website: www.bcu.ac.uk/library

Where do I fit in at BCU?



Your course resides within the School of Education and Social Work, which is one of three Schools making up the Faculty of Health, Education and Life Sciences (HELS). The figure below outlines the HELS Faculty, and School of Education and Social Work structure.



3. Your Course

Course Specification

Every course offered by Birmingham City University has a course specification. A course specification sets out the knowledge, understanding and skills that a student who finishes the course will have gained. The course specification also gives details of the teaching methods which will be used on the course together with information about how students will be assessed (for example by written examination or coursework assignment).

The course specification for your course can be found here [US0686 BA \(Hons\) Primary Education with QTS.pdf \(bcu.ac.uk\)](https://www.bcu.ac.uk/US0686-BA-(Hons)-Primary-Education-with-QTS.pdf).

Course aims and objectives

The aims of the course are to:

- enable you to become a committed, confident, collaborative and creative primary school teacher who is equipped with the skills and knowledge needed to lead the learning for a range of learners
- develop your ability to enhance your own practice through reflective and critical evaluation of curriculum, research, policy and practice
- enable you to become a highly accountable and professional teacher with a commitment towards equality, diversity and inclusion, and to make a positive contribution to your community
- enable you to become a reflective future leader in innovative practice, with a commitment to optimising life chances for all children and with the ability to respond to change and manage it positively
- develop your understanding of the value of education for all children within a global context

Intended learning outcomes and the means by which they are achieved and demonstrated:

1. To meet the Core Content Curriculum for Initial Teacher Training as outlined by the Department for Education, following the Birmingham City University's .
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework.pdf
2. To work towards the final outcomes in line with the *Teachers' Standards* (published by the DfE 2012). You can view online or download at:
<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>
2. To demonstrate a high level of commitment towards continued professional development
3. To demonstrate a high level of commitment towards equality, diversity and inclusion
4. To be able to communicate effectively, in accurate spoken and written English with a wide range of people including children, parents, colleagues, professionals involved in the education and well-being of children.

Some of your modules may include online learning support. If this is applicable, more information will be provided by your course tutors and in the relevant module descriptions.

Requirements for English and Mathematics

Prior to the award of QTS, providers must assure the trainees' meet the requirements for English and mathematics.

Providers must assure that trainees demonstrate competence in the following areas:

- Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity.
- Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly and coherently using correct spelling and punctuation.
- Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers.
- Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages.
- Teachers should be able to solve mathematical problems using a variety of methods and approaches including: estimating and rounding, sense checking answers, breaking down problems into simpler steps, and explaining and justifying answers using appropriate language.

It is the responsibility of the trainee teacher to ensure that they have a secure knowledge and understanding of English and mathematics as stated above. Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of your training.

EYFS Framework and National Curriculum

In all subjects of the National Curriculum and RE knowledge audits are undertaken, followed by a variety of tasks and support mechanisms appropriate for the subject, in order to provide evidence of your own subject knowledge. Taught sessions will develop understanding of the EYFS and/ or National Curriculum. The provision of ICT skills is mapped throughout the course. You will have opportunities to develop your skills and to use them in the assessment of your studies. The School has developed a "virtual classroom" and the Innovation Studio which will enable you to develop your professional practice on line.

Study skills

Personal Development Tutors (PDTs) meet trainees regularly to monitor professional development. In Term 1 you will meet your PDT to discuss any prior achievement which may affect your progress on the course. In Term 2 you will take your first marked assignment to the PDT to discuss any study skills support which may be required. At the end of each year of the course, you will take part in a transition programme during which you will meet your PDT to reflect on your academic and professional progress and to set action points which inform your Professional Development.

Progress is monitored through the systems in place whereby PDTs have access to your assignment grades, school based training observation sheets, summary booklets and other documentation.

Your modules will include online learning support. More information will be provided by your course tutors and in the module descriptions.

Cross-curricular themes and issues

Cross-curricular themes and issues such as citizenship, sustainability, Personal, Social and Health Education (PSHE), multicultural and gender issues will be addressed throughout the course. In Year 1 you will study child development in a structured module. In your final year, you will study a module in current issues in education which will ensure that you are up to date in your understanding of current legislation impacting on teachers in primary and early years settings. This module will prepare you for study at Masters level should you decide to continue with your studies.

School-based training

This course complies with the requirements of the Teachers' Standards published by the DfE (2012) which identify the Professional Standards that all trainee teachers must meet if they are to be recommended to the DfE for Qualified Teacher Status. As a trainee on this course you will therefore spend sustained periods of time working in different primary schools or settings so that you can demonstrate in professional contexts that you have met the DfE Teachers' Standards 2012. You will be assessed formatively against curriculum and the BCU Themes and at the end of the course by the Teachers' Standards by teaching colleagues in the schools or settings in which you are placed, and by Faculty tutors. Schools participating in this training process will receive a proportion of course resources after concluding a formal partnership agreement with the Faculty. The partnership agreement requires schools or settings to ensure that their staff are familiar with Faculty procedures for trainee placements, that appropriate staff attend Faculty-run training sessions about teaching practices and that trainees receive appropriate levels of support whilst on teaching practice.

Progress Journals

A Progress Journal will be completed during each school based training placement, reflecting on and recording progress. The journal will be shared with school colleagues and university staff. Trainees will engage in Professional Development Discussions with their tutors, mentors and class teachers throughout their course to show their progression in the BCU Key themes towards the Teacher Standards.

Evaluation

The mechanism to ensure the monitoring of learning and teaching strategies is, through the course evaluation policy, organised by the Course Leader.

The objectives of the course evaluation process are to:

- establish the extent to which the course is meeting its aims and objectives;
- contribute to the ongoing improvements of the course and its constituent modules.

The Module Leader oversees the evaluation of a module. Year Tutors, Course Leaders and External Examiners collate and report on the effectiveness of modules for the year. They also undertake an annual monitoring exercise to elicit trainee satisfaction with the educational experience received during that year of the course taken as a whole.

The Course Leader is responsible for compiling the Course Annual Report which is approved by the Head of School and the Associate Dean for Quality Enhancement. Course Annual Reviews culminate in course action plans for the forthcoming year and their implementation is monitored.

Course structure - BA QTS (Hons)

You join the course with the expectation that you will pursue QTS. Where, for exceptional reasons, or failure to meet the required Teachers' Standards (2012), this is not possible the following may be awarded if you otherwise gain the necessary credits at appropriate levels.

➤ **Certificate of Higher Education Primary Education**

The certificate will be awarded if you leave the course with 120 credits at level 4.

➤ **Diploma of Higher Education Primary Education**

The diploma will be awarded if you leave the course with 240 credits, 120 of which must be at level 5 and the remainder at level 4.

➤ **BA (Honours) Primary Education Studies**

The honours degree will be awarded if you leave the course with 360 credits and have chosen not to undertake the level 6 school based training module.

You will be given a timetable at the beginning of each academic year which provides an overview of that year. However, the course timetable is very busy and, when not on school-based experiences, you will be expected to attend most days from between these hours 09:00 to 18:00 hours. Mostly this will be 4 – 6 hours of face to face teaching, or 2 – 4 hours of online teaching.

The course has been designed to provide you with the opportunities to become a critical, analytical, reflective trainee with the skills to learn independently. Through the taught modules and the school-based experiences you will have the opportunity to develop the knowledge, skills and understanding necessary to undertake assessments and to meet the necessary criteria and Standards required by the DfE to be granted QTS.

This award is governed by the Standard Undergraduate Assessment Regulations (SUAR).

[Further information can be found on iCity](#)

In addition to the requirements in these regulations, candidates for the award of BA (Honours) Primary Education with QTS must:

- satisfy the DfE requirements concerning 'Teachers' Standards for Qualified Teacher Status' or any other requirements of the National College for Teaching and Leadership (NCTL) [formerly Teaching Agency] or DfE as may be in force.

Your course offers you the opportunity to complete 120 days in school to meet the requirements of the DfE for 'qualified teacher status'. As well as attracting credits for your degree, school placements are vital in providing the opportunities to develop professional skills and enabling demonstration of the BCU Key Themes, in line with the Core Content Framework, leading to the Teachers' Standards required of Newly Qualified Teachers.

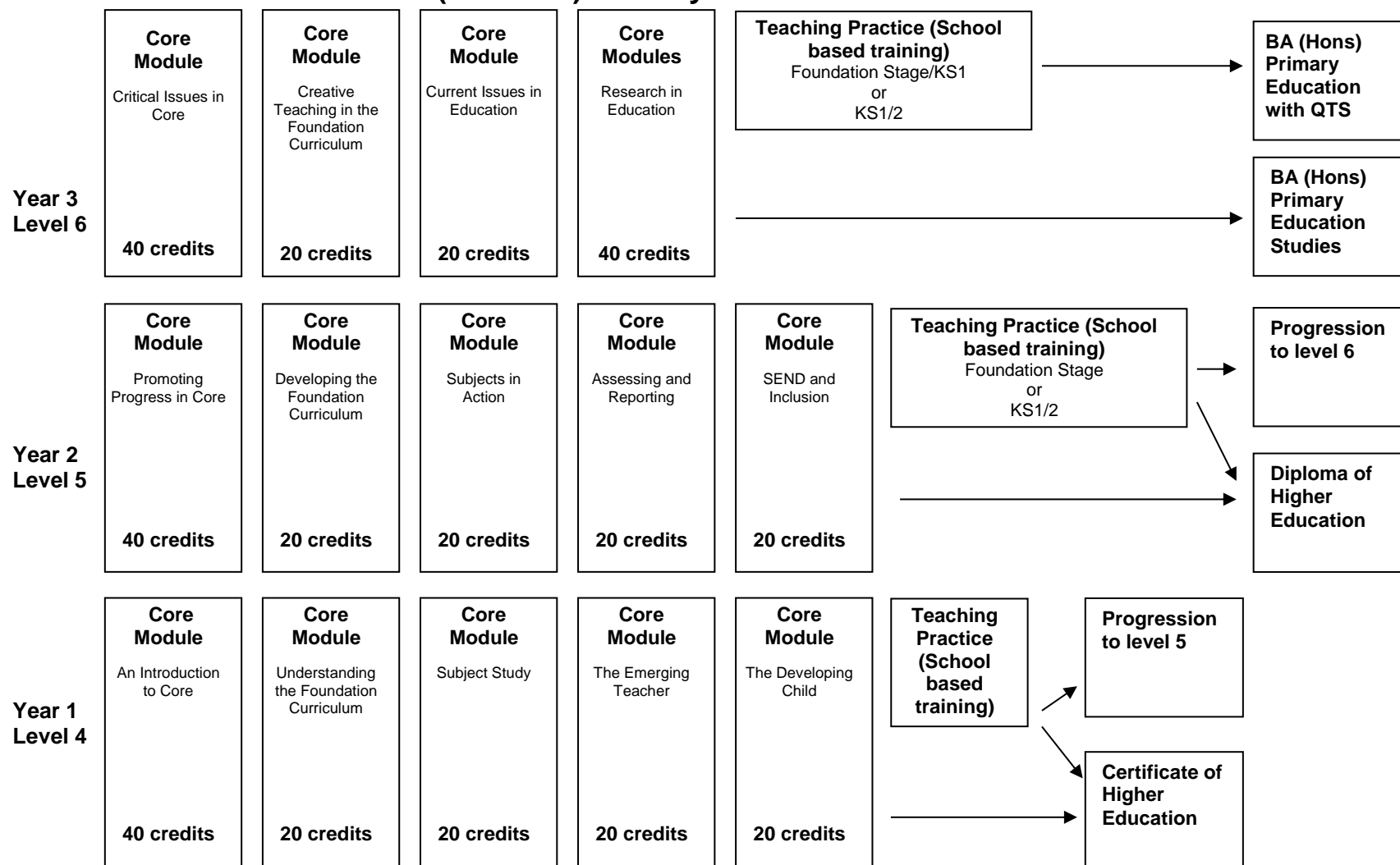
The BCU Key Themes are demonstrated through school based training, through Faculty-based work and the completion of modules. Systems of profiling enable trainees and tutors to track the development of these key themes and make essential links between those which are demonstrated through Faculty tasks and modules and those which are achieved in school.

On Moodle you will find details of all the modules relevant to the course. You must pass all compulsory modules at each level in order to progress to the next level of your course.

- **Course Structure Diagram** - the structure diagram for this course is set out on the next page.

Further information is available in the Teaching and Learning section.

BA (Honours) Primary Education with QTS: Course Structure



Timetable

The timetable overview for each Year of the course is available on Moodle.

Module overview

Each module will be introduced to you in detail before it commences. There are reading lists for each module available through the library which you can access online. You will be able to access the materials for each module on Moodle, when relevant to your course progression.

Procedures for selecting options

You will be able to choose a subject focus in the subject study modules. You will be introduced to these options later in the term and the selection process will be explained. These modules, along with other elements of the course, will enable you to study a subject in more depth. You will be required to make your selection online at a given time, indicating your preferences, and will be required to be flexible by offering second and third choices.

Rapid Improvement Targets (RIT)

Where trainees are not making expected progress, are not acting upon feedback or there are concerns relating to any course expectations the Rapid Improvement Target Procedure will ensure that all trainees are supported and offered intervention where necessary.

The full process for the use of Rapid Improvement Targets (RIT) will be explained to you and a full version of the procedure is available on Moodle.

Where the use of RIT does not result in a successful outcome or in cases where the placement ends prior to the published end date the case will be referred to the Head of Department who will review using the 'Placement Review' process.

Fitness to Practice

This course will prepare you for entry to a profession which makes high demands on its entrants in terms of their professional conduct, values and attitudes. On rare occasions the Faculty may need to invoke the University's Fitness for Practice/Study policy which can be found [here](#). Examples of when this might occur include:

- when you have physical or mental health problems which may put you or others at risk;
- when you demonstrate unprofessional behaviour;
- where there are serious breaches of The Code of Conduct and BCU Key Themes;
- disclosure of information about yourself or your previous conduct that you have not already disclosed on your application form or in your interview that may impact on your suitability to teach;
- you have previously been removed from an ITT course because you have behaved in a way that indicates you may not be suitable to work with children, or you have left a previous ITT course before completing;
- when you have committed an offence under the University's Student Disciplinary Procedure which raises doubts about your professional suitability.

Course calendar

Year plans and assessment maps for each year of the course can also be found on Moodle.

Some aspects of your course such as timetables and reading lists could change from year to year. Please see the University's [Terms and Conditions](#) for further information.

Year 1 timetable overview is available in your Welcome information.

4. Learning and Teaching

You will experience a wide variety of learning and teaching approaches that are designed to develop your confidence, knowledge and skills as you progress through the course. We will support you in the transition to university through an induction process, confidence building activities, group work and a carefully-planned course with a range of developmental formative and summative assessments. Your course will be interactive, engaging and challenging and is designed to promote independence so that you become a confident, committed, creative and collaborative teacher ready to join the teaching profession. This range of approaches will engage you in deep learning, foster your development as an autonomous learner and build your capacity to become a lifelong learner.

The content of the course is research-led, innovative and responsive to change and we employ a variety of learning and teaching approaches that focus on modelling good practice which, as a trainee teacher, you shall be encouraged to use in the classroom.

The course comprises five strands that combine to enable you to develop your skills and knowledge to become committed, creative and confident primary school teachers.

The strands are as follows:

- Core (English, Mathematics and Science and/or the prime and specific areas of learning from the Early Years Foundation Stage Curriculum),
- Professional Studies
- Foundation (all other National Curriculum subjects and/or the prime and specific areas of learning from the Early Years Foundation Stage Curriculum),
- Subject Study
- School-Based Training.

These strands are repeated in each year of study to enable you to build up your knowledge, understanding and skills in each key area. The School-Based and University-Based aspects of the training course are interlinked and interdependent.

At each level of study, you will experience a range of assessments and types of feedback to support your continuous learning. These assessments will vary in nature including written essays, presentations, portfolios and creation of lesson plans or resource packs. Each type of assessment will encourage you to develop a range of important transferable skills including:

- developing your academic writing skills
- presentational skills
- collaboration and team work
- research skills
- planning creatively for children's learning
- developing critical engagement
- developing your digital literacy skills

BCU Key Themes are used to evaluate and assess your progress. These are:

- A) How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
- B) How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

- C) How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and wellbeing.
- D) How trainees plan and assess learning to ensure that all pupils make progress.
- E) How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
- F) How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

Types of course delivery

You will attend a range of different types of teaching on the course , enabling you to learn in a variety of ways. These will include:

Lectures live online:

Lectures are used occasionally, mainly to deliver information, such as assignment briefs, to larger groups. Talks from invited outside speakers and professional informative talks may also be delivered via lectures. These meetings will be carried out using Microsoft TEAMS, an online meeting platform.

Group work:

Most taught sessions are delivered through small-group teaching in classes of up to 35 trainees. In order to ensure safe distancing we will sub-divide groups as necessary. As part of these sessions, we expect you to engage with the mode of delivery, taking part in whole class and smaller group discussions, presentations and practical work (this may, at times, also include work outside). You will be asked to engage with groupwork online, at times. We use a range of teaching and learning opportunities to fully demonstrate the different types of activities you could use effectively as a primary school teacher.

Tutorials:

You will be expected to attend tutorials with your PDT at several points throughout each year of your course . Please keep in touch with your PDT. These will be mostly carried out through Microsoft TEAMS meetings, but face to face meetings can be requested.

Self-directed study:

As part of taught sessions, you will be set self-directed study. This may include tasks such as set reading, reflective writing or research into different topics. These tasks are set to further develop your understanding of the areas and subjects being studied and are planned to support the learning in class. It is essential to engage with these tasks to be successful, as well as take responsibility to carry out your own research and reading, available through the library services.

Moodle:

Moodle is used throughout the course and should be accessed regularly. Tutors will upload documentation for taught sessions as well as assessment information, self-directed study tasks and links to key reading. Assignments are uploaded and returned via Moodle and messages are also sent using it, so it is important to ensure you access your modules regularly.

Attendance

The University is keen to ensure that all students gain the maximum benefit from their course of studies. We believe in working in partnership with all students to ensure you are as supported in your learning as possible and are able to get the most from what is on offer here at Birmingham City University.

Academic research across the education sector indicates a strong link between levels of student participation and academic achievement. As part of our learning community, we expect you to take responsibility for your attendance and active participation in your studies.

The University monitors attendance and we undertake to contact students if their levels of participation gives cause for concern.



It is essential that you have your ID card with you at all times and take it to all scheduled sessions in order for your attendance to be recorded.

Make sure you know what the attendance expectations are for your course, particularly if there are placement or Professional, Statutory and Regulatory Body (PSRB) requirements.

To be awarded Qualified Teacher Status, trainees must meet all standards for primary teachers as laid down by the DfE. We are required by the DfE to audit your knowledge and understanding of English, Mathematics and Science at an early stage of the course, and make arrangements, where required, to ensure that gaps in your knowledge are filled by the end. This may involve tests, self-assessment and individual study courses.

Further guidance and expectations about your obligations are detailed in the University Student Attendance Policy available on the [Student Contract](#) section of the University website.

You should also be aware that the University has a responsibility to inform the Student Loans Company and, in the case of international students, UK Visas and Immigration, in the event of significant and/or unauthorised absences from taught sessions.

Academic ethics

During the course of your studies you may become involved in research and projects that have potential ethical implications which would need to be reviewed by the Faculty Academic Ethics Committee. When you need to conduct research your tutor will discuss with you how to make ethical considerations and the process of applying for ethical approval. Further information can be accessed through iCity.

More information about research ethics and the Faculty processes and procedures can be [found here](#)

5. Assessment Information

How you will be assessed

[For general information about assessments, have a look at the iCity pages.](#)

- **Faculty-based Assessment**

You will be assessed in both the theory and practice of teaching in the Faculty and in schools. Assessment is designed both to develop progression in learning and to ensure that achievement is at an appropriate level. Additionally, assessment within the course will provide opportunities for trainees to demonstrate the range of *Teachers' Standards* required by the DfE.

This is a vocational qualification which encompasses several complementary elements of work. You will engage in work focusing both on teaching studies, and on your chosen subject study area. You will therefore need to demonstrate a balance in your achievements across these elements as it would be undesirable for either of these two elements to justify weaknesses in the other.

For a detailed explanation of the course structure, you should refer to Section 3 of this Handbook. In brief, each year of the course comprises 120 credits that are gained through a range of modules, school placement modules have 0 credits and are pass/fail. With the exception of these placement modules, each 20 credit module carries a 3000 word (or word equivalent) task. However, not all modules are assessed through a written assignment; some may require you to work as part of a team to make a presentation; individual presentations or making resources and evaluating these. The way in which modules are assessed has been carefully considered to provide a range of assessment modes, matched to the module content and learning outcomes.

Assignments are carefully mapped and spread throughout the year to enable you to manage your workload and to benefit from feedback which will inform future assignments.

You are required to pass all modules before you can proceed to the next level of study. Failure in any module may not be compensated. In the event of your failing an assignment, you will normally be given opportunities to resubmit before the start of the next academic year. You will be able to gain tutorial support to help you in this situation. Resubmitted work is normally capped at 40%. If you fail a module, in some cases you will have the opportunity to submit an 'in year retrieval', if you are unsuccessful you may be allowed a final submission. If you fail to submit at first attempt or the assignment is due in the summer term you will be allowed only **one attempt** at resubmission. It is therefore extremely important that you submit all work at first attempt so that, should you fail, you can receive feedback that will enable you to improve and pass the module as there are only two attempts permitted. Further details of the regulations which cover these matters can be found in the Standard University Assessment Regulations.

You will be offered a resubmission attempt if you hand in your assignment and it fails to pass. Non-submission of an assignment will also be considered as a fail and you will also be offered one further opportunity to resit.

If you find that any of your examinations are scheduled during a major religious festival which you observe, and you regard this as a problem, please talk to your Course Leader.

- **Assessment criteria**

Each module is assessed against specific, levelled criteria which are included in the module description and which reflect the learning outcomes of that module. These criteria specify the minimum requirements for passing a module; they are also graded in bands to indicate how percentage marks have been achieved. You will be provided with detailed criteria sheets at the start of each module.

All work is marked on a percentage basis, with the exception of school placements which are marked on a pass/fail basis. This is because school placements encompass built-in variations which would make percentage marking highly problematic. You will receive detailed feedback on how your mark has been derived.

- **Additional assessment**

All trainees are required to discuss and share evidence to demonstrate that you have met the requirements for Initial Teacher Training, as outlined in the Your Course section.

What happens after I submit my work?

In most cases, coursework assessments are submitted via Moodle, using Turnitin, as outlined above. Submission details will be given in the Module Guide and Assessment Brief for each module. In most cases coursework is marked anonymously.

Following submission or presentation, your work will go through a rigorous process to ensure that it is marked fairly and accurately. This process includes:

First marking

First marking refers to the initial scrutiny of the assessment by the allocated marker. For written assignments, this will include annotating scripts electronically and such annotations will form part of students' overall feedback. Comments should relate to learning outcomes and marking criteria and may include reference to:

- Academic discussion and debate
- Application to professional practice
- References and referencing system
- Structure and writing style

Second marking

Second marking refers to cases where two assessors mark an assignment. The first marker's role is to mark the assignment, allocate a grade and provide feedback. The second marker's role is then to confirm or otherwise the allocated grade and feedback. Second marking may take the following forms:

- Full second marking: second markers mark all assessments
- Sampled second marking: second markers mark a sample of the full set of assessments
- Open second marking: where the mark and feedback is known to the second marker
- Blind second marking: where the mark and feedback is not known by the second marker.

Double marking

In the case of double marking, two assessors mark an assignment concurrently and subsequently agree a mark and feedback. This may be suitable for 'real-time assessments'

e.g. presentations, vivas and practice-based assessments or to meet professional body requirements.

Internal moderation

Internal moderation is a process that is required by the University to confirm that the marking process has been conducted consistently, with no problems identified (for example marks added up incorrectly within a paper or inconsistencies in marking). It is undertaken independently of the marking team following the completion of the marking process prior to external moderation by the External Examiner. Internal moderation is usually done through sampling.

External moderation

External Examiners reviews all assessments where they contribute to a final award and where PSRB requirements stipulate. The External Examiner role is to moderate marking and to ensure that the assessment has been carried out fairly and impartially whilst maintaining University standards. External moderation is usually done through sampling.

• Examinations

Examination scripts are marked using the same processes for marking and moderation and for scrutiny by external examiners described above.

- You will not receive a feedback sheet containing individual comments on your performance. However, your tutor will give feedback to all those students who took the examination in the form of a written paper which describes the kind of answers which received good marks and the kind which were given lower marks. If you are worried about your performance in the examination and would like to talk to a tutor about it, please see your module tutor.

• Professional body requirements

QTS is awarded by the DfE on recommendation by the University. Therefore it sits outside the modular assessment framework.

In order to be recommended QTS you must satisfy all the teaching standards as currently laid out in the *Teachers' Standards* (2012). You will be prepared to meet these Standards throughout the course, and will be assessed on each school placement to ascertain the extent to which you are moving towards meeting the Standards. The school placement module outcomes reflect this process. During each year you will present evidence demonstrating how you are meeting the *Teachers' Standards*.

• How feedback will be given on assessed work

When you submit your work, you will include a copy of the criteria sheet which will be returned to you indicating how your percentage mark has been achieved. You will also receive detailed written feedback from the marker when your assignment is returned.

Your PDT will maintain an overview of your progress and will be able to advise you as to any steps you can take to improve the quality of your work. If necessary, they may advise you to seek further help from Student Services.

• Referencing

Plagiarism is defined in the Library's guide to referencing as "claiming other people's thought or data as your own". Referencing your work accurately enables you to acknowledge all the sources of information, data and ideas that you have used in your assignments.

All courses in the School of Education and Social Work use the Harvard method. You should refer to the guidelines published by the Library for details of this. Footnotes are unnecessary in this system and instead you should include **a list of references** at the end of your assignment, listed in alphabetical order of author.

The Library guide includes detailed information on referencing, including how to cite unpublished material, secondary sources and internet resources. It can be found on the Library's [web pages](#). You are strongly advised to refer to the module reading lists and the library support materials, specifically regarding referencing, whenever you write an assignment.

• **Assessment regulations**

The way in which your work is assessed is covered by the University's Assessment Regulations.

The regulations include information about:

- Modules, levels of modules and the credits which attach to them;
- Requirements for passing modules;
- Requirements for progression to the next level of your course ;
- How to achieve an award with Commendation or Distinction and how degree classifications are calculated;
- What happens if you fail a module.

Your course is governed by the **University Academic Regulations (20 credit)**. You can find [a copy of the University Academic Regulations to download from iCity](#).

Avoiding allegations of academic misconduct

The University takes allegations of academic misconduct (i.e. cheating), in any form of assessment, very seriously. We class it as a disciplinary offence if a student attempts to gain or helps someone else to gain an unfair advantage over other students. Students who are suspected of academic misconduct may have to attend a formal hearing to explain their case, and if allegations are found to be justified then the penalties can be severe. [Read the Academic Misconduct Procedure on iCity](#) for further information.

Here are a few simple principles to follow to avoid allegations of academic misconduct:

In exams:

- Don't attempt to see the paper before it is published.
- Don't ask another student for help during the exam or copy another student's work.
- Don't let another student copy your work.
- Don't take unauthorised materials into the exam room.
- Make sure you know what equipment/materials you can use in the exam (i.e. calculator) and make sure the permitted materials are clear of your additional notes and other recorded information.

In coursework:

- Don't pass off someone else's work as your own. This is plagiarism and is viewed very seriously by the University.
- Acknowledge all sources that you have used in your assignment or project. For advice on referencing contact the Centre for Academic Success.
- Use quotation marks if you are using the exact words of another person.
- Don't submit a piece of work that you have already submitted in whole or in part for an assessment elsewhere. This is called duplication and, like plagiarism, is viewed very seriously by the University.
- Check with your course team whether you can work with others on your coursework, and if so, be sure about what you should be doing on your own.
- Don't allow others to copy your work, or lend your work to other students.
- Don't make up data to prove your point.

Click for more information on iCity on [referencing your work](#) correctly. Further information is accessible through the library, as above.

Submitting coursework and attending exams

All assignments are submitted electronically through Moodle (unless otherwise stated for presentations or practical work for example). An assignment submission point and an electronic coversheet will be available on Moodle for each module. Full instructions and guidance on how to submit your work will be given during taught sessions and supporting documents will be on the relevant Moodle homepages to support you.

Please note that all Undergraduate Full Time student coursework has to be submitted by 12.00 noon on the day of submission. Any late submissions will be subject to capping in accordance with the regulations that are applicable to your course .

Keep a copy of your submitted work for your own records and ensure that you 'back up' your files to ensure that your work is secure.

Any work that cannot be submitted electronically (artefacts, portfolios) should be submitted in person. The module tutors will give details of this for any module with specific requirements.

Your mark and feedback on your work will be available through Moodle 20 working days (approx. four weeks) after the deadline date. This will be available by the end of the working day. If work is delayed, you should be informed by your module tutor of this delay.

You will be given an assessment map to show all hand-in and hand-back dates each year.

If you have any problems submitting your coursework, please contact your Personal Tutor or the Module tutor for help and advice. Please give yourself plenty of time for submission as late submission could incur penalties.

Before you take an exam, make sure you read the exam procedures available from your faculty. These will cover:

- Proof of identity
- Late arrival
- Items you can and cannot take into the exam with you
- Leaving the exam early
- Academic misconduct



If you anticipate any problems with submitting work for assessment please discuss this with your module leader, personal tutor or course leader at the earliest opportunity so that appropriate advice and support can be given.

There may be times when you feel that due to circumstances beyond your control, you are unable to submit an assignment or attend an exam (for example, if you're ill). In such cases, you can apply under the University's procedures for the consideration of extenuating circumstances for either:

- A deferral (which means that you will take the assessment at the next available opportunity)
- Or
- A coursework extension of 10 working days to the coursework deadline.

There are strict timescales by which an application must be submitted. You are strongly advised to familiarise yourself with the procedure, the timescales and evidential requirements currently in operation.

Current information on the procedure can be found on the [Appeals and Resolutions](#) iCity page.

The [Students' Union Advice Centre](#) can also provide useful guidance when you make a claim.

It is your responsibility to ensure that you are familiar with the procedure and that you access the most up to date version which is available from the Appeals and Resolutions (formerly known as Complaints and Appeals) link above.

You need to ensure that you understand the academic regulations that govern your course and that you are clear about the implications of failing to submit your work on time and of having a claim for extenuating circumstances rejected.

If you have longer term problems which you think are likely to last more than three weeks, you should discuss with your Personal Tutor or Course Leader whether it would be in your best interests to apply to withdraw temporarily from the course— this is called 'taking an interruption of studies'. For further information, contact your Faculty Office.

Academic queries and appeals procedure

If you can demonstrate that there has been an error or irregularity in an assessment, or at an examination board, that has adversely affected the outcome of your assessment you may submit a claim under the Academic Queries and Appeals Procedure.

There are strict timescales by which an application must be submitted. You are strongly advised to familiarise yourself with the procedure, the timescales and evidential requirements currently in operation. [iCity has the latest information about the procedure.](#)

Again, the [Students' Union Advice Centre](#) can also provide useful guidance when you make a claim.

Please note that you are not able to make a claim that challenges academic judgement. You must seek guidance from the person that has marked your work if you have any queries or concerns about your mark.

It is your responsibility to ensure that you are familiar with the procedure and that you access the most up-to-date version available from the Appeals and Resolutions link above.

Taking your assessments

It is extremely important that you attend, or hand in work and assignments on time for every module that you've registered to take in the year.

If you fail any of the modules you've taken, you will be required to re-take them. There are also limits on the number of times that you can re-take. Having to re-take modules also means that your workload will be increased and you will be putting yourself under more pressure and under certain circumstances you may not be able to progress to the next year with all your peers.

Your Course Leader, Student Affairs, the Centre for Academic Success and the Students' Union Advice Centre are all on hand to offer advice and support on assessments.