

Postgraduate Certificate in Education (PGCE)

ITT Programme Handbook

Secondary 2017-2018

DISCLAIMER

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session. *This handbook is available in alternative formats on request.*

Welcome from the Associate Dean

Dear Students,

Welcome to the University of Southampton and good luck on the year to come. As an incoming student on one of our PGCE programmes, you've already demonstrated your ability through your undergraduate studies, and we're glad you've decided to continue your education with us at Southampton.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and innovativeness of your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and ultimately overseeing all matters to do with your education and its assessment and quality. I have a commitment to ensuring the best possible student experience and, if all is working well, I will be like the duck on the pond - calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our different and cutting edge way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you outside of your studies. Most of all, we hope that you will be happy during your time with us. This will shine through, and your positivity will be a beacon for friends, for opportunity and for achievements. Our staff are ready and willing to help you on that journey and we will be delighted to hear from you.

For now though, welcome to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,



Jim Anderson
Associate Dean (Education & the Student Experience)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

How does this Handbook work?

Section One

This section outlines important University information and regulations, of which you need to be aware. We suggest that you read this information carefully and refer back to it if you have any questions through the year.

Section Two

This section outlines important information specific to Initial Teacher Training and it is important that all Trainee Teachers familiarise themselves with the information contained here.

Section Three

This section is specific to your programme of study and provides more detailed information specific to the Primary, Secondary or Further Education PGCEs.

At this stage the handbook probably looks very long and complicated. We have deliberately collated all the main information in one place in response to previous feedback and we strongly encourage you to download it and store it electronically so that you can easily search for any information.

The University is committed to being environmentally conscious, so we will not be issuing a paper copy.

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Part One: General Information and Regulations

1 General Information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2017/18 academic year. It will complement the University's Student Portal. You can access the Portal by logging on to [SUSSED](#), using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

FSHMS HUB

The [FSHMS Hub](#) is an information resource for undergraduate and postgraduate taught students in the Faculty of Social, Human and Mathematical Sciences. This is designed to be a one-stop shop to direct you to everything you need to navigate your academic journey with us. Containing How To Guides, links to services across the University, copies of all the forms you might need, contact details for academic staff members and your Student Offices, and much, much more, this should be your first port of call for any information you need as a student in the Faculty. You can access it on Blackboard near the bottom of your list of courses.

Resource	Weblink
Academic integrity	http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html
Blackboard	http://blackboard.soton.ac.uk/
Faculty website	http://www.southampton.ac.uk/about/departments/faculties/faculty-social-human-sciences.page
Faculty staff information	Southampton Education School
Library	http://www.soton.ac.uk/library/
Programme and module descriptions	<p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard (see above).</p> <p>Your programme structure (ie which modules make up your programme) is available in your programme specification and via the online programme catalogue, which is accessible via Banner Self Service.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from http://www.southampton.ac.uk/education</p>
Programme regulations	The Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes should be read in conjunction with your own programme regulations which detail any supplementary regulations specific to your programme of study.
Educational support services	Enabling Services provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.
Academic skills hub	http://library.soton.ac.uk/sash

1.1 Your Student Office

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

Opening Hours: Monday to Friday
9.00am to 5.00pm

Location and contact details:

Building 34, room 2009

PGCE Primary (PGCEPrimary@southampton.ac.uk)

PGCE Secondary (PGCESecondary@southampton.ac.uk)

PGCE FE Learning & Skills (pgcefe@southampton.ac.uk)

PGCE Primary/Secondary Partnership (partnership@southampton.ac.uk)

1.2 How we keep in touch with you

Email

We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. It is your responsibility to check your University email account regularly and you must not let your inbox exceed your storage limit. Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence

Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites

We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to disciplinary action within the scope of the [University's Regulations](#).

1.3 Confirmation of your student enrolment status

The Faculty Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters*' within the [fees section of the University Calendar](#) for a list.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via Banner Self Service.

2 Supporting you through your studies

2.1 Supporting students with disabilities, mental health conditions or specific learning difficulties

[Enabling Services](#) provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.

2.2 The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a Personal Academic Tutor. Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career in timetabled tutorial times and school/college visits and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor. The Senior Tutor, Gary Kinchin will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

In the phase specific sections of the handbook you will find further guidance on the role of Personal Academic Tutors on the PGCE programme.

2.3 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. You may wish to ask your GP for written confirmation of your health difficulties if you feel that these may be affecting your academic performance, which you may then wish to pass on to your Personal Academic Tutor. More information can be found in the [General Regulations – Attendance and Completion of Programme Requirements](#).

If you are absent due to illness you must contact the ITE office and your tutor by email on the first day of absence. If your absence is for longer than 5 days you will need to submit a doctor's certificate.

2.4 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your academic tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

2.5 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these circumstances to be considered by the Faculty you must complete a Special Considerations form. **It is important that you submit this to your Student Office in a timely manner (normally not more than five working days after any assessment or deadline that may have been affected by the circumstances).** All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. You will be notified of the outcome of your claim once the Board of Examiners has considered the recommendation of the Special Considerations Board. Full details of the University's policy on Special Considerations can be found [here](#).

2.6 Fitness to study

The [Fitness to Study](#) policy applies to enable the University to respond appropriately to situations where visible signs of illness, mental health difficulties, psychological, personality or emotional disorders may have a profoundly disturbing impact on the functioning of an individual student and/or the wellbeing of others around them. The University has a positive attitude towards those with impairments and is committed to maintaining students' wellbeing. The policy identifies the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

2.7 Suspending your studies

Should you feel that you need to take some time out from your studies, known as [interrupting your studies](#), you should first discuss this with your personal academic tutor. A Suspension Request form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations – Transfer, Suspension, Withdrawal and Termination](#).

Suspension from the School Direct programme will need to be discussed with the placement school/college, the lead school/college and the University, on an individual basis.

It is the duty of the Trainee Teacher to make clear their intentions to return to the programme **at least 4 weeks prior to restarting the programme**. This should be initiated by the Trainee Teacher first through making contact with the Tutor involved in agreeing the original period of suspension or the Programme Director if the Tutor has ceased employment in the time of the suspension. Failure to make contact by the agreed time of re-entry would result in the Trainee Teacher being removed from the programme.

In determining the duration of any suspension and the most appropriate time for the Trainee Teacher to return to study, due account will be taken of the structure of the programme as well as the Trainee Teachers' needs. The time away from the programme is calculated against the expected time required to complete with success. Often this means a bit longer than the actual period of the programme missed.

Trainee Teachers will be required to have a re-entry interview with their tutor based on the completion of a clear action plan on how they expect to proceed before being re-admitted to the course. Advice on how to address the difficulties will have been given as part of the conditions of suspension. This action plan must be agreed between the tutor and the Trainee prior to re-enrolment. If the tutor is concerned about the adequacy of the action plan then the Trainee will be advised **once** to amend the action plan to meet the standards to return. If the action plan and standard of work for re-entry remain unacceptable, the Trainee will not be re-admitted to the programme. Action plan templates are available from tutors and Programme Directors.

It is ordinarily expected that Trainee Teachers will return to the programme within 12 months of suspension to complete. Extending beyond this timescale will only be considered in the most exceptional circumstances and will be considered on a case by case basis.

Failure to make contact, complete the action plan or demonstrate a genuine wish to re-commence will be taken as indication that the Trainee Teacher does not wish to re-enter the programme. In these instances steps will be taken to terminate the registration.

2.8 **Withdrawing from your studies**

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations – Transfer, Suspension, Withdrawal and Termination](#). The Students' Union Advice Centre has developed a Guide for students.

Trainee Teachers are free to withdraw from the PGCE at any point. Reasons for withdrawal are sought and recorded by the Student Office. For those in receipt of a bursary, this will cease on the date of the withdrawal and Trainee Teachers should not be required to repay any part of the bursary (depending on the date of withdrawal and excluding any recovery of overpayments).

For School Direct Salaried Trainee Teachers, suspension and/or withdrawal carries financial implications for the school/college and the Partnership and should therefore be considered very carefully.

3 Your safety

Ensuring student health and safety is a major goal of the University. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

<http://www.unionsouthampton.org/help-and-support/safety/2012/>

http://www.southampton.ac.uk/hr/services/health_and_safety/index.php

The University statement of Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available here:

<https://www.southampton.ac.uk/healthandsafety/health-safety-m-s.page>

The Faculty's Health and Safety Local Arrangements document is available at:

<https://groupsite.soton.ac.uk/Administration/FSHS-Health-and-Safety/Documents/Forms/AllItems.aspx>.

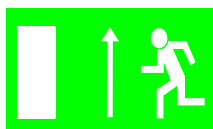
3.1 **Local arrangements**

Key local Health and Safety arrangements are as follows. If you have questions relating to any of the following information please contact a member of the Faculty Health and Safety team, details of which you will find at the end of this section.

3.2 **Action in the event of a fire**



If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.



On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal Emergency Evacuation Plan (PEEP).



On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have been notified to Health and Safety personnel

in order for a PEEP to be developed. If this has not been done please contact the Health and Safety team using the details overleaf.

3.3 Assembly points

Building	Assembly point
B32 (Education)	Visitor car park at North end of B32 (Burgess Road end).
B34 (Education)	Area around flag pole in front of University library.
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

3.4 First Aid



In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

3.5 Incident Reporting



If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your supervisor and the Faculty Health and Safety team. The circumstances can then be investigated and measures put in place to minimise future risk.

Incidents can be reported online at:

www.southampton.ac.uk/healthandsafety/incidents.html

3.6 Induction and Training

As a new student you should have the following expectations with regard to Health and Safety:



- To be made aware of local emergency arrangements and H&S contacts on your first day.
- To receive a local induction before using any laboratory or workshop area. This will identify hazards and make you aware of particular procedures in place to help ensure your safety.
- That risk assessments and other written arrangements that maintain good H&S in all your activities will be brought to your attention by your supervisor.

3.7 Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays. All undergraduate students must leave buildings by 18.00. Access by ID card may be available to postgraduate students from 06.00-23.00 depending on student status. Buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period) unless you have particular need which must be approved by your Head of Academic Unit.

3.8 Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of Academic Unit and this must be documented using Form A available from the link <http://www.southampton.ac.uk/estates/what-we-do/security.page>

When you are present in the building you should have access to a completed copy of Form B (available from same page).

3.9 Further information

More detailed information, forms and links to other sources of advice are available on the [FSHMS H&S site](#).

3.10 Contact Information

Your primary contact should be your personal academic tutor. However, the following contacts may be used if necessary:

Faculty Health and Safety Team (Social, Human and Mathematical Sciences)				
Pete Dargie	Faculty Health and Safety Officer	44/3011	023 8059 4513	P.G.Dargie@soton.ac.uk
Peter Morgan	Health and Safety Officer – Geography and Environment	44/1017	023 8059 4673	P.R.Morgan@soton.ac.uk
Safety and Occupational Health				
Safety and Occupational Health (SOH)	Please contact SOH if local contacts are not available	26 University Road	023 8059 3277	soh@soton.ac.uk
Security – Central Control Room (CCR)				
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)		unicc@soton.ac.uk

3.11 E-safety and Safeguarding

Half (49%) of young people say they have given out personal information, such as their full names, ages, email addresses, phone numbers, hobbies or names of their schools/colleges, to someone they met on the Internet.

By contrast, only 5% of parents think their child has given out such information. (Source: UK Children Go Online.)

Prior to the launch of the Child Exploitation and Online Protection Centre (CEOP), there was no centralised collection of details of internet-related abuse in the UK, and not all victims reported incidents.

Teachers have a duty of care to the children/students that they teach, and this includes their safety on-line. However, few teachers consider their own on-line safety. Social

Networking sites, such as Facebook, can have a negative impact upon a teacher's career, as pupils, colleagues and other agencies could, potentially, view material that should be 'private' to an individual. In addition to this, the government has set certain standards of 'professional behaviour' that pertain to teachers both inside – and outside – of the school/college in which they work, or are placed in as a Trainee Teacher. Any breach of these standards can lead to dismissal – and the end of careers.

Therefore, the University recommends that Trainee Teachers think very carefully about having social network accounts. The University recommends that if a Trainee Teacher chooses to have an account of any type, that they carefully vet what is posted on that account, what is written within that account, and what others to whom they are linked in that account are writing/posting. It is strongly encouraged that Trainee Teachers ensure that their on-line security and privacy settings are set to the very highest category possible, if they choose to have such accounts.

4 Your Academic Programme

4.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme. You can view programme specification via [SUSSED](#).

For any given programme a module is either core, compulsory, or an option. Definitions of these and of the rules surrounding compensation are provided in the [General Regulations – Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes](#). [and are reproduced below](#).

Pass Mark: The Pass Mark is the minimum mark that must be achieved in order to pass. It may be applied to a Module to an Average Mark or to a Final Average Mark.

The University standard Module Pass Mark for Standalone Masters students taking modules at all levels is 50 ([Regulations for Progression, Determination and Classification of Results: Standalone Masters Programmes](#) (section 3)).

Your student record should automatically record core and compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most other programmes will have a number of option modules, but this does not apply to the PGCE.

4.2 Attendance

The University's [attendance Regulations](#) detail the University's general expectations placed upon you as a student.

Attendance at all timetabled activities – both in the University and in school/college is compulsory. **Full attendance** on the programme is expected unless there is a legitimate reason for absence.

Reporting of absence from University

As per the above University guidance, you must advise us of any absence from University, by emailing your Student Office and tutor.

Reporting of absence from school/college

Your Mentors will advise you of the procedures to report absence from school/college. If you are absent when taking full responsibility for classes you teach, it is an expectation that you will provide cover material to support your classes until you return. As per the above University guidance, you must advise us of any absence from school/college, by emailing your Student Office and tutor.

Agreement on absence

The PGCE programme reflects the service conditions of teachers employed in schools/colleges. You will **not** be permitted absence for:

- a vacation outside of programme date times
- time off to complete assessed work on this programme or another enrolled programme
- compassionate leave except in the instances of very close relatives.

All requests for absence (other than illness) must be made in writing to the Programme Director or, if in school/college directly to the Mentor, and you should be aware that the request will not be permitted if it is not deemed to be a reasonable request under the terms and conditions afforded to a practising Teacher.

Absence from the programme without acceptable reason is viewed as a Cause for Concern and could result in an extension of your practice beyond the timescale of the course. Continued absence without due reason may result in termination from the course. We expect to report any issues with absence and punctuality as part of your professionalism on references to schools/colleges for employment.

Inclement weather

Trainee Teachers should make a personal judgment as to whether it is safe to travel to either the University/session location or to their school/college placement.

In the event of inclement weather Trainee Teachers;

- A) during their teaching placement should consult relevant mentors and school/college websites for information concerning school/college closings, and,
- B) during University-based work should consult both Blackboard and the University home-page regarding information on University closure.

IF A TRAINEE TEACHER DOES NOT BELIEVE IT IS SAFE TO TRAVEL THEN THEY SHOULD NOT DO SO. TRAINEE TEACHERS SHOULD MAKE CONTACT WITH RELEVANT MENTORS AND TUTORS. As with other absences you must email the ITE Office.

4.3 Additional Costs

You may incur additional costs as a result of your programme, for example, for materials, field trips, or books. General programme costs are located in the programme specification.

All additional costs related to travel to and from placements, etc., are the responsibility of individual Trainee Teachers.

4.4 Faculty Exchanges/Placement Opportunities

As part of your PGCE you will complete placements as outlined in the relevant phase information (see Part 3).

5 Faculty Teaching and Learning Skills

5.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to, otherwise marks will be deducted via the imposition of a late submission penalty. However, the framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your tutor or programme director. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life. One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your personal academic tutor.

5.2 Lectures

Lecture slots are precisely timetabled around other commitments. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding. It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the examination and coursework assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given course module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your tutor.

5.3 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

5.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

5.5 Labs

Where sessions are held in labs you should follow the health and safety guidance given in the lab and by staff, as well as following any risk assessment requirements.

5.6 Self-learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

5.7 Faculty policy on referencing

Harvard referencing should be used in all assignments (please see below).

5.8 Academic Integrity: the University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#). Where professional, statutory and regulatory body requirements apply and for programmes that lead to professional registration, additional reporting requirements may be in place. The Students' Union Advice Centre has developed a Guide for students.

Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. We are aware that students may have experienced differing standards at other institutions (including those overseas) but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these are breached. These penalties will always affect the mark you receive for the piece of work in question, and the most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference we provide.

It is often helpful to discuss ideas and approaches to your work with your peers, and this is a good way to help you think through your own views. However work submitted for assessment should always be entirely your own, except where clearly specified otherwise in the instructions for the assignment. In some instances working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.

If you wish to improve your study skills, always seek advice sooner rather than later. Your personal academic tutor or subject tutor will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice, and to learn to benefit

from it. This would not necessarily mean that you are ‘struggling’ with your work – you may feel you need additional advice to reach your personal potential.

If in doubt about what is required in any particular assignment, what referencing styles are appropriate etc, always ask. Your tutor or module lead will be able to point you in the direction of appropriate sources of advice and information.

You are responsible for your own work and conduct, and for ensuring that you neither fall accidentally into poor academic practice in your written work nor engage in practices which breach academic integrity. Such practices are unacceptable, whether they have been followed deliberately or through a lack of understanding. As well as damaging your own development, failure to work with academic integrity is unfair to other students who complete work honestly and fairly. It can also potentially damage the relationship between staff and students which is at the heart of the University community, and relationships with external partners. Ultimately, your results will not be a true reflection of your performance, which may potentially damage the academic standing of the University’s awards.

Furthermore, should you have reason to believe that a fellow student is not working with academic integrity, you should speak in confidence to the module lead or your tutor. Your identity will not be revealed as part of any investigation; however no further action would be taken unless additional evidence is identified by the marker or module lead.

The University of Southampton classifies Academic Integrity issues under the headings *Plagiarism, Recycling, Cheating and Falsification*.

Plagiarism, the practice of passing off another’s work as your own, must be avoided at all cost. You must include a declaration that your assignments are entirely your own work, and if plagiarism should be confirmed, then your assignment is likely to fail, with further repercussions possible. At the most obvious, plagiarism occurs if verbatim accounts or ideas are used without reference to the original author; similarly, if you use another’s ideas without acknowledging the source, then you are plagiarising the author. However, if you use another’s ideas as a basis for developing your own thoughts and ideas so that the end product is of a completely different nature, then this is original work. Referencing is key in this respect. According to Ballenger (2004):

It’s really a matter of gratitude. Research is built on the work that came before it, and as you read and write about your topic, I hope you come to appreciate the thoughtful writing and thinking of people before you who may have given you a new way of seeing or thinking. (pp.133-134)

The associated danger of ‘**recycling**’ your own work is not plagiarism in the sense referred to above, but you should be aware that all your assessed work must be ‘original’ – you are not allowed to resubmit the same material for assessment more than once (resemblances to previous work, including from another institution, are likely to be identified by Turnitin). You can of course use some of the same sources or ideas, but need to ensure these are used in different ways, or to acknowledge their previous use by yourself.

Cheating refers to obtaining unfair advantage, for example by presenting someone else’s assignment as one’s own. **Falsification** refers to presenting information which you know to be false, in any format (e.g. by making up results, or creating false references).

If academic integrity issues are suspected, the assignment will be referred to the programme director and Southampton Education School’s Academic Integrity Officer.

In terms of your assignments, you must:

- Acknowledge all sources through systematic referencing
- Ensure you translate ideas you read about into your own words – it should help that you are seeking to relate them to your own practice, rather than simply summarising them
- Keep direct quotations occasional, at the most, and reference accurately with date and page numbers (as above)
- Avoid re-using material from previous assignments

To acknowledge a source - the above guidance has been partially informed by an Academic Integrity Workshop at the University of Southampton.

Assignments are submitted through TURNITIN, which allows markers to look at originality and scan work for any possible breaches of academic integrity (plagiarism).

According to i-solutions (2013):

The TurnitinUK Plagiarism Detection Service is a tool which can help you to reference your material correctly when you write a course assignment, paper or dissertation....Once your work has been submitted, the TurnitinUK service produces an 'Originality Report' which highlights any matches between your work and text found in millions of online articles and webpages.

The preceding quotation is appropriately acknowledged as being text created by i-solutions. The originality report will almost certainly show a percentage match with other sources, if only because your reference list is bound to include many published sources (so the longer the reference list, the higher the match calculated). You may find, if you have quoted the assignment brief, for example, that this will be shown as non-original - because many other students are using that too. Quotations will show up, which are fine as long as they are appropriately acknowledged. None of these is anything to worry about, but you should check that there are no other elements which provide a high level of match without acknowledgement - if in doubt, rewrite. There is no overall 'acceptable' originality score, but unless you have a very extensive reference list, you should be seeking to keep it well below 20% in most pieces of work.

You should be aware of the following:

- **Don't repeat yourself.** *It is not acceptable to repeat material you have used in a previous assignment*, and Turnitin will indicate where this happens - you may certainly cite the same sources, but should rework the text so appropriate in the new context and clearly 'original'.
- **Paraphrase.** Taking someone else's words and making only minor changes to present them as your own is unacceptable, particularly in longer passages - you are far better to paraphrase the meaning of the text *entirely* in your own words (it helps to rephrase what you want to say aloud without looking back at the source text) - simply altering wordstrings to reduce the Turnitin match is not sufficient to avoid plagiarism.
- **Don't copy extensive sections of text even with acknowledgement.** If you include lists, tables or diagrams from published sources, Turnitin will show how much of the word count these account for, so even if you have referenced correctly, it is obvious how much of your own word count is used up by someone else's words

i-solutions provide very good [guidance on avoiding plagiarism](#) and using Turnitin.

Citations, the reference list and appendices

In-text citations

Conscientious referencing is therefore important, and you should conform to the regulations for presentation of assignments for Advanced Programmes. Blackboard provides guidance and web links for detailed support, and a commonly recommended text

is *Cite Them Right* (Pears and Shields, various editions) which is available in the Hartley Library and electronically. However a few tips to avoid common pitfalls are provided below.

- The Harvard name-date system is required, eg (*Challen, 2014*) (after the event) or *According to Challen (2014),* (before the event)
- If referencing is accurate, it is rarely necessary to name the publication as well – i.e. *as suggested by Challen (2014)* is better than *as suggested by Challen (2014) in her book 'The Trials and Tribulations of PGCE Life in Post-2010 England'*
- Online sources follow the same format, i.e. name-date (as far as name is known; the organisation or publication may be cited if name not known)
- Name-date should be used consistently; *ibid.* (however useful!) is not appropriate according to the Harvard system
- Where there is more than one citation, order alphabetically within one set of brackets
- Where there are three or more authors, using *et al.* is preferred when citing in the text.
- Any direct quotations should also have page numbers. Page number should not be used where you are paraphrasing and there is no direct quotation.
- If referencing a source that itself references many other authors, find a way round this – don't cite the other authors yourself; eg *Challen (2014), referring to several small-scale research studies in this field, notes that....*
- If citation is at the end of the sentence, the full stop should follow the bracket.

Quoting other sources in the text

It can be tempting to borrow the words direct from the author, as surely they must express what they mean better than you can! However, over-quoting presents several dangers, such as:

- Your text loses cohesion and becomes 'bitty'
- Your own contribution to the wordcount reduces as you allow other authors to make up the words (quotations are all included in the wordcount)
- You increase the danger of plagiarism
- It can look like lazy writing
- It becomes harder to tell what your own position is – the argument gets lost

As a rough guide, if you can paraphrase, expressing the idea in your own words, you're better to do so, citing the source, and you should avoid long quotations. Where you do quote, you should follow conventions carefully – see Blackboard. Some tips:

Short quotations (shorter than about 2 lines or 20 words, very approximately)

- Insert in the normal run of text, in inverted commas
- Try to integrate within your own sentence, rather than just inserting into the paragraph as a stand-alone – that way, you remain in control! *According to Challen (2014, p.6), '.....'*
- Ensure page number provided as well as source

Longer quotations

- Indent in your text (as Ballenger, above) – inverted commas are not required where text is indented
- Ensure page number provided as well as source

Footnotes

Footnotes are better avoided, and should be used only very sparingly, for elaborations, elucidations, asides and important associated points that would otherwise clutter the text.

They should be placed in a footer on the relevant page. Footnotes should not be used to augment the number of words you have available.

The reference list

This is not included in the word count. Note that it is not a bibliography, and should only include texts cited in your work, which should match *exactly* – tutors will check, noting the breadth of reading you have referred to (books, journals, websites, media, UK, international, old, recent, current, etc), and are experienced in spotting mismatches. Again, please refer to guidance on Blackboard, but here are some tips to avoid common problems:

- Ensure your reading includes at least a range of book and journal sources
- Don't over-rely on a single source
- Ensure your reading includes at least some recent sources – if these are lacking, then that's something interesting to write about!
- Prepare a single, alphabetical, reference list to include *all* sources
- Check Harvard system referencing conventions (see Blackboard)
- List all joint authors (do not use *et al.* in the reference list)
- There is no set number of references, but a good 4000 word assignment is unlikely to have a reference list shorter than a side of A4, or longer than 3 sides

Appendices

Appendices allow you to incorporate *illustrative* material without impacting on the word count. Although very useful, they should be used with care and avoided, unless required, or included for a good reason. The specific assignment instructions detail the kind of appendices which will be expected, but as a general rule of thumb, these include evidence which supports the claims you are making in the text. You may cite short sections from them in the text, but if you reference these to the fuller material in the appendices, the reader of your work is able to contextualize what you say and reach a judgment on its validity. The appendices therefore provide a mechanism for assessing the quality of your work.

- Quantity does not equate with quality. Keep appendices to the minimum needed to back up what you write. Your assignment as a whole should remain neat and professional, and excessive appendices could prejudice your mark.
- Where possible, include appendices within the same document; this may entail scanning. See specific assignment instructions for information regarding appendix expectations. Normally, only include where requested.
- Label all appendices clearly and provide an index.
- Reference all appendices at appropriate points in the text.
- You will be including examples of pupils' work and assessment/evaluation evidence – ensure all names are anonymised (use pseudonyms if you wish)

5.9 Research Ethics

The University of Southampton is committed to carrying out its research, teaching, enterprise and other activities within a comprehensive ethical framework (<http://www.southampton.ac.uk/ris/policies/ethics.html>).

Principles of ethical research include the expectation that studies are undertaken with integrity, quality and transparency. Participants in research must be fully informed about the research and participate voluntarily. They need to know what will happen with the information they provide, and that they can withdraw from the study subsequently (wherever possible). Risks from participation in research must be explained and minimised.

Participants' anonymity and/or confidentiality should be protected, for example by removing information that could be used to identify them and by storing confidential information securely.

PGCE assignments are likely to stay within normal classroom practice and therefore do not generally require ERGO ethical approval; you do need to gain the consent of your mentor and tutor to ensure that this is followed. If you go beyond normal classroom practice then you should discuss this with your tutor and will need to follow the procedures set out below.

All research on human participants, their tissue or data requires ethical approval via the University's Ethics and Research Governance Online (ERGO) system (www.ergo.soton.ac.uk). This includes, but is not limited to, studies of the following kind:

- analysis of existing secondary data at an individual level, even where such data have been anonymised and/or the datasets exist in the public domain;
- collection of data using questionnaires and online surveys;
- collection of data using interviews, observations, focus group discussions or similar qualitative approaches; and
- experiments involving human participants.

Research on animals is governed by separate procedures.

The University believes that ethical issues should be interpreted broadly and that ethics approval might also be needed for research where other factors could be present including:

- a risk of damage to the environment;
- political or social sensitivity; and
- impact on culture and cultural heritage.

If you are in doubt about whether the research for your dissertation requires ethical approval, please contact your divisional 'ethics champion', or a member of the Faculty Ethics Committee via risethic@soton.ac.uk.

To obtain ethical approval for your research, please apply via the ERGO system (www.ergo.soton.ac.uk). Detailed guidance on how to apply and what documents to upload can be found on the Researcher Portal (<https://intranet.soton.ac.uk/sites/researcherportal/>) and in the Downloads section on the ERGO page.

Please note that the University does not permit mass emailing for the recruitment of research participants.

Your supervisor will need to approve your ethics application before it is reviewed by the Faculty Ethics Committee. There are no submission deadlines; instead applications are reviewed on a rolling basis. You can expect a decision within 10 working days. Please allow extra time in case you are asked for revisions. **You must not begin your research before you have obtained approval via ERGO!** Retrospective approval is never granted.

Failure to obtain ethics approval or to comply with the University's Ethics Policy will be investigated under the University's regulations governing Academic Integrity (<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>).

5.10 Fitness to practise

A programme of study which requires a student to undertake practical training in a quasi-professional role in relation to patients, clients, service users or the general public or where the qualification provides a direct licence to practise will be governed by a requirement that the student demonstrates their fitness to practise. In addition to existing University procedures for academic progression and conduct, the University must ensure that the health status of students and their professional behaviour does not constitute a risk to service users, clients and their families, carers, the public, other students or the individuals themselves.

There are mechanisms in place to monitor any issues during your studies. Please ensure you are aware of the [Fitness to Practise policy](#).

The programme of study depends upon the satisfactory completion of theory and practice assessment and coursework, together with the demonstration of standards of behaviour, health and professional conduct relevant to future employment in the profession. As such, the programme of study is governed by a requirement that Trainee Teachers demonstrate their fitness to practise.

Behaviour, health and/or professional conduct that adversely affect a Trainee Teacher's Fitness to Practise may result in the Regulatory Body (currently the NCTL) refusing to recognise the Trainee Teacher's award and entitlement to practise.

A Trainee Teacher's Fitness to Practise may be challenged when his/her behaviour, health and/or professional conduct gives cause for concern. The University reserves the right to implement its disciplinary procedures simultaneously.

Termination procedures will be instigated only when behaviour and/or performance is considered to be unprofessional, damaging or dangerous to pupils, other Trainee Teachers or school/college staff, or is considered to be unethical or creates unacceptable risk for themselves or others **or** as described above.

This procedure may be invoked at any time during the programme when behaviour and/or performance has been called into question, including either during a placement or after the placement has been completed, or at any time during the academic part of the programme. Persistent cause for concern or withdrawal of the placement may prompt termination procedures.

The entire process will be fully documented. This should be read in conjunction with the Programme Specification and the University Calendar of Regulations and the [Fitness to Practise policy](#). Further details of the relevant processes are given in Part 2.

5.11 Professionalism during the Programme

The programme is extremely busy and intense. For many Trainee Teachers it is the most challenging activity that they have ever attempted. It is easy therefore to be overwhelmed and to become anxious about what is expected of you. Ultimately what you need to consider is whether you are acting in a **professional manner**. Some of you will already have experienced situations where you had to demonstrate professionalism.

During school/college based training, your professional conduct and relationships with staff, other Trainee Teachers and children/students are extremely important and will be monitored carefully, especially by your Mentors, colleagues in school/college and Tutors. Confidentiality is of the essence. You are reminded that discussion of professional matters,

and in particular comments about pupils and colleagues in schools/colleges, can have serious consequences, and you are advised to avoid broadcasting your views or experiences via social networking sites or conversations in public spaces. You are strongly advised to implement the highest privacy settings on any social networking sites that you belong to, and to consider your conduct carefully at all times, in line with the 'Personal and Professional Conduct' expected of all Teachers in the Teachers' Standards or FE Professional Standards.

We encourage you to bring in internet enabled devices such as smartphones, tablets and laptops to some sessions and many people will use these regularly for various valuable purposes including taking notes, researching elements of the session and looking at the relevant PowerPoint slides from Blackboard. Using them for purposes other than those directly relevant to the session is considered unprofessional as it distracts others. As in meetings, mobile phones should not be used for texting or taking calls, except in extreme emergency, and only if this is cleared with the tutor or person leading the session in advance.

Please refer to Part 2 of the Teachers' Standards for guidance on Personal and Professional conduct

Working with Trainee Teacher colleagues

Being professional means:

- Being open to learning from the effective practice of colleagues;
- Listening carefully to advice and committing yourself to acting upon it;
- Respecting the rights of other people to equal opportunities and to confidentiality,
- Being committed to sharing own expertise - by attending school/college and subject meetings and taking an active part.

Working with Tutors, Mentors and other professionals

Being professional means:

- Respecting the skills, expertise and contributions of tutors, mentors and other professionals who work on the course;
- Being concerned to build productive working relationships with them;
- Recognising professionalism involves using judgement on appropriate standards of personal behaviour.

Working with Children

Being professional means:

- Demonstrating and promoting positive values, attitudes and behaviour;
- Having high expectations of all pupils and treating them with respect and consideration;
- Contributing to, and sharing responsibly in, the corporate life of schools/colleges.

Taking a lead in one's own learning and development

Being professional means:

- Making best use of opportunities available during the course;
- Continually reflecting on own practice, seeking to improve skills and deepen knowledge;
- Being open to adapting teaching to take account of new findings, ideas and technologies.

Professionalism in Practice

Some expectations of professionalism:

- Arriving early for University sessions, **turning off your mobile phone** and generally waiting until breaks in order to eat (or drink anything other than water);
- Trainee Teachers should ensure that they arrive in school or college in good time to prepare for the day ahead and spend time at the end of the day preparing for the teaching for the following day;
- Being polite, honest, fair and patient in all your interactions with *all* people on or involved in the programme;
- Understanding your responsibilities on the programme about reporting absences, meeting deadlines, and so on;
- Knowing (and demonstrating) appropriate conduct in University sessions and when in schools or college, including knowing and following dress codes and standards of personal presentation;
- Planning all lessons and getting these checked;
- Evaluating your performance, reflecting and striving for improvement;
- Understanding, and abiding by, issues of confidentiality;
- Understanding (and taking account of the fact) that Tutors, Mentors and other professionals involved in the programme (or with whom you have contact during the course) are busy people with other responsibilities;
- Maintaining regular and accessible contact with your Mentors and Tutors;
- Involve yourself in the wider life of the school/college; attending all staff and planning meetings unless asked not to, and attending parents' meetings where appropriate;
- Trainee Teachers are encouraged to take opportunities to work with pupils in as many different contexts as possible, such as extra-curricular activities;

Please also note that as part of our professional contract with you, we would not normally have contact with family members of students on the programme, regardless of the emotional or financial support they may offer.

6 Assessment and Examinations

6.1 Coursework assessment and submission

Coursework can often occupy a large amount of time and balancing your time across your full programme of study is important. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

Details of how and where assignments need to be submitted are included in the phase specific section of the Handbook (Part 3).

6.2 Overlength work

Although the types, lengths and styles of assessed written work vary considerable between disciplinary contexts, the production of written work to a specified length is an important transferable skill that you are expected to develop during your studies. The ability to produce concise, clear writing to a determined length is fundamental both to academic work and to professional working life. In response to student demand for greater clarity, a Faculty policy has been developed (available on the FSHMS Hub) to provide a consistent approach towards overlength work across the Faculty. Where relevant and appropriate, written assessments may specify a word limit either as a single figure or as the upper limit of a range. Your work will be overlength if you go even one word over the stipulated length or upper limit. There are no complicated penalties to apply. Instead, overlength

work will be addressed through marking solely that proportion of work that falls within the word limit.

Further details are available in the assignment guidance on Blackboard. This approach to overlength work does not apply if a piece of work has not word limit, however, you should attend to any length guidance given by your module leads and tutors.

6.3 Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late.

The University has a uniform policy for the late submission penalty for a piece of assessed work worth 10% or more of the final module mark.

Work submitted up to 5 days after the deadline should be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

6.4 Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete a Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made. ***It is your responsibility to request an extension in a timely manner.***

6.5 Coursework feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The [Student Feedback policy](#) provides an overview of formal feedback. Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you through Turnitin on Blackboard, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within four weeks following your submission. Large assignments (e.g.

your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

Where appropriate, for example with smaller problem solving exercises like calculations, the lecturer will decide if feedback should be given individually, or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

The feedback you receive will be:

- **timely** - allowing you to learn from your work
- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** - allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback may be made available online or can be collected from the Student Office. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made and the module lead will explain those to you.

Although individual feedback on examinations is not normally given, feedback on the strengths and weaknesses of the performance of the whole group which took an examination may be available via Blackboard.

For marking, we use the faculty Single Categorical Marking Scheme :

The Faculty has developed this policy framework (available on the [FSHMS Hub, under Faculty Educational Policies in the Staff Only section](#)) to provide a consistent approach where categorical marking is applied. The purpose of the categorical marking scale and associated scheme is to simply guide the allocation of marks to pieces of academic work. Work is marked according to the following:

CATEGORICAL MARKING SCALE – POSTGRADUATE MODULES

Category	Numerical Grade
Distinction	100
	90
	85
	78
	72
Pass (with Merit)	68
	65
	62
Pass	58
	55
	52
	48
	45

Fail	42
	38
	28
	18
	0

6.6 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in the [Release of Marks procedure](#).

These marks will be made available by your Student Office according to the procedures of the Faculty. In certain cases, especially for marks earlier in the year, such marks at the time of release may be provisional only and subject to change by a subsequent Board of Examiners. It will be made clear when marks are provisional.

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

6.7 Final assessment

At the end of your programme, your overall performance will be assessed. If you satisfy the academic standards necessary, the examination board will recommend you for award.

PGCE Certificates are produced in the Examinations and Awards Department and given out at graduation in the latter part of July or posted at a later date (the graduation office will contact you during the year to confirm the date and time of graduation). The recommendation for QTS/QTLS is at the end of July and the relevant awarding body will contact you directly with your confirmation. Please make sure that you have taken note of any instructions to confirm contact details with NCTL (for QTS) and SET (for QTLS).

7 [Student feedback: getting your voice heard](#)

7.1 Student representation

Through [Union Southampton](#) you will be invited to elect your faculty representatives (Faculty Leaders, Academic Presidents and Course Representatives) who co-ordinate the student voice on Faculty committees to enable your voice to be heard. More information on the Students' Union officers and their roles is available on the Students' Union representation webpages.

Staff-Student liaison committees have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

The role of the SSLC is to gather the views and comments of all Trainee Teachers who attend a particular programme and to feedback those views and comments at SSLC meetings. SSLC members are responsible for setting the agenda of each meeting.

The SSLC meetings are attended by the Programme Director, and other appropriate staff from the University. The University staff will listen to any points being raised by Trainee Teachers, may comment upon issues as a response and may make changes to the course as a result. All changes/comments made will be clearly explained to SSLC members.

SSLC members are then asked to feedback comments/changes made etc. to the other Trainee Teachers on their represented programme.

SSLC meetings occur 4 times every year and are held at the University, usually just after normal teaching has finished for the day, or during lunch-time. The final meeting is with the Award External Examiner just prior to the Board of Examiners.

7.2 **Module surveys and evaluations**

The Faculty formally seeks feedback on every module every time it is delivered in line with University Policy. This is normally done through an anonymised electronic system.

In addition, all programmes should seek informal feedback from you part-way through your module. Your tutor/ programme director will confirm to you the processes and opportunities for submitting your views and further details can be found in Part 3 of the handbook.

We encourage you to take every opportunity to express your opinions, comments and suggestions as this is very valuable to the Programme Team and the Faculty in our drive towards continual enhancement of education.

7.3 **Module reports**

Your feedback to module surveys will be reflected upon by the module leader and will be included in the module report. Module reports are available via SUSSED under the “programme specific information” tab.

8 **Careers and Employability**

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. Research* shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. The Service provides drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning. The ITE department will provide guidance relating specifically to applying for teaching posts.

*High Fliers 2016

8.1 **Professional accreditation**

The programme prepares you for QTS (Primary/Secondary) or QTLS (FE). Further details are in Sections 2 and 3 of this handbook.

9 Further Study Opportunities

As a Masters award is normally 90 ECTS points (180 CAT points), the PGCE can contribute up to a third of a Masters award if you complete your Masters at Southampton (other institutions have their own regulations). At the University of Southampton, the credits are valid for five years from the date of award. Southampton Education School offers three distinct routes to Masters which are both highly appropriate for former PGCE graduates who wish to take advantage of their credits:

- **MSc Education** – a rigorous taught programme with considerable scope for personalisation to match your own interests
- **MA Ed by Dissertation through Flexible Study (MA Ed Flex)** – an equally rigorous programme for those who are suited to more independent, self-directed study
- **Online Masters** – a newly developed route which can be studied from anywhere in the world

As a former PGCE student, you will be able to transfer your Southampton M level credits directly through the Recognition of Prior Learning process. At the end of the PGCE programme, you will receive further information about these options. Information is also available on Southampton Education School website.

There is a wide range of other programmes leading to various qualifications available to you, and selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. Further details on the programmes offered by the Faculty can be found on the Faculty's website.

10 Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or reprimand as a result of raising a genuine concern, student complaint or academic appeal.

10.1 **Academic appeals**

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The [Regulations Governing Academic Appeals by Students](#) outline the regulations and procedure that should be followed should you wish to take steps that should be followed when making an academic appeal. The Students' Union Advice Centre has developed a Guide for Students.

10.2 Student complaints

The [Regulations Governing Student Complaints](#) sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

10.3 Dignity at work and study

The University's [Dignity at Work and Study Policy](#) applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

10.4 Student Discipline

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the [Student Discipline Regulations](#), in accordance with the evidence and circumstances presented. Information for students on discipline is available from the [Student Services website](#).

Part Two: General Information about Initial Teacher Training (ITT) Programmes

Welcome from the Director of Initial Teacher Training!

Welcome to Initial Teacher Training at the University of Southampton

Our aim is to develop excellent Teachers who are Reflective Practitioners. Reflective practitioners constantly analyse and evaluate their teaching, so that they are continually improving, developing and growing. This means that they become outstanding teachers – for the whole of their career not just as a trainee. We will help you acquire the knowledge and skills required to help all children learn effectively, based on a secure understanding of underlying theory, principles and subject knowledge.

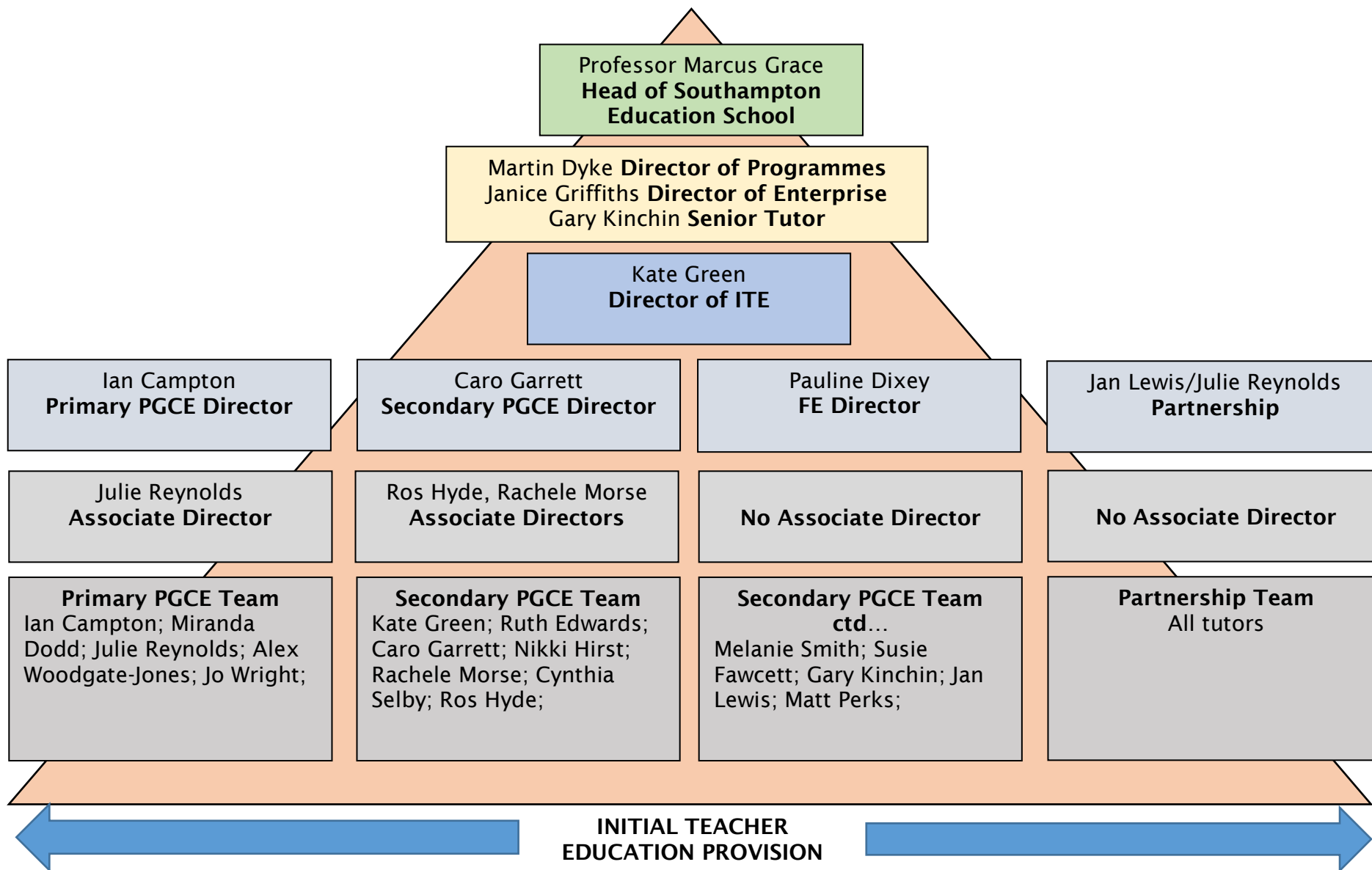
You will receive excellent tutor support from all tutors, but you won't get all the answers during the course. You will need to gather experience across years of teaching. You will get plenty of input and stimulus and know how to find out what you need to know or know how to reflect on your own practice to improve.

During your training year you will feel stretched at times. You are unlikely to progress in a steadily upwards across the course. It is much more likely that you will have ups and downs. This is normal! However, this is what tutors are here for – if you're having a 'down' time – get in touch. There is ALWAYS a solution!

Everyone will have a 'wobble' or two when training to teach, and even when teaching – it is a demanding profession. BUT the rewards are fantastic – especially when that child, who has been struggling in class, gets that gleam in their eye and mutters 'I've got it! I understand!'

Kate Green
Director of ITE

Programme Team Structure



1 1 General Information about ITT Programmes

11.1 Introduction to the University of Southampton Initial Teacher Training Programmes

The programme is designed to ensure that Trainee Teachers meet the standards to gain Qualified Teacher Status (QTS or QTLS) to at least a good level. The programme however aims to do more than this...

We aim to create Teachers who are able to thrive in an era of rapid social and technological change. Such teachers will be highly reflective but also forward-looking and, where necessary, flexible. Fundamentally, they will be deeply committed to improving the life chances of those they teach, and to finding ways of developing learning in ways that are effective and motivational for each individual. Their own passion for learning will inspire and excite those they teach. They will be knowledgeable and articulate, resourceful and innovative, and ready to identify and make the most of the opportunities that present themselves. They will be resilient within the changing context of education, and will know that their own learning journeys will never end.

Completion of your PGCE year will therefore not be an endpoint, but a threshold marking the beginning of the next (Newly Qualified Teacher- NQT) stage, making it a programme of two-years' training. Throughout your training and teaching career, you will be expected to examine your own knowledge, understanding and skills, set targets for improvement and engage in Continuing Professional Development (CPD); it is a process of continual learning.

What makes the Southampton PGCE special?

A basis in research

While you are developing at a high level the knowledge, understanding and skills necessary to become a successful teacher in today's classrooms, you will have opportunities to learn from active researchers, engage with recent research, develop your skills of enquiry, reflect critically on aspects of classroom practice and carry out your own small-scale classroom investigation.

Part of a global community

You are joining a global centre of research and education. Students from all parts of the world are welcomed to Southampton, to work and learn together as part of a global community, and, although your own professional learning will be rooted in the educational culture of the UK, we hope that you will appreciate the relationship between our own local practices and the international context.

Working at Masters Level

The PGCE as a Masters level qualification adds value, particularly as you are able to exercise a degree of choice in the focus of your assignments. Your investigative studies will provide you with expertise in a specific area which may well be of interest to potential employers, and we hope that it will encourage you to continue with your Masters qualification in the future.

Personalisation

Just as you will do for your own pupils, we ensure that you have flexibility to follow your own interests and work on areas of need. As well as making choices within your assignments, we offer a range of additional options.

A Focus on Health

Southampton Education School (SEdS) has a special focus on health (your own and that of your pupils) for all PGCE Trainee Teachers. This will combine a high profile themed Health and Well-being Conference in December with specific activities to carry out in school or college, and as far as we know is unique to Southampton – so should also be something that will help you secure employment.

By the End

By the end of the programme, Trainee Teachers should be able to demonstrate appropriate professional attributes, have a strong subject and pedagogical knowledge, and be able to plan and teach an effective and rigorous sequence of lessons. Teaching should be both accessible and challenging to a diverse range of learners and, most importantly, Trainee Teachers should be able to demonstrate their impact upon pupil progress and learning

Across the programme Trainee Teachers will show that they;

- have high expectations of all pupils, treat them with appropriate respect, consistency and consideration
- demonstrate and promote positive values, attitudes and behaviour
- are aware of and enact their professional responsibilities
- can work with others to promote the learning and welfare of young people from very diverse backgrounds
- can adopt a reflective and critical stance towards their own practice, policy initiatives and listen to and act upon advice
- have a secure knowledge and understanding of their subject
- know the relevant curriculum frameworks within which they teach and be able to apply these effectively
- are able to use assessment to promote learning and develop their teaching
- know how to manage classes effectively to maximise and promote positive behaviour for learning
- know how to take account of the needs of all learners (e.g. more able, unseen children/students)
- are able to plan and teach lessons that engage and interest pupils and allow them to make appropriate progress
- take responsibility for their own professional development
- are able to draw upon research evidence and professional practice critically to inform their teaching and to underpin their teaching approach
- can work with other adults to support pupil progress and learning

Ultimately the development of the individual will be shaped by a range of perspectives. Through inputs at the University and through schools and colleges Trainee Teachers will work towards becoming strong professionals. All aspects of the programme have been carefully designed to give Trainee Teachers appropriate experiences, to challenge their ideas and for them to challenge what they encounter.

11.2 [Requirements of the PGCE Programme](#)

Disclosure and Barring Service

The University is responsible for ensuring necessary vetting and suitability checks are carried out on all Trainee Teachers, excluding School Direct Salaried and Self-Funded Trainee Teachers.

All providers of ITT are required to comply with rigorous ITT criteria including those relating to suitability checks. The 'ITT criteria supporting advice' document (National College for Teaching and Leadership, February 2017) contains clear criteria which providers must adhere to in relation to DBS and Childcare Disqualification Regulation checks. This is in accordance with Ofsted, DfE and DBS Code of Practice requirements.

The National College for Teaching and Leadership's advice includes the following which is of direct relevance to partnership schools:

DBS:

Providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so.

Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

In the case of salaried routes, the responsibility lies with the employer to ensure that checks have been carried out. The employing school should inform the provider that a satisfactory check has been obtained.

Childcare Disqualification Regulations:

The Department for Education has published statutory guidance on the application to schools of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006. ITT providers should have regard to this statutory guidance when carrying out their duties to safeguard and promote the welfare of children.

Where trainees are salaried, it is the responsibility of the school to ensure that they comply with the legislation. If a salaried trainee is or becomes disqualified from a childcare role, schools should inform the training provider of this. Where trainees are fee-funded, it is the responsibility of the training provider to ensure that the trainee is not disqualified from childcare or that the trainee has obtained a childcare disqualification waiver from Ofsted.

In light of the above, schools are reminded not to request access to DBS returns or any information contained in a disclosure carried out by the university or to request that student teachers provide the school with their DBS certificate or complete a CDR declaration.

For further information regarding DBS checks please refer to:

Ofsted:

<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children>

<http://www.ofsted.gov.uk/resources/inspecting-safeguarding-maintained-schools-and-academies-briefing-for-section-5-inspections>

National College for Teaching and Leadership's specific guidance for ITT:

<https://www.gov.uk/government/publications/initial-teacher-training-criteria-supporting-advice>

UCET DBS Guidance for ITT: <http://www.ucet.ac.uk/5699>

For further information regarding Childcare Disqualification Regulations (CDR)

Declaration: <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

All ITT Tutors working on the PGCE programme have been through an enhanced disclosure which is reviewed regularly. Tutors do NOT carry their DBS documents with them.

Suitability to Teach

All Trainee Teachers who present a DBS that is not completely clear are subject to a University 'Suitability to Teach' Panel meeting. This panel consists of the Director of Programmes or Head of Academic Unit, the Programme Director, the Associate Programme Director and senior staff from partnership schools and colleges. Each case is examined on an individual basis. The panel decides whether the candidate is to be accepted on to the course, and is therefore 'suitable to teach' or whether the application to train to teach at Southampton should be rejected. The decision of the panel is final. Being declared 'suitable to teach' does not guarantee that all employing schools in the future will take the same decision.

Declaration of Health Questionnaire

All Trainee Teachers are obliged to complete and return the University's Declaration of Health Questionnaire, leading to confirmation by the University Health Service of their fitness to teach. In some circumstances, the University Health Service may make additional inquiries and provide some guidance on adjustments required. Please read below about the sharing of information.

Equality and Diversity

The University of Southampton ITT programmes are:

...committed to creating and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our students. We aspire that staff are equally valued and respected, and students are encouraged to thrive academically. As a provider of employment and education, we value the diversity of our staff and students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

All equality and diversity policies are published at:

<http://www.southampton.ac.uk/diversity>

Under the Equality Act 2010 anyone with a disability has the right to have 'reasonable adjustments' put in place so that they can have equal access to

provision and support. Trainee Teachers with disabilities are strongly advised to disclose their disability in order to gain appropriate assessment for support.

We encourage disclosure of disabilities as this allows for reasonable adjustment for your needs to be discussed and managed in University and with the placement provider. Where there may be a health and safety risk identified in connection to your disability there is a requirement to assess your right not to disclose with the safety and management of children's/students' welfare. In these cases, we will request that you make a full and open disclosure in order that our partner schools and colleges are fully aware of any adjustments required for your needs and to protect the wellbeing of the children/students.

We cannot enter any mitigating circumstances pertaining to your achievement on the PGCE if you are not prepared to declare.

We strongly advise that you adhere to the guidance provided to support your attainment as given through the Enabling Services assessment of your case.

Dyslexic students may wish to contact a member of staff in SEdS regarding the disclosure of their dyslexia to the school or college.

Confidentiality and sharing of information:

In instances of disability, where the candidate has been deemed fit to teach with reasonable adjustments made, there is a strong need to share information. We support the need for schools and colleges hosting our Trainee Teachers to be aware of any reasonable adjustments to be made to provide for success. In most instances, Trainee Teachers are able to do this and schools and colleges have been supportive. It is easier to prepare for the health or disability problems of Trainee Teachers known of in advance.

Where the health or well-being of a student changes whilst on the programme the cases need to be reviewed between Mentors and University Tutors as they arise. There are occasions, with mental health issues, for example, where Trainee Teachers have become embarrassed to share their problems. We would strongly advise open dialogue in all cases but also offer to act as mediators in particular cases where unpredictable new health disclosures become known.

Trainee Teachers have access to a wide array of support services at the University. Where mentors are concerned about the health or wellbeing of a Trainee Teacher, please let the University Tutor know and/or remind Trainee Teachers of the services they can access.

11.3 [Who's Who: Roles and Responsibilities](#)

University staff members who will be supporting you are called **Tutors** and school or college-based staff members who will support you are called **Mentors**.

Tutors

Each Trainee Teacher is allocated a "Personal Academic Tutor". In ITT, these members of staff are known by a slightly different title in each phase:

- **Primary** Professional Tutor
- **Secondary** Curriculum Tutor
- **Further Education** Tutor

In all phases, whatever their title, your Tutor will help you across the course, academically, pastorally and with your practice. They will monitor your progress, assess and give you feedback on your assignments, visit and support you during practice, and prepare your reference. In University documents you will find them referred to as your 'Personal Academic Tutor'.

Tutors' profiles are on the SEdS website. The best means of communicating with them is usually by email but they may share other contact details such as Skype or mobile/text numbers. Please use that information professionally. Email is the most reliable contact method for most Tutors. They will usually respond within 48 hours (excluding weekends and any other days they do not work) unless there is an out of office message in which case you should contact the alternative given or wait until they return.

Mentors

Each Trainee Teacher is allocated a Mentor(s) in their school/college. In each phase, these members of staff are known by a slightly different title:

- **Primary** Class Mentor (& Professional Mentor for SD)
- **Secondary** Curriculum Mentor & Professional Mentor
- **Further Education** Subject Specialist Mentor/University Link Tutor

Your Mentors are busy people and have a challenging task. They need to look after you whilst carrying out their teaching responsibilities. They have to assist you to develop all areas of the Standards required for QTS/QTLS whilst, at the same time, responding to your concerns and needs as you wrestle with day-to-day problems. All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible, but cannot be compromised where professional standards and pupil performance are concerned.

The mentor-Trainee Teacher relationship should be a fruitful and rewarding experience on placement. You can help yourself if you keep in mind that,

- Mentors are volunteers whose prime motivation is to show you how to learn the skills which everyone assumes are simply acquired but, in reality, are developed patiently over time. They are there to help you, so make the most of the opportunity.
- Mentors are very busy people. Ask any teacher and they will tell you that time is a precious commodity. To assist in making the very best use of your time with your mentor it is helpful if you can be focused and specific.
- The mentor-Trainee Teacher relationship is not only crucial to your progress but it is also two-way. Be proactive and look for ways to be helpful, not only in day-to-day matters but also in more major ways (creating displays, developing resources, helping with administration, extra-curricular duties etc.). If you feel you need help with an area then bring it up; don't wait until it becomes a problem.
- You should show enthusiasm, initiative and a willingness to get 'stuck in' to the job of teaching. In the early days of placement when you are observing lessons, choose a main focus to concentrate on that where possible link to your current targets and take brief notes to help in later reflection and discussion.
- Listen to your mentors. Try to understand what they tell you and NEVER ignore them. They will give their best advice and work to help you

understand it in the expectation that you will follow that advice as honestly as possible.

- You will receive wide-ranging advice during the programme and sometimes you may feel tension between seemingly conflicting points of view. If this arises, make a point of talking the issues through thoroughly with your mentors. Remember that each individual's views come from their own unique experience, range of expertise and contacts with you. Your job is to remain as sensitive as possible to this and to synthesize what you receive.
- Communicate your thoughts and feelings about your teaching and the mentoring that you receive. Mentors are not possessed of super-human powers and, if you don't say that you're happy (or unhappy) about certain aspects, they can't be expected to know.
- Your Mentor and others who observe you in lessons will give you constructive feedback so that you have a clear view of your progress, strengths and weaknesses. If this is not the case, then discuss this directly with them.

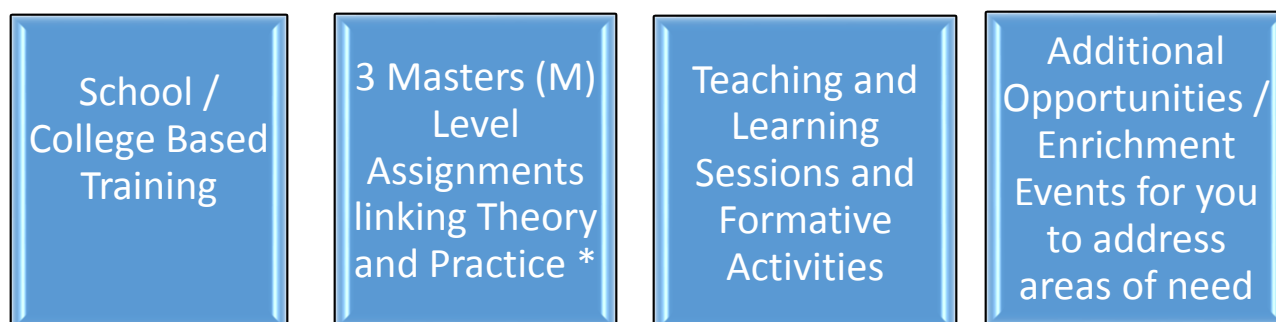
Any mentor meeting is central to the process. You are entitled to regular dedicated time with your mentors. To get the most out of this meeting remember:

- Thorough preparation, including provision of all plans, evaluations, resource preparation, topic research and readiness to comment on anything that you have agreed to do.
- Punctual attendance.
- A willingness to ask questions, seek advice [and be willing to take it] and invite constructive critical comment.
- Presentation of your paperwork in excellent order, so that the two of you can quickly review progress using the evidence it contains.

Please also see further details of roles and responsibilities in the Phase section.

11.4 [Programme Structure](#)

The PGCE programme is designed to enable you to make the most of the relationship between University-Based and Placement-Based learning to prepare you as well as possible for your future teaching career. The main elements are:



Your programme's official structure is made up of 6 modules (8 for the PGCE FE programme), which are based upon the school/college based training and M-Level assignment elements of the programme. However, there will be a significant number of teaching and learning sessions related to professional skills and subject

knowledge and formative directed activities in addition to the assessed modules. Whilst these are not officially assessed, they are an integral part of your journey to being a qualified Teacher and are vital in building your overall knowledge and skills. More details of these additional elements will be found in the Assessment section below and in the Phase Specific section of this handbook.

Practice Modules (School/college Based Training)

The modules related to professional practice are as follows:

- EDUC6365 – Introduction to Teaching
- EDUC6366 – Understanding Teaching
- EDUC6364 – Being the Teacher

Whilst your performance in school/college will be continually assessed throughout the programme, there are three points in the year where a summative review is carried out on your current performance and your progress towards reaching the required standards by the end of the programme. The dates that these three review points take place vary by programme and full details can be found in the Phase Specific section of this handbook.

At each of these three review points, reports will be received from your Mentors and your performance will be reviewed by University Tutors to determine whether you have met the standard to pass each of the teaching practice modules. If you have not yet met the required standards, the Student Office will inform you and discussions will take place between you and your Tutor.

Master's Level Assignments linking Theory and Practice

The modules related to Assignments:

- EDUC6354 – Assignment 1
- EDUC6355 – Assignment 2
- EDUC6356 – Assignment 3 (Secondary and FE)
- EDUC6404 – Assignment 3 (Primary)

The PGCE programme at the University of Southampton is accredited at Masters (M) level, due to the three modules above. This means that its academic level is equivalent to level 7 of the National Qualifications Framework (your Honours degree equates to level 6). Although it does not in itself provide you with a Master's degree, successful completion confers up to 30 ECTS points (60 CATS points) at M level which can be used towards a full Master's degree at Southampton or another institution, shortening your course of study.

Although we encourage all PGCE students to continue with their studies, we appreciate that not everyone will wish to do so. However, we believe that the M level element which is integrated within our PGCE programme and explicitly articulated through our M level assignment structure will significantly benefit your professional development, regardless of whether you take your academic studies further. In June 2007, a UCET¹ report on research evidence into the impact of relevant Masters level study on teaching noted the following advantages, which are unlikely to have changed in subsequent years:

¹ Universities Council for the Education of Teachers (UCET)

- Encourages teachers to follow a critical, reflective, inspirational and innovative approach and to take risks in the context of their schools/colleges.
- Provides teachers with skills to evaluate the impact on classroom performance of different teaching strategies and models of professional learning
- Develops teachers' problem solving and research skills
- Fosters sustained engagement of teachers with their continuing professional development
- Helps teachers identify connections between education policy, research findings and classroom practice
- Helps develop a professional community that shares, discusses and adapts new ideas and approaches
- Helps teachers support pupils in different contexts and in partnership with a range of different professional groups

In accordance, at Southampton, we believe that our M level PGCE will not only prepare you as a beginning teacher, but will prepare you to continue to develop throughout your career, and to respond effectively to the many changes you will experience in education over the years. The level of critical thinking required permeates throughout your programme, enabling you to develop strong links and relationships between theory, research and practice in both schools, colleges and University, and will contribute strongly towards your development as an excellent Teacher.

The submission dates for these assignments vary by programme and full details can be found in the Phase Specific section of this handbook.

* **Additional FE Learning and Skills Modules**

In addition to the above, there are two additional level 5 modules (under-graduate level) on the PGCE FE Learning and Skills:

- EDUC2052 - Foundation to Effective Teaching and Learning in Further Education Learning & Skills
- EDUC2053 - Application of Learning Theories through Professional Practice and Reflection

Full details of these modules can be found in the Phase Specific section of this handbook.

11.5 [Assessment during the Programme](#)

There are two possible awards at the end of the PGCE year, depending on their achievements throughout the programme:

- Postgraduate Certificate in Education
- Professional Graduate Certificate in Education

These are achieved in the following ways:

a) **Postgraduate Certificate in Education with 30 Masters ECTS POINTS (60 Masters CATS points) and QTS/QTLS**

This qualification is awarded to Trainee Teachers who achieve the following:

1. Pass all three assignment modules at Master's Level (above the 50% pass

- mark)
2. Pass your overall Teaching Practice modules with a grade that is at least 'good'.
 3. Successfully provide evidence of meeting the Teachers' Standards or relevant FE Professional Standards.

b) Professional Graduate Certificate in Education (NO M level ECTS or CATS points, 30 ECTS/60 CATS Undergraduate points) and QTS/QTLS

This qualification is awarded to Trainee Teachers who achieve the following:

1. Demonstrate positive academic achievement but do not show academic achievement at Postgraduate Certificate level
2. Pass all, one or two of the assignment modules at professional standard (40-49%).
3. Pass your overall Teaching Practice modules with a grade that is at least 'good'.
4. Successfully provide evidence of meeting the Teachers' Standards or relevant FE Professional Standards.

The final award of PGCE or Prof Cert is PASS or FAIL – there is no class system (Distinction, Merit, etc.)

Our expectation is that all Southampton PGCE students are capable of achieving a postgraduate PGCE award, and you are accepted for the programme on this basis; we do not offer a choice of academic pathway. The assignments are an integral element of the programme, and must be completed by all students in order to qualify with QTS/QTLS. If you achieve a Professional Graduate Certificate, you are in no way disadvantaged as a beginning Teacher. However, we encourage all to aspire to the Postgraduate award, and to resubmit work where necessary in order to do so.

11.6 [Assessment of Formative Work](#)

During the programme you will be expected to carry out tasks, both in University and school/college. These vary from subject to subject and from placement to placement, but they have been carefully designed to deepen your insight and understanding of key aspects of your work as a Teacher. As such they need to be taken seriously. The process of formative assessment and target-setting during the programme requires you to complete to a satisfactory standard all work during the programme according to deadlines set by Tutors and Mentors. It is in your interests to ensure that you meet these deadlines in order that the process of formative assessment proceeds smoothly.

11.7 [Assessment of Assignment Modules](#)

As explained above, to achieve a PGCE with 30 ECTS points (60 CATS points), you must pass all three M-Level assignments at 50% or above. If you fail to achieve the University pass mark at the first attempt, you may be able to resubmit your work (known as a Referral).

Consequences of gaining a mark of less than 50%

IMPORTANT: You are allowed to resubmit all three assignments (five in the PGCE FE programme) and must pass all assignments.

40-49% (Professional level)

If your mark is in the 40-49% bracket, your assignment passes at professional level but not at M level, so does not carry M level credits. You have *one* opportunity on that assignment, if you wish to use it, to resubmit within a designated time scale. Good guidance is provided through your Tutor's feedback as to how to resubmit successfully at M level, and your Tutor will also discuss your work if you wish. If your resubmission meets the M level requirements, your official mark is capped at 50%, but you will also be notified as to the mark it would have received as a first submission.

Below 40% (Fail)

Assignments marked below 40% MUST be resubmitted within the designated time scale to achieve a pass at 40%+ if you are to continue with the PGCE programme. The resubmission process is known as a referral (R). As above, good guidance will be provided.

Resubmissions that are marked between 40-49% will be capped at 40%, but you will also be notified as to the mark it would have received as a first submission.

FE Undergraduate Modules

The two additional undergraduate level modules are assessed as pass/fail, rather than a numerical value.

The Student Office will write to all students achieving less than 50% (or a pass) in any module, outlining the options for you. We recommend you discuss this with your Tutor.

Feedback on Coursework and Marks Release

Our aim is to ensure that marks are released 20 working days after the submission date of the assignment. Working days do not include weekends, Bank Holidays or University Closure days.

If your work is submitted through Turnitin on BlackBoard, you will receive your feedback via the same method. For those assignments submitted in hard copy, feedback will be emailed to you by the marker.

11.8 [Assessment of Professional Practice Modules](#)

Assessment will include:

- Professional attributes
- Professional knowledge and understanding
- Professional skills
- In addition Trainee Teachers will be assessed on their ability to:
 - self-appraise (critical reflection, evaluation, strengths, weaknesses)
 - set targets for improvement
 - maintain their Placement-Based training files

Evidence will be drawn from:

- observations of lessons, professional judgments against the professional standards, based on written feedback and discussions with the Trainee Teacher;
- consideration of the Trainee Teacher's overall progression and professional development;

- the Trainee Teacher's own self-appraisal;
- the Trainee Teacher's practice-based training files (whether paper and/or electronic).

Trainee Teachers graded as an overall "grade 3" or below by the end of the ITT programme on which they are enrolled

Trainee Teachers will not be able to exit any ITT programme at the University of Southampton with an overall assessment against the Teachers' Standards of a grade 3 or lower. In order to be recommended for QTS/QTLS a Trainee Teacher must have met the Teachers' Standards at the minimum grade 2 level. Trainee Teachers who have attained an overall grade 3 are considered to be "requires improvement". This does not mean they have failed the programme: however further work is required before they are able to exit the course with a 'pass' for QTS/QTLS. Under such circumstances, affected Trainee Teachers will be required to undertake some additional activities. Usually, but not necessarily, this will involve extended Teaching Practice. This may need to take place in the next academic year. Such activities will cease when the Trainee Teacher demonstrates that the Teacher's Standards or relevant FE Professional Standards have been met at an overall grade 2 (or better).

There are some additional requirements for Primary Trainee Teachers, due to the need to demonstrate proficiency in two different key stages.

Please see the Phase Specific Section for more information on assessment of practice.

11.9 [Board of Examiners](#)

Whilst all work under-taken will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given, all marks are provisional until they have been reviewed and ratified by the Board of Examiners.

At the end of your programme, your overall performance will be assessed. The basis of this assessment is specified in your programme regulations: <http://www.calendar.soton.ac.uk/sectionXIII/sectXIII-index.html>.

If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award.

You will receive official confirmation of your finalised results via Self-Service through SUSSED or via email from the Student Office.

11.10 [Progress Alert Procedure](#)

A progress alert may be issued at any time and by any tutor or mentor (in discussion with the trainee's tutor). There is a simple form to be completed; it is discussed with all involved and outlines the main concerns, the targets to address and the timescale. The reasons for issuing a progress alert are many and varied, and the informal nature of this process allows and enables the intervention to be highly personalised for the needs of individual trainees. It is anticipated that the majority of progress alerts will lead to improved progress, and the trainee will continue on the course with no further intervention needed. The form is on Blackboard.

However, in some cases, trainees may not make the required progress necessary. In these circumstances, a formal Cause for Concern progress should be undertaken, as detailed below

11.11 Cause for Concern (CfC) Procedure

A Progress Alert does NOT need to have been issued prior to a CfC being issued. It is possible to instigate a Cause for Concern either after a Progress Alert, or in place of a Progress Alert.

The Cause for Concern process can be initiated by either the University Tutor or by a Mentor. **School/College Mentors must make contact with the appropriate University Tutor** to clearly identify the concern in order that a joint approach to managing the issue can be applied.

1. A **Preliminary Discussion** will be held between the Trainee Teacher and appropriate staff.

The aim of this meeting is to support the Trainee Teacher and enable progression through the programme. A **Cause for Concern** form will be completed at the meeting which will clearly detail targets that need to be met and a maximum 3 week or 15 day time frame will be set for the achievement of progress. A date will be set for the review meeting. The Cause for Concern form will be signed as an accurate record by both the Trainee Teacher and members of staff. As appropriate, copies will be given to the Trainee, the Mentors (if appropriate), the University Tutor, Programme Director and a copy retained on the Trainee's file.

2. A **Review Meeting** will be held after the 3 week or 15 teaching day timeframe has elapsed, following the preliminary discussion. If the Trainee is seen to be meeting the targets set, s/he will be notified at the meeting (and via subsequent email) that the Cause for Concern will cease. If the Trainee is deemed to have made little or no progression in relation to the targets set, then a **Reviewed Cause for Concern** will be set. The Reviewed Cause for Concern form will be completed at the meeting and will clearly detail the further Targets set, the timeframe for achievement and will also detail the date, no longer than 3 weeks or 15 teaching days later, which will be set for a Final Review Meeting.

The Reviewed Cause for Concern form will also list the consequences of failure should the targets not be met. These consequences will be one of the following (subject to the Programme Director's professional judgement):

- a. Mediation (see below for details)
- b. Enforced suspension from the programme, for a period of time negotiated between the Trainee and the Programme Director.
- c. Referral for further investigation under the University Fitness to Practise Policy (see below and https://sharepoint.soton.ac.uk/sites/ese/quality_handbook/Handbook/Fitness%20to%20Practise%20Policy%20and%20Procedures.aspx)

The Reviewed Cause for Concern form will be signed as an accurate record by both the Trainee and member of staff. As appropriate copies will be given to the trainee, the school tutor(s) (if appropriate), the University tutors and a copy retained on the trainee's file.

3. A **Final Review Meeting** will be held 3 weeks or 15 teaching days after the Review Meeting. If the Trainee is seen to have made progress towards meeting the targets set, s/he will be notified at the meeting (and via subsequent email) that the Cause for Concern will cease. If the Trainee has made little or no progression in relation to the targets set, then one of the consequences outlined in 2(a), (b), or (c) will come in to force, as decided by the Programme Director in his or her professional judgement.

Action following the final review meeting:

2a) should mediation be considered appropriate, the trainee and appropriate Mentors and/or Tutors will be referred to the University Mediation Service, as detailed below.

Mediation Service: The University Mediation service is available for any Trainee, Mentor or Tutor to use at any time during the programme. This service is available to all – including Mentors in schools – and can be utilised before/during or after any Cause for Concern has been issued. This service is also available independently of the Cause for Concern procedures. Information regarding the service can be accessed at:

http://www.southampton.ac.uk/diversity/how_we_support_diversity/mediation_service.page

The following procedure will apply and Trainee Teachers may be accompanied to meetings by an adviser from the Students' Union Advice Centre (see www.susu.org). The Advice Centre aims to provide all students at the University with free, independent, confidential advice and representation. Alternatively, Trainee Teachers may be accompanied by a member of the University prepared to act in this capacity.

2b) should a period of suspension be considered appropriate, this will normally be negotiated between the Trainee and the Programme Director. During this time, the Trainee is expected to reflect on their progress and to demonstrate, via a written Reflective Account:

- i. How they intend to rectify the issues raised in the Cause for Concerns
- ii. That they have the capacity to achieve their intention.

The Reflective Account should be completed by the Trainee during the period of suspension and should be based on the Targets set in the Cause for Concern and Reviewed Cause for Concern forms and should reflect on advice provided by Mentors and Tutors. The Trainee should detail how Targets will be achieved upon his/her return to the programme and may be accompanied by any additional evidence to demonstrate that s/he has the ability to achieve on the programme.

Trainee Teachers may wish to spend some time in a school during their period of suspension for observation purposes but it is the trainee's responsibility to make such arrangements.

Towards the end of the period of suspension, a **Programme Director's Meeting** will be convened and the Trainee invited to attend. One week prior to this meeting and as outlined above, the Trainee should submit their Reflective Account to the Programme Director.

The Programme Director will review and discuss the Reflective Account with the Trainee and will recommend that:

Either:

The Trainee may re-enrol to the programme. The Trainee will be provided with a further two-week period of attendance at school and a new Cause for Concern form will be completed by the Programme Director, outlining clear targets which are based upon the previous concerns raised together with the Trainee's intentions to achieve, as expressed in his/her Reflective Account. The Cause for Concern form will be signed as an accurate record by both the Trainee and member of staff, a copy given to the trainee, a copy given to the new placement school's mentor(s), the University tutor and a copy retained on the trainee's file. A Review Meeting between the Programme Director and the Trainee will be held three weeks later. If Targets are considered to have been met, the Cause for Concern will cease and the trainee notified at the meeting (and via subsequent email). Should the Programme Director consider that the Targets have not been met, action under (2c) below will be invoked.

Or:

The student has failed to adequately demonstrate how s/he will rectify the identified issues nor has demonstrated the capacity to achieve and that s/he is considered unsuitable to continue on the programme. In such an occurrence, investigation via the University's Fitness to Study or Fitness to Practise procedure will be invoked.

2c) Referral for further investigation under the University Fitness to Practise Policy (see Section 1)

11.12 **NQT Support and Development**

Southampton Education School at the University of Southampton is fully committed to working with partnership schools, colleges and other relevant bodies to support Newly Qualified Teachers, following their training year and helping them to develop into effective and successful Teachers.

A number of events specifically focused on supporting NQTs will be held throughout the year.

The Partnership office and/or Tutors will make contact during your NQT year and we very much hope to hear from you and continue to engage with you on your career journey.

Cause for Concern Form

Trainee Name:

Instigated by
(State name and role):

Date of issue:

Date for review:

Name of School:		Name of appropriate Mentor(s) in school:		Name of University Tutor(s):	
Preliminary Discussion					
Date of meeting:		Names of all those present at the meeting:			
TS 1 2 3 4 5 6 7 8 Professional Issues		Please indicate below the full nature of the concern, giving detailed information: (State which of the Teachers' Standards the concern relates to)			
Specific Targets (these must be addressed within 15 days of raising a CFC):			Monitoring of agreed action (to be completed at the Review meeting)		
			Have the targets been met? Please give explanation and reasons:		List where evidence against the set targets may be found:
			Date of review meeting:		
Signed: (Person raising the CFC)			Name of person(s) reviewing the CFC:		

Date:		Date:	
I understand the nature of the concern and that if I do not respond to any targets set I may fail to meet the standards for QTS Signed: Trainee		Have targets been met? Yes / No	
Date:		Signed: (Person reviewing the CfC)	
		Date:	
If targets have not been met, please issue a reviewed CfC form with revised targets.			
Copies To: Trainee Tutors - University School Mentors Professional mentor Programme Director PTT Office Director of ITE			
Reviewed Cause for Concern			
Date of meeting:		Names of all those present at the meeting:	
Revised Targets (these must be addressed within 15 days of raising a CfC):		Monitoring of agreed action (to be completed at the Final Review meeting)	
		Have the targets been met? Please give explanation and reasons:	List where evidence against the set targets may be found:
		Date of Final review meeting:	
Signed: (Person raising the CfC)		Name of person(s) reviewing the CfC:	
Date:		Date:	
I understand the nature of the concern and that if I do not respond to any targets set I may fail to meet the standards for QTS Signed: Trainee		Have targets been met? Yes / No	
Date:		Signed: (Person reviewing the CfC)	
		Date:	

If targets have not been met please state the course of action: a. Mediation b. Enforced suspension from the programme, for a period of time negotiated between the Trainee and the Programme Director. c. Referral for further investigation under the University Fitness to Practise Policy
Notes:
Copies To: Trainee Tutors - University School Mentors Professional mentor Programme Director PTT Office Director of ITE

CfC NOTES:

Please ensure that notes are taken at the meeting when a CfC is issued. Please attach notes of this meeting to this form.

Additional Monitoring for CT: Timeline of meetings/ actions/ events must be kept from initial meeting onwards.

Part Three: Programme Specific Information regarding the PGCE Secondary Programme

12 Welcome from the Programme Director

Welcome to the University of Southampton.

The Secondary PGCE Programme is designed and taught jointly by the Southampton Education School (SEdS) in partnership with Schools within the region. The Southampton Education School at the University of Southampton aspires to be a global centre of research and education. By this we mean two things: first that a global perspective is integral to all that we do, and second that our work is of global excellence. We welcome students from all parts of the world to work and learn together as part of a global community.

This section of the handbook provides details of the Secondary PGCE programme processes and procedures and details what you will need to do in order to be successful on the course.

Materials supplementing delivery of the programme can be found through Blackboard www.blackboard.soton.ac.uk

Mentors should feel free to contact Curriculum Tutors with any queries about programme processes and, of course, for specific support and guidance in managing the training of anyone placed in your school. We look forward to working with you all in 2017-18 and hope for a continued good relationship with our partnership and Trainee Teachers.

Caro Garrett
Secondary PGCE Programme Director
Summer 2017

Throughout this document UL = University Led, and SD = School Direct, SUPA = SUPA Southampton, SUPA Salisbury and Portswood Alliance

Please note that Trainee Teachers are strongly encouraged to check their [University email address](#) on a daily basis as this will be the means by which the University makes contact with you electronically, and where there may be last minute announcements.

13 Structure of the Secondary PGCE course

On the next page you will find a copy of the organisational chart for this academic year. We are pleased to be able to welcome Trainee Teachers following a range of different routes and have colour coded the chart to help you identify on which days you will be in the University for your particular training programme. If you are in doubt please check with your University tutor:

University Led

All yellow and green and orange and purple days on Course Organisation Chart

School Direct salaried route 1

All red and green days on Course Organisation Chart

School Direct training route 1

All red and green days on Course Organisation Chart

School Direct self-funded route 1

All red and green days on Course Organisation chart

School Direct self-funded Wellington route (see separate sheet supplied for exact dates)

Red days and green assignment days only

School Direct route 2 (SUPA and Portswood Alliance)

All yellow and green and orange and purple days on Course Organisation Chart -
Route 2 Trainee Teachers follow the University Led programme

BPD SCITT

All red and green days on Course Organisation Chart

14 PGCE and Qualified Teacher Status (QTS)

Most of you will be following a course which leads to the qualification of a PGCE awarded by the University with recommendation for QTS also through the University; however for those of you with BPD, Qualified Teacher Status will be recommended by your SCITT.

In order to be recommended for QTS by the University you will need to be able to demonstrate that you have met the Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards> and will do so through the collection of suitable evidence. This is presented at the Board of Examiners in the form of a portfolio, details of which are given later in this handbook.

In summary this means that:

- All routes will complete the 3 M-level assignments
- All routes (with the exception of BPD) will have tutor observation visits
- All routes (with the exception of BPD) will submit a portfolio to the Board of Examiners

15 Organisational Chart

Secondary ITE PGCE Course Organisation Chart 2017-2018					
Week beg.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
28-Aug	Bank Holiday	Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday/SD school Wilts
04-Sep	SD school	SD school	SD school	UL/SD conditions day if necessary/ SD school	SD /SCITT Uni. Induction
11-Sep	UL/SUPA Uni. Induction	Directed activity day	Directed activity day	Directed activity day	Prof. Themes/Curriculum
18-Sep	Curriculum	Curriculum	Curriculum	Professional Themes + SG	Curriculum
25-Sep	School	School	School	Curriculum	Curriculum
02-Oct	School	School	School	School	Curriculum
09-Oct	School	School	School	School	Curriculum
16-Oct	School	School	School	School	Curriculum + Ass1
23-Oct	HALF TERM - subject knowledge enhancement week - as directed by Curriculum Tutors				
30-Oct	School	School	School	School	Curriculum
06-Nov	School	School	School	School	Curriculum + Ass1/Ass2
13-Nov	School	School	School	School	Professional Themes
20-Nov	School	School	School	School	Curriculum
27-Nov	School	School	School	School	Curriculum
04-Dec	School	School	School	School	PSHE day
11-Dec	School	School	School	School	Directed activity day/school Dorset
18-Dec	School/christmas Dorset	School/christmas Dorset	school/christmas Dorset RS1	School/christmas Wilts+Dorset	Christmas break
25-Dec	Christmas Break				
01-Jan	Bank Holiday	School/christmas Hants+Wilts	School/christmas Hants+Wilts	School	Curriculum+Ass2+Job fair
08-Jan	School	School	School	School	Professional Themes
15-Jan	School	School	School	School	Curriculum
22-Jan	School	School	School	School	Curriculum
29-Jan	School	School	School	School	Assignment 3
05-Feb	School	School	School	School	Focus day
12-Feb	Half term				
19-Feb	School	School	School	School	Directed activities for Ass 3
26-Feb	School	School	School	School	Curriculum
05-Mar	School	School	School	School	Curriculum
12-Mar	School	School	School	School	Focus day
19-Mar	School	School	School	School	CPD Conference
26-Mar	School	School	School	School RS2	Bank Holiday
02-Apr	Easter Holiday				
09-Apr	Easter Holiday				
16-Apr	School	School	School	School	Curriculum
23-Apr	School	School	School	School	Directed activity/monitoring day
30-Apr	School	School	School	School	Curriculum + Ass 3
07-May	Bank holiday	School	School	School	Focus day
14-May	School	School	School	School	Curriculum/paperwork
21-May	School	School	School	School	Focus day RS3
28-May	HALF TERM - Directed study				
04-Jun	School	School	School	School	Ass3 Conference
11-Jun	NQT focus day	Curriculum	Curriculum	Curriculum	Curriculum/submission
18-Jun	SD school	SD school	Exam board/SD school	SD school	End of course celebration
25-Jun	SD school	SD school	SD school	SD school	SD school
02-Jul	SD school	SD school	SD school	SD school	SD school
09-Jul	SD school	SD school	SD school	SD school	SD school
16-Jul	SD school	SD school	SD school	SD school	SD school
23-Jul	SD school	Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday
Key	SD and SCITT only in uni	UL and SUPA in uni	UL and SUPA directed activity days	UL and SUPA focus days	UL, SUPA and all SD in uni
	UL and SUPA school induction	All in school			

16 Secondary PGCE Portfolio of evidence 2017/18

The portfolio which you submit as your evidence for the award of a PGCE (with QTS) should be one folder and contain the following sections:

16.1 Section A:

- Your Professional Journal

16.2 Section B:

- Preparedness to Teach surveys:
 - End of term 2
 - End of course
- Professional discussion records (UL will have one completed each half term & SD will have one completed each term)
- Review Statement 1
- Review Statement 2
- Second school placement report (for SD only)
- Review Statement 3, or Board of Examiners review grade (for salaried SD)
- NQT profile

16.3 Section C:

- Formal lesson observations – for each you will need to include :
 - Lesson plan
 - Resources
 - Personal evaluation
 - Lesson observation form and grid

16.4 Section D:

- Teachers' Standards rationales

16.5 Section E:

- Subject knowledge audit
- Subject knowledge action plan
- Subject specific requirements (details will be given by your Curriculum Tutor)

17 Glossary of terms

Professional Journal - This document supports you in identifying what you need to focus on to meet the Teachers' Standards required for Qualified Teacher Status (QTS) and provides a record of your progress. **[not BPD]**

Preparedness to Teach - You will need to complete this survey at two points during the year. Completing this survey is important because it supports you in the reflective process and helps you to identify targets and next steps at critical points in the course. Your preparedness to teach is based on your combined University and school experience – they are both integral parts of the programme. The survey is taken online – the link

will be sent to you by email. When you have completed it you will need to print it out and add it to section B of your portfolio. **[not BPD]**

Professional discussion record – You will complete these with your university Curriculum Tutor at each of their school based visits. Your school Curriculum Mentors may also like to adopt the use of these in preparation for writing your Review Statements. **[not BPD]**

Review statements– These are completed by your Curriculum and Professional Mentors in school. There are three review points (RS1, RS2, RS3) throughout the year in which the stage you have reached in each area of your training is identified and targets set for future development. **[not BPD]**

Second placement review form (for SD only) – you will start this form with your main school Mentor prior to your second school experience and complete it with the Mentor from your second school. **[not BPD]**

Board of examiners review grade (for salaried SD) - this form will need to be completed by the Curriculum and Professional Mentors of salaried School Direct Trainee Teachers and sent to the University with your interim grade in advance of the Board of Examiners in June. **[not BPD]**

NQT profile – you will complete this online form at the end of your PGCE year. It gives details of your qualifications and strengths in teaching and your employing school, as well as the targets you have set yourself to carry forward into your NQT year. **[not BPD]**

Lesson observation form and grid – you should have a formal lesson observation each week. For each formal lesson observation you will need to write a formal lesson plan. There is a University proforma (available on Blackboard) which the observer will need to complete for each of your lessons they formally observe. Following the lesson you will need to complete a reflective evaluation of the lesson (a proforma for this is also available on Blackboard). **[not BPD]**

On Page 24 of your Professional Journal you will note a table entitled “**Secondary ITT PGCE Progress tracker 2017-18**”. You should complete this table each week recording the grade of any formal lesson observation(s) that you have received (with a note of the class). You should have approximately one or two formal lesson observations each week. Every half term your Curriculum Mentor will add a ‘working grade’ to this table. You will need to submit this ‘working grade’ to the University. The working grade is an holistic grade which encompasses all areas of a trainee teacher's performance, including lesson observations, completion of the Grading profiles and consideration of part 2 of the Teachers’ Standards. **[not BPD]**

Grading profiles – these are also located in your Professional Journal. Your progress will need to be tracked about every three weeks as part of your mentor meetings by ‘highlighting and dating’ where the relevant statements have been achieved. **[not BPD]**

Evidence and rationales - you will be required to demonstrate that you have met each of the eight Teachers’ Standards. In order to do so you will need to complete a set of reflective rationales (examples of these and the proforma are available on Blackboard). The rationales will need to focus on impact – in other words, ask yourself “How does this piece of evidence show that I have developed a particular aspect of my work as a teacher?” **[not BPD]**

Subject knowledge audit and action plan – you will have guidance as to how to complete these with your Tutor during University curriculum sessions. See below for additional information relating to subject knowledge.

18 Professional themes

As teachers, you will all have common issues and responsibilities. You will also be expected to work with colleagues from across other areas and with outside agencies. Both the Professional Themes programme and Assignment 3 allow you to consider issues in relation to these. For UL/SUPA Trainee Teachers Professional Themes is initiated through university sessions and augmented by Professional Themes sessions in placement schools. For SD Trainee Teachers these sessions will be organised by your lead school.

The entitlement is that UL Trainee Teachers receive the equivalent of 0.5 day input per week of Professional Themes in School 1 with some further focussed or directed input for Trainee Teachers in School 2. Input during this period may focus more generally on the specific needs of the individual Trainee Teachers and may not appear as a formal weekly session. A Professional Themes programme is designed to give insights into how a school operates, the issues it faces and how these are managed in relation to teaching and pupil progress/learning.

Below is a list of core content that we suggest is built into your personal programme of school-based Professional Themes. These are themes of current priority locally and nationally and training in these areas would be ideal in a school context.

Placement 1:

- Safeguarding policies and practices **in your school context**.
- The school pastoral system: legalities and practices, the role of the form tutor, building relationships,
- Managing pupil behaviour in your school: policies, procedures, practice.
- Pupil voice in school
- Citizenship, SMSC, PSHEE and Wellbeing programmes in school (to include Fundamental British Values and such issues as dealing with bullying and racism).
- Data systems in your school: how is data collected? How can it be accessed? how is it managed? what is it used for? How does pupil tracking work?
- The work of the SEND team: roles, what about pupils who need additional support? What might this look like in your classroom?
- Paperwork and wellbeing clinic

Placement 2:

- Safeguarding policies and practices **in your school context**.
- Behaviour systems in your school: making school systems work
- Working with TAs: how to make the best use of this valuable resource
- Working with parents and carers: parents evenings, reporting pupil progress
- Use of data: How is data tracked and managed in your school. How are national data systems used (e.g. RAISEonline and its replacement ASP), understanding national measures e.g. Progress 8/Attainment 8
- Working with pupils in a non-classroom capacity: contributing to the wider life of the school. Supporting trips, working with extra-curricular clubs and activities etc.
- Securing a job: the application process, the personal statement, interviewing, protocols and expectations.
- The NQT year: logistics, procedures, what to expect
- Paperwork/evidence/ wellbeing clinics

All Trainee Teachers are encouraged to regularly reflect upon their own professional development. You will have the opportunity to undertake a series of Professional Themes evidence activities which will help you to generate evidence of your development across the university and school Professional Themes programme.

The self-audit of your professional development that you will complete (Preparedness to Teach) during the year alongside regular professional conversations with Mentors and Tutors, will reveal areas of the professional understanding that you have identified as requiring further development. As a result of this, you are likely to approach school based Professional Themes programmes with a sense of what you need to develop as an individual.

A full timetable of the University based Professional Themes programme and associated activities will be published on Blackboard during Induction week.

Booster Session Opportunities - The list of key dates contained within this handbook also includes a number of optional booster sessions across the PGCE year. You are encouraged to attend these sessions where possible to further assist your progress. Arrangements for signing up for these individual sessions will be available during the course, including location.

19 Subject Knowledge

The development of subject knowledge is a fundamental part of your overall development as a teacher. In this programme, in addition to the days that are devoted to the development of curriculum subject knowledge, Trainee Teachers should also undertake private study related to subject knowledge.

Subject knowledge training is provided through taught sessions, monitored by tutors and mentors as part of the overall development across the programme and towards the QTS award. This includes the following:

In University

- Each curriculum area has a subject knowledge audit, in which Trainee Teachers are expected to track the development of their subject knowledge.
- The subject knowledge enhancement week during the October half-term promotes independent knowledge growth and development.
- Both Assignment 1 & 2 focus on subject knowledge for teaching.
- The Professional Journal enables Trainee Teachers to write reflectively about their subject knowledge development and to set targets related to Trainee Teachers' subject knowledge and/or the subject knowledge of pupils.
- Trainee Teachers' subject knowledge development is monitored via a tracking document which not only records their progress grades from lesson observations but also assignment grades and performance on university-based work as appropriate. The tracking document also notes areas of concern and specific interventions that have taken place.

In school

- Mentors are asked to comment on subject knowledge on the lesson observation proforma and to report on subject knowledge in feedback
- One lesson observation per Placement should be carried out focusing particularly on subject knowledge.

- The Professional Journal enables Trainee Teachers to write reflectively about their subject knowledge development and that of their pupils and to set targets related to Trainee Teachers' subject knowledge.

Assessing subject knowledge (See Standard 3)

- A wide range of evidence is used to confirm Trainee Teachers' attainment of Standard 3 including lesson observation feedback, external examiner's reports, scrutiny of Trainee Teachers' files and portfolio by subject tutors, Assignments and the Professional Journal;
- For a trainee to be outstanding with regard to subject knowledge, they would have to demonstrate an understanding of why the subject is in the curriculum together with the flexibility to apply their deeper understanding to changes in the curriculum, to make differentiated links for their pupils and to anticipate and deal with any misconceptions that their pupils might harbour;
- While the Trainee Teacher's grade for their subject knowledge (integrated into the overall grade given at the end of the programme) is decided by the school-based mentor, the subject tutor quality assures this (e.g. by means of joint lesson observations) and, if necessary, the external examiner is involved to resolve disagreements.

20 Post-16 opportunities/14-19

The Southampton Secondary PGCE Programme is an 11-16 programme leading to 11-16 QTS. The vast majority of our partner schools are 11-16 and therefore we are unable to guarantee extensive teaching experience at post-16. However, the following methods may be used to address post-16 elements in the PGCE.

The following are pertinent to the 16-19 age range:

- Know the assessment requirements and public examinations and range of qualifications arrangements for the subjects/curriculum areas in the age ranges they are trained to teach.
- 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.

Activities within the university-based curriculum subject work and directed tasks give an introduction to this area, within a context of a changing qualifications framework. A number of approaches may be adopted in the Southampton secondary PGCE to allow first-hand post-16 experience and they include:

1. In school experience

In addition to a period of observation within a primary setting, all UL/SUPA Secondary PGCE Trainee Teachers are expected to undertake a short period of observation within a post-16 provision either **in a placement school or during the Focus days in the Spring and Summer terms**. Post-16 teaching and learning is followed up in Curriculum Subject activities with appropriate evidence added to the Professional Journal.

2. Formative tasks

Besides your formally assessed work for M Level (Assignments 1-3) your Tutors will set you a series of different tasks and assignments across the year. These will vary from subject area to subject area but are characterised by some common goals agreed across the programme.

Tutors set tasks within the taught course or on school practice. Tasks act as guidance for Trainee Teachers and foci for development. Many of these tasks are compulsory and are set and assessed by your Tutor and/or your Mentor in school. Whilst completion of these tasks is required, the assessment of these tasks is largely in terms of monitoring and reviewing progress, rather than achieving grades. The expectation is that, as part of the demonstrable evidence towards achievement of QTS, Trainee Teachers should expect to complete ALL tasks set.

Some tasks will require a formal written response; others require reporting in seminars; posting of tasks on virtual platforms or through conversations held at the university and in school. All courses set tasks that monitor your progress towards QTS. Some tasks are part of on-going work, e.g. reading an article, or completing a task begun in a seminar; others are more sustained.

Tasks have been designed to ensure that you:

- build an understanding of key concepts such as planning, assessment and behaviour management/behaviour for learning (through observations, evaluations or investigations)
- focus your reading and understanding of your subject and the pedagogy associated with it
- demonstrate how your subject can be differentiated to meet the diverse needs of learners
- show how your understanding of the theory of education works to guide your practice
- show how you learn teaching skills
- show how you can learn the range of interactions.

3. Post-16 teaching experience

Trainee Teachers who have placements in schools with sixth forms may gain post-16 teaching experience.

4. Contact with post-16 providers as part of University-based work may take place to:
 - observe post-16 teaching in action
 - interact one-on-one with post-16 learners in support/booster/revision sessions
 - discuss with post-16 teachers effective teaching and learning strategies
 - discuss with experienced teachers methods of raising achievement and increasing participation.
5. There is specific input during Curriculum sessions and attempts will be made to ensure a specific opportunity is provided through school-based experience to develop your awareness of the reforms at this stage including possibly a look at apprenticeships or diplomas in practice. This experience will vary in the different school contexts in which you will undertake your practice.

We would similarly like to see **School Direct Trainee Teachers** challenged through two specific additional visits:

- a visit to a feeder primary school to explore the relationship between KS2 and KS3
- and where possible to visit a new area of 14-19 curriculum development you may have developed in your consortia or partnerships with local Colleges.

These are 'optional extras'; however, they may develop your understanding of these areas considerably.

21 Learning to teach on school placements

21.1 Lesson Observation Process

All Mentors working in the partnership are expected to complete regular lesson observations using the proforma.

21.2 Monitoring, Moderation and Supervision of Practice

UL Trainee Teachers are entitled to receive a minimum of 2 school visits from University Curriculum Tutors whilst on school-based practice – most usually a formal observation visit during the autumn term, and another observation visit in the spring or summer term. School Direct trainees have three observation visits, one in each term.

Initial Moderation Visit(s)

During the autumn term (and also the spring term for SD) the University Curriculum Tutor will make an appointment to visit their trainee in school. This will usually entail an observation and feedback session in addition to reviewing progress with the mentor, and monitoring of the content of your Professional Journal and Evidence folder. The Trainee Teacher, Curriculum Mentor and University Tutor will complete a Professional Discussion form which identifies which points have been covered in discussion, and records any concerns about progress or about the support available to the Trainee Teacher within the school, together with the action to be taken. When the form has been completed:

- the original remains with you as the Trainee Teacher
- one copy is made for your Professional Mentor (an additional copy may be made for your Curriculum Mentor)
- one copy is filed with the ITE Office by your Curriculum Tutor
- one copy is kept by your Curriculum Tutor

Final Moderation Visit

During this visit – usually between February half-term and May half-term - your Curriculum Tutor acts as a moderator of the judgements made by your Mentors about your progress in relation to the Standards. Your completed *Review Statement 1* and/or *2* will already have identified the targets for your development in this placement.

During this visit you are observed teaching by your Curriculum Tutor together with your Curriculum Mentor or the class teacher. You are given written feedback on the lesson by the observers, who discuss the lesson and your development against the Teachers' Standards. Your Curriculum Tutor also discusses your progress with your Curriculum Mentor, and where possible with the Professional Mentor, to establish whether the lesson seen was typical of your achievements. The visit will include monitoring of the content of your Professional Journal and Evidence folder

A Professional Discussion form is completed during the visit. If the judgement is that you are not making progress which meets the Teachers' Standards, details indicating the problems, targets set and method of monitoring the situation are included on the form. When the form has been completed:

- the original remains with you as the Trainee Teacher
- one copy is made for your Professional Mentor (an additional copy may be made for your Curriculum Mentor)
- one copy is filed with the ITE Office by your Curriculum Tutor
- one copy is kept by your Curriculum Tutor

Additional Visits

Where it has been requested or felt to be useful to your progress, additional visits may be carried out by your Curriculum Tutor, either Moderation visits with a lesson observation, or Monitoring visits without a lesson observation.

21.3 School-based assessment during the autumn term

In December your Professional Mentor, in consultation with your Curriculum Mentor completes **Review Statement 1** which outlines your development thus far and indicates the targets for your further development. Your Professional Mentor and your Curriculum Mentor also review your **Grading profiles** so that they represent an accurate record of your progress through the term.

Within Review Statement 1 Mentors indicate **progress on a scale ranging from outstanding to inadequate. A grading deemed 'inadequate' will indicate 'causes for concern' against any aspect of the Standards.** Concerns may stem from a number of causes, including: your planning & teaching performance in the classroom, your knowledge of the subject, your lack of opportunity to develop in particular areas, your lack of ability to make the best of opportunities offered; your professional behaviour, your absence from school, punctuality etc. If you are deemed 'cause for concern' at the end of the autumn term is it imperative that you make contact with your Curriculum Tutor to discuss your progress and agree a set of appropriate targets [which will be closely monitored].

This procedure will be followed by your Mentors in consultation with you in order to identify areas of experience they feel have been adequately covered and those that have not yet been touched upon. It is hoped that you and your Mentors will be in agreement. Where this is not the case, **differences of opinion can be recorded on the Review Statement.**

Your Professional Mentor will send a copy of Review Statement 1 to the ITE Office by the advertised deadline. **You must retain a copy *and* take a copy to give to the Professional Mentor of your second school experience** at your first meeting with him/her.

It is **not** anticipated that all areas of the Teachers' Standards will be thoroughly covered by this time. You should have at least 5 (UL) or 10 (SD) formal observations in your records.

21.4 School-based assessment during the spring and summer terms

Towards the end of the spring term, you and your Mentors will review your progress to date, taking into account the targets set at the end of the autumn term and complete **Review Statement 2.** A new set of targets is agreed with you to meet in order for you to be recommended by the school as passing the school-based element of the course. **You will retain a copy of Review Statement 2, and your Professional Mentor will send a copy of it to the ITE Office.** As before, your Mentors will indicate whether progress has been at least 'requiring improvement' or whether there are areas of concern, which might lead to an inadequate grading. Concerns may stem from a number of causes, including: your planning & teaching performance in the classroom, your knowledge of the subject, your lack of opportunity to develop in particular areas, your lack of ability to make the best of opportunities offered; your professional behaviour, your absence from school, record of punctuality etc.

Normally by the end of April Curriculum Tutors and Mentors will inform the ITE Office and relevant Curriculum Tutor of any Trainee Teacher that they consider to be borderline, (i.e. at risk of and in danger of not 'meeting the Standards' to at least a good level). These Trainee Teachers will be seen by an External Examiner in conjunction with their Curriculum Tutor.

At May half-term (for UL and SD training) your final review statement (RS3) is completed by your Mentors. **You will retain a copy of the final review statement (RS3), and your Professional Mentor will send a copy of it to the ITE Office. SD salaried will receive an interim grade (for the Board of examiners) as your RS3 will be completed in July.** Your Professional Mentor and your Curriculum Mentor also sign your **Grading profiles and Evidence Rationales** as an accurate record of your experience in school and the evidence you have collected against the Standards.

The final review statement (RS3) is the school's formal recommendation to the Examination Board concerning your performance in the school-based element of the course. For this your Mentors need to be able to judge that you are competent in all the areas of Teachers' Standards to at least a good level. Mentors' judgements about your progress in school are moderated by visits from Curriculum Tutors (see Moderation Visit).

The Review Statement 3 grade is awarded by the School. However, at the end of the programme, Trainee Teachers will receive **a final 'overall grade'**, awarded by their Curriculum Tutor. This will reflect their whole practice – their progress across both placement schools and their performance in the University based elements of the course and their Assignment 1-3 grades. Discussion of these grades is undertaken in formal Course Programme Boards.

21.5 The supervision of Trainee Teachers and cover lessons

Schools are legally responsible for all pupils at all times in the school day under the supervision of a qualified classroom teacher. It is legal for Trainee Teachers to be left in charge of a class providing that the teacher is within very easy reach (in a neighbouring work room/office or staff room). In all circumstances the school must be confident that a Trainee Teacher is sufficiently responsible to be left alone with a class. If they do not feel ready to do this then the class teacher should be physically present whilst the trainee teaches.

Trainee Teachers should not normally take responsibility for teaching any class under the supervision of a cover teacher unless that class is a class the trainee has observed or worked closely with over a period of time and the work has been discussed with the trainee in advance. **Under no circumstances can Trainee Teachers be used to cover for an absent teacher.** A designated teacher must retain legal responsibility for the class. **Trainee Teachers should never be left unsupervised for extracurricular activities.**

School Direct (salaried) Trainee Teachers are employed by the school and different regulations will apply.

21.6 Undertaking Employment

We are very pleased that there is such a strong correlation between the PGCE programme and employment in the partnership and we are aware that some schools employ Trainee Teachers for September on an offer of pre-holiday employment.

The Examination Board where Trainee Teachers are recommended for the award of QTS is in June. Only after the award has been recommended can Trainee Teachers take up a paid post in school as a qualified teacher.

We ask the partnership to respect the timescale for the end of the programme. Trainee Teachers remain busy in the first three weeks in June, submitting work for examination, and establishing targets for the NQT profile which they will take to their first position & preparing for the NQT year. It is consequently well advised to only make an offer of summer employment to commence from July.

22 PGCE Assignments

The University regulations will apply to all written and oral Masters Level assignments. These can be found at <http://www.calendar.soton.ac.uk/sectionIV/progression-regs.html>

There are THREE Assignments during the course named Assignment 1, 2 & 3. Each assignment is assessed using M Level Typical Performance Indicators, a copy of which can be found on Blackboard.

Assignments 1 & 2 (*Intervention for Learning: Literature and Practice* and *Intervention for Learning: Analysis and Evaluation*) provide an opportunity for you to investigate aspects of teaching your subject. These two assignments may focus on the same aspect, although there is not a requirement for them to do so.

22.1 Assignment 1 – Intervention for Learning: Literature and Practice – 4000 words

The purpose of this assignment is to encourage you to reflect upon an aspect of teaching within your subject area and critically analyse the research and professional literature around this. The generic brief is as follows:

- a) A literature review of the chosen aspect. 'Aspect' could relate to curriculum content, pedagogical or assessment. The literature review (c.3000 words) should:
 - Explain the importance of the chosen aspect
 - Constructively critique the current state of thinking about the aspect
 - Draw out implications for teaching and learning
 - Refer directly to a suitable set of references and list these in an appropriate bibliographic style
- b) The relation of the literature that you have read to aspects of teaching that you have observed in practice, and to ideas that you may wish to incorporate in to your future teaching. The practice element (c.1000 words) should:
 - Draw on some of the main points from the literature review
 - Explain how the literature relates to what you have seen in the classroom
 - Contain a clear statement of learning outcomes – what was expected in the lesson (s) observed.
 - Explain how the practice may be related to the literature

a) & b) above could be integrated within the 4000 words rather than in separate sections, but both elements must be clearly identifiable.

The assignment is submitted **in January** and will be assessed using the Typical Performance Indicators, published on the website. Therefore, be sure to include the following: Analysis of Literature and Research; Synthesis and Utilisation of Evidence; Integration of Theory to Practice; Consideration of Research Methodology; Structure and Presentation.

22.2 Assignment 2 – Intervention for Learning: Analysis and Evaluation – 4000 words.

The purpose of this assignment is to encourage you to show how your **Teaching** has impacted upon the **Learning** of the pupils. It should include analysis and evaluation of the work done by some of your school students. ‘Work by school students’ can be written work, oral work or work in other forms.

Assignment 2 Intervention Plan and ethics approval form:

In February, you are asked to submit a **500 word intervention plan** to your tutor via Turnitin, along with a **completed ethics form**. This plan will inform what you intend to do for Assignment 2. It will detail the research that you expect to undertake, and the methods that you intend to use to conduct your study. You will be expected to analyse why these methods are appropriate. You will receive feedback on this plan from your tutor. You will be able to use this plan to form part of your Assignment 2, should you wish to do so.

The generic brief is as follows:

- a) The analysis (c.3000 words) should:
 - Illustrate the integration of theory and practice throughout the analysis
 - Demonstrate an understanding of the research design and methodological approach/es adopted (this element should be adapted from your intervention plan)
 - Describe and justify the method/s used to assess the learning
 - Analyse how the school students’ work shows evidence of learning
 - Explore how different school students achieved different outcomes
 - Demonstrate an understanding of the affordances and challenges of the research methods used
 - Explain how your teaching led to this learning
- b) The evaluation (c.1000 words) should:
 - Explain the quality of the learning
 - Explore how the learning might be improved, in your future teaching

The assignment is submitted **in May** and will be assessed using the Typical Performance Indicators, published on the website. Therefore, be sure to include the following: Analysis of Literature and Research; Synthesis and Utilisation of Evidence; Integration of Theory to Practice; Consideration of Research Methodology; Structure and Presentation.

22.3 Assignment 3

The purpose of this assignment is to allow you to focus on an issue that affects the whole school or is applicable to all teachers. It is designed to enable you to analyse an area of school practice critically.

All Trainee Teachers produce an Assignment 3 that is summatively assessed. The details of how you undertake your study will vary, according to your chosen topic, but it will include a research project.

The assessment of this project will be via an oral presentation with projected (PowerPoint or similar) slides.

Assignment 3 Research Plan and ethics approval form:

In March, you are asked to submit a **500 word research plan** to your Assignment 3 tutor via Turnitin along with a **completed ethics form**. This plan will inform what you intend to do for Assignment 3. It will detail the research that you expect to undertake and your justification for this, and the methods that you intend to use to conduct your study. You will be expected to analyse why these methods are suitable and make appropriate connections to supporting literature.

You will receive formative feedback on this plan from your Assignment 3 tutor. You will be able to use this plan to inform part of your Assignment 3, should you wish to do so.

The generic brief for the oral presentation is as follows:

Your research will be presented (accompanied by projected (PowerPoint or similar) slides to a group of peers at the Assignment 3 Conference **in June**. A copy of your slides must be submitted through Turnitin by 9am on the morning of the conference. It is assessed as equivalent to a 4000 word written assignment.

You will have a maximum of 15 minutes to present your research, and there will be 5 further minutes in which you will respond to questions about your presentation.

As part of the presentation, you will show a maximum of 15 projected slides (PowerPoint or similar) including a title slide and references with a maximum of 50 words to each slide. (You are encouraged to use appropriate images, which do not contribute to the word count.) You may provide annotations for each slide (to support the marker) to a maximum of 50 words per slide.

Your presentation should include:

- your motivation for study placed in the context of supporting literature
- your research focus and justification
- the research methodology used in your research project and your justification for your selected methods
- your key findings and connections between these and supporting theory
- the conclusions drawn from your research.

The assignment will be assessed using the Typical Performance

Indicators, published on the website. Therefore, be sure to include the following: Analysis of Literature and Research; Synthesis and Utilisation of Evidence; Integration of Theory to Practice; Consideration of Research Methodology; Structure and Presentation.

Full details of the module options for Assignment 3 as well as logistical and assessment information will be published via Blackboard nearer the time.

The purpose of this assignment is to allow you to focus on an issue that affects the whole school or is applicable to all teachers. It is designed to enable you to analyse an area of school practice critically. All Trainee Teachers produce an Assignment 3 that is summatively assessed. The details of how you undertake your study will vary, according to your chosen topic, but it will include a research project.

22.4 M Level Typical Performance Indicators

This table indicates the standards of work expected at Masters level. You should view these and indicative of ‘typical performance’ and illustrative of the quality of work at each level. The emphasis placed on the individual items will depend on the assessment concerned. Some items inevitably impact on others. For example, if you do not engage with any literature sources it makes it impossible to demonstrate an appreciation of the issues and make related critical points. Your tutors will use this table to support summative and formative feedback. There will inevitably be some professional judgement involved in deciding on a particular mark.

Assessment Items	39% and less	40-49%	50-59% - PASS	60-69% - Merit	70% and over - Distinction
Analysis of Literature and Research	You have provided very limited evidence of reading any relevant sources and/or materials.	Your work indicates some evidence of reading and understanding relevant sources.	It is evident that you have a sound understanding of relevant literature sources and you have consulted a range of source material.	You have demonstrated a high level of understanding of major relevant sources. You have summarised and used these in a relevant manner.	You have produced evidence of a critical application of a wide range of relevant sources. You have shown that you fully appreciate and understand these materials.
Synthesis and Utilisation of Evidence	You have provided insufficient evidence that you understand the basic issues. Your work is primarily descriptive; explanation is facile and includes too much unsubstantiated opinion.	Your work is mainly descriptive. Many points are not adequately substantiated. You have demonstrated a limited understanding of the basic issues.	It is evident that you have a sound understanding of the main issues. You provide an acceptable commentary by synthesising evidence and materials from different sources.	It is apparent that you have a high level of appreciation of main issues. You demonstrate an ability to make appropriate critical points. You provide a comprehensive commentary by synthesising evidence and materials from several sources.	You have provided some original perspectives on the issues. You set sources and alternative views in context. You have systematically evaluated the relative merits of materials and research evidence in relation to your own work.
Consideration of Research Methodology	Your work does not provide sufficient evidence of any consideration of research methodology or methods.	You have described some aspects of methods used/adopted but you have not made it clear if these are adequate or appropriate.	You have identified appropriate research questions. You have described methods of data collection, either in your own research or that found in your source literature. You have demonstrated that they are appropriate to the issues under investigation. You have noted the scope and limitations of the approach approaches adopted.	It is evident that you have methodological awareness. You have devised relevant research questions and described appropriate methods. You have explained the scope and limitations of the approach/approaches adopted.	You have devised perceptive research questions and demonstrated methodological understanding describing and explaining appropriate methods. You situate your methodological approach in context and relate this to your work.
Integration of Theory and Practice	There is no convincing evidence that you understand the relationship(s) between practice and theoretical models and/or approaches.	You have described some aspects of the relationship between theory and practice. You have described theoretical models and/or approaches.	You have made some critical points relating to theory and practice. You have demonstrated competent use and understanding of theoretical models and/or approaches. You have noted aspects of the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence. Generally you reach sound conclusions based on appropriate argument and evidence.	You have provided a good critical commentary linking theory and practice. You have made good use of relevant theoretical models and/or approaches, identifying concepts and assessing issues. You have described the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence.	Your work identifies and locates important concepts. You detail the nature of the theory/model and/or approaches concerned. You have explained the complexity of such relationships noting critical points from the literature. You provide a comprehensive, critical assessment of the issues explaining how this relates to your own work. Your conclusions are well developed; based on relevant argument and evidence.
Structure	You have not demonstrated a clear structure in most aspects of your work. You have not provided convincing evidence of an ability to handle argument in a coherent manner.	Your work tends to be sectioned with limited coherence. The case you present is unclear and poorly defined. Your argument is not sufficiently coherent or has inconsistencies.	You provide a clear thesis statement which generally guides your work. You generally make use of accurate constructions. Your work is structured with clarity and cohesion. You provide evidence which indicates an ability to handle argument coherently. You relate your conclusions to the case presented.	You provide a clear, relevant thesis statement which clearly identifies the direction/focus of your work. Your argument is accurately constructed. You provide a well-structured clear line of reasoning. Your work is sustained and coherently argued. Your clearly relate your discussion and conclusions to the focus of your work.	You provide a clear, relevant and well developed thesis statement that identifies the direction/focus of your work and clearly informs your selections and choices. The case you present makes consistent use of accurate constructions. You explain and provide a very well structured clear and cohesive case. You sustain the structure of your work in a coherently argued manner.
Presentation	The errors of syntax and/or vocabulary in your work interfere significantly with meaning. You have not followed academic conventions in the presentation of references and citations. Your work may not reflect the required length.	You have made some attempt to adhere to grammatical and/or academic conventions. You have made numerous errors and these form a barrier to comprehension. Your work may not reflect the required length.	Your work is competently presented. Generally it follows grammatical and/or academic conventions. Although there are some errors, these do not impede comprehension. Your work reflects the required length. With a few exceptions references and citations are consistently and accurately presented.	Your work is presented to a high standard. With a few exceptions your work follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.	You have presented your work to a very high standard. It consistently follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.

23 The end of the programme: passing and gaining QTS:

The Board of Examiners meets at the end of the course. A copy of the Pass List, giving provisional results subject to the approval of Senate, is agreed. Results are then communicated to Trainee Teachers. Please note that results cannot normally be communicated via telephone.

PGCE Certificates are produced in the Examinations and Awards Department. They are given out at graduation in the latter part of July or posted at a later day (the graduation office will contact you during the year to confirm the date and time of graduation). The recommendation for QTS is submitted to the NCTL at the end of July and they will make your award available online.

23.1 Return of Assessed Work

Your assessed work is likely to be of use to you in your teaching. University regulations permit us on request to return work to successful Trainee Teachers after the issue of the Pass List and on condition that the work will be made available to the University if necessary during the following twelve months.

On this understanding, any submitted evidence will be made available for collection on the day that Pass lists are produced. Work can be collected in person or (at your own expense) by submitting a pre-addressed and pre-paid large envelope at the same time as submitting your work for examination. If you wish 'another' to collect your work on your behalf then a formal note in writing stating that you have given such permission is required at the point of collection.

23.2 Trainee Teacher Evaluations

During the year there will be opportunities to feed back on the quality of the programme and whether your entitlement is being met. These evaluations are very important to us and are used to inform our future planning.

We will ask you to evaluate both your University and school-based experiences. These are **not** anonymous as they inform the way the partnership develops its training in response to comments made in evaluations.

At the end of the course you will complete evaluations of your Curriculum subject, Assignment 3, an NQT style questionnaire, and a Mentor and mentoring evaluation. You will also complete the standard University evaluation form, which is a requirement.

Trainee Teachers are invited to be represented on various committees within the School.

23.3 Training Events for NQTs

Statutory induction is the bridge between Initial Teacher Education and a career in teaching. The Education School at the University of Southampton is fully committed to working with partnership schools and other relevant bodies to support Newly Qualified Teachers (NQTs) following their training year and help them to develop into effective and successful teachers. A number of training events specifically focused on supporting NQTs will be held throughout the year. The Partnership office and Curriculum Tutors will make contact to advise of the content and dates of this training.

24 Key Dates

Secondary ITE PGCE dates 2017-2018 draft 2					
Week beg.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
28-Aug					
04-Sep				UL/SD conditions day/SD sch	SD Route 1/SCITT Uni. Induction
11-Sep	UL SD route 2 induction				
18-Sep					SSLC
25-Sep					
02-Oct					FB from pre-course task, Booster #1
09-Oct					
16-Oct					Booster session #2
23-Oct	HALF TERM - subject knowledge enhancement week - as directed by Curriculum Tutors				
30-Oct					
06-Nov					Booster session #3
13-Nov					
20-Nov					SSLC
27-Nov					
04-Dec					Booster session #4
11-Dec					
18-Dec				Review Statement 1	Christmas break
25-Dec	Christmas Break				
01-Jan					
08-Jan	A1 submission via Turnitin				
15-Jan					Booster session #5
22-Jan					
29-Jan				A1 marks to PTT	Booster session #6
05-Feb	A1 feedback A2 IP via Turnitin				
12-Feb	A2 IP feedback				
19-Feb	A1 resubmission via Turnitin				
26-Feb					
05-Mar	A3 RP submission via Turnitin				SSLC
12-Mar					
19-Mar	A1 re-submission & A3 feedback				
26-Mar				Review Statement 2	
02-Apr	Easter Holiday				
09-Apr	Easter Holiday				
16-Apr	Ass 2 submission via Turnitin				
23-Apr					
30-Apr					Booster session #7
07-May				A2 marks to PTT	
14-May	A2 feedback				
21-May					Review Statement 3 (not SDS)
28-May	HALF TERM - Directed study				
04-Jun	A2 re-submission via Turnitin				A3 Conference
11-Jun	A3 feedback		SDS interim RS		Portfolio submission & A3 resub
18-Jun	A2 & 3 re-submission FB				
25-Jun					
02-Jul					
09-Jul					SDS RS3
16-Jul					
23-Jul					
Key	SD Route 1 and SCITT	UL and SD Route 2	UL and SD route 2	UL and SD Route 2	UL an all SD

Appendix 1: Secondary Entitlement Document 2017-18

Relationships between the University, schools and trainee teachers in the Southampton partnership are governed by this document, called “Entitlement Document”. In this context “Entitlement” should be understood to mean the minimum amount of support which trainee teachers, partner schools and the University can expect from each other within the partnership.

1. TRAINEE TEACHER ENTITLEMENT

- 1.1 Every trainee teacher is entitled to a range of experiences in the partnership that enables them to demonstrate achievement in relation to all the Standards for QTS as described in *Qualifying to Teach* and set out in the Professional Journal
- 1.2 Every trainee teacher shall have reasonable access to discuss matters of concern with any of the following – Professional Mentor (PM), Curriculum Mentor (CM), Curriculum Tutor (CT), (see Section 5 for a definition of these roles)
- 1.3 Every trainee teacher shall be entitled to receive the following support from mentors and tutors during the course as indicated in the relevant section below.
- 1.4 In school placements and University-based elements trainee teachers have sufficient access to ICT facilities to enable coverage of the Standards relating to the use of ICT in teaching.
- 1.5 Every trainee teacher who is deemed to be a cause for concern will receive a letter from the Secondary PGCE Programme Director indicating that a cause for concern has been raised. A cause for concern form will be agreed between trainee teacher and Curriculum Team, identifying the areas of concern, targets to be met and a timescale to work to. A cause for concern can be initiated either by mentors and/or tutors.
- 1.6 Every trainee teacher in danger of being graded less than good shall have the right to consideration by an External Examiner that shall include observation of the trainee teacher at work in the classroom where relevant.

SCHOOL DIRECT TRAINEE TEACHERS

- a) Pre-course
 - Reasonable telephone/email access to his/her CT, if required.
- b) Main school placement
 - An average of approximately one hour of dedicated time per trainee teacher with the CM in any curriculum area each week.
 - A programme of contact time/guided task time with the PM or his/her representative as part of a larger group of trainee teachers as part of the school based course OR the equivalent time in university with their CT or his/her representative.
 - 3 visits by the CT of which 3 (one per term) will be observation visits, carried out in conjunction with the CM.
 - A programme of training days in the university with their CT or his/her representative, to be a mixture of subject specific and professional themes work.
 - Guidance on the completion of the 3 masters level assignments and marking of the same by the university
 - A minimum of 30 formal observations during the year, mostly by the CM or class teacher but including at least one by the PM per term. This should include the observation of a lesson, the production of a written report on the lesson, and a period for debriefing to include the negotiation and reviewing of targets.
 - 3 review statements of the SD teacher’s progress, to be completed by their school on or before the dates published
 - A second school placement in line with the guidance set out in the ITT training

criteria (see section 6 below)

- A timetabled teaching commitment in line with the framework identified in the partnership agreement:
 - a first term timetable of around 11 hours per week teaching commitment
 - a second term timetable of around 13 hours per week teaching commitment
 - a third term timetable of around 16 hours per week teaching commitment
- a teaching timetable for SD (salaried/self-funded) Trainee Teacher(s) in line with their experience and no more than 70% of 4 days teaching commitment
- a teaching timetable that does not include more than 30% of activities such as PPA cover, management/staff release each week

UNIVERSITY LED TRAINEE TEACHERS

a) Pre-course

- Reasonable telephone/email access to his/her CT, if required.

b) Early Placement 1

- An average of approximately half an hour of dedicated time per trainee teacher with the CM in any curriculum area each week.
- Two hours contact time/guided task time per week with the PM **or his/her representative** as part of a larger group of trainee teachers as part of the Professional Themes course.

c) Placement 1

- Reasonable on-call access to his/her CT. This means that the CT can be contacted by telephone/email
- One Moderation visit to observe teaching alongside the Curriculum Mentor and to debrief the trainee teacher and discuss progress with the CM/PM
- An average of approximately half an hour of dedicated time with CM per trainee in each curriculum area each week. This should be timetabled where possible.
- At least 5 formal observations by CM or class teacher, one of which must be by the CM. This should include the observation of a lesson, the production of a written report on the lesson, and a period for debriefing to include the negotiation and reviewing of targets. These observations should be spread out across the Placement, though formal observations should ideally start from the second week of Placement 1.
- Regular and agreed contact with PM to review progress. This would usually take the form of two hours contact time/guided task time per week with the PM **or his/her representative** as part of a larger group of trainee teachers as part of the Professional Themes course.
- Curriculum Sessions in the University
- Trainee teachers shall be expected to undertake a teaching load in which the number of periods per week where they have full responsibility in planning for and teaching a whole class is near to, but not more than, 7 hours per week. The organisation of this time is by negotiation with CM & PM and can include team teaching where the trainee has the lead role. The remainder of the week is under the direction of CM & PM and should include periods of structured observation, in-class support, extra-curricular activities and so forth.

d) Pre-Placement 2 - Reasonable contact with the Curriculum Mentor

e) Placement 2

- Regular contact with CT via email.
- One Moderation visit to observe teaching alongside the Curriculum Mentor and to debrief the trainee teacher and discuss progress with the CM/PM

- One Monitoring meeting in the university which will include a discussion of progress and individual programmes with the trainee teacher, to which the CM will be invited to provide feedback.
- Curriculum and Assignment sessions in the University at intervals during Placement 2.
- There should be a minimum of one formal lesson observation per week on average to include the range of classes taught over the duration of Placement 2. This should include at least three formal lesson observations by the CM and one by the PM. Formal lesson observation includes written feedback, and a period for debriefing to include negotiation and reviewing of targets.
- Regular and agreed contact with PM to review progress. This may include formal PT sessions
- Arrangements initiated by PM to assist trainee teachers in Assignment 3.
- Trainee teachers shall be expected to undertake a teaching load in which the number of periods per week where they have full responsibility in planning for and teaching a whole class is near to, but not more than 11 hours per week. The organisation of this time is by negotiation with CM & PM and can include team teaching where the trainee has the lead role. The remainder of the week is under the direction of CM & PM but a further 20% of the week should be used for other activities such as observations, in-class support, extra-curricular activities and so forth. For excellent trainee teachers, this additional 20% may include additional teaching

2. TRAINEE TEACHER OBLIGATIONS

- 2.1 Trainee teachers are expected to attend all elements of the course, both in the University and in school, in their entirety, and must undertake all reasonable requests made of them by tutors, mentors or colleagues in school. Where absence is unavoidable, trainee teachers must inform their schools as soon as possible and set work as agreed with the school. On university days they must also inform their CT and the PGCE Secondary Administrator PGCESecondary@soton.ac.uk. See relevant section on Absence in the Handbook.
- 2.2 Trainee teachers are expected to conduct themselves at all times in a professional manner within the requirements and expectations of the schools in which they are working.
- 2.3 Trainee teachers are expected to meet all deadlines for the submission of school and university coursework and assignments.
- 2.4 Trainee teachers have responsibility for the safe keeping and completion of their Professional Journal and Portfolio of evidence throughout the course.
- 2.5 University led trainee teachers should provide a copy of their School 1 review to the PM in School 2, as soon after completion as possible, along with an introduction of themselves.

3. SCHOOL ENTITLEMENT

These notes relate to the Partner School's entitlement in relation to tutor contact with the University. Electronic communication is encouraged wherever possible.

3.1 Curriculum Tutor (CT)

- Telephone / email access to CT.
- Face-to-face contact with CT at a minimum of 2 (for UL) and 3 (for SD) school visits scheduled throughout the year
- Annual meeting / mentor training at the University
- Additional support from the CT and/or Programme Director in the case of any cause for concern

The school has access to the Partnership Leader/Programme Director at all times

4. UNIVERSITY ENTITLEMENT

These notes relate to the University's entitlement in relation to mentors in partner schools.

4.1 Professional Mentor

- Oversee the trainee teacher's training programme in school
- Oversee the trainee teacher's progress towards meeting the Teachers' Standards
- Co-ordinate support and training of CMs as needed
- Co-ordinate the provision of the termly Review Statements by specified date
- Co-ordinate the second school placement review form for School Direct trainee teachers
- Contact with CTs and Programme Director as needed
- Support trainee teachers as outlined in the Roles and Responsibilities document below

4.2 Curriculum Mentor

- Contact with CT as needed
- Attendance at Partnership meetings / training. Mentors to attend at least one review/training meeting organised by the university during the year. In addition, new mentors attend an additional training meeting. Professional Mentors or their representatives will attend meetings of the Professional Mentors at the University, normally held twice a year.
- When Curriculum Mentors have not attended meetings, Professional Mentors will be informed by the SOE.
- Support trainee teachers as outlined in the Roles and Responsibilities document below

5. ROLES AND RESPONSIBILITIES

The following attempts to clarify the roles and responsibilities of mentors and tutors:

- 5.1 **The Curriculum Tutor** (sometimes called your subject tutor and a member of the **Curriculum Tutor team**) is a member of academic staff of the university and fulfils the role of your university Personal Academic Tutor (PAT) who:
- has responsibility for delivery of curriculum subject work in the university
 - liaises with curriculum mentors about the delivery of curriculum subject work in schools
 - supports the ITE curriculum work in schools through procedures in line with the 'entitlement' statements
 - works with CMs to moderate and assess the teaching of trainee teachers against the Teachers' Standards
 - assesses trainee teachers in the curriculum subject through their completion of written work
 - assesses trainee teachers through their completion of PGCE/master's level assignments and Portfolio of Evidence
 - liaises with curriculum external examiner with regard to moderation of trainee teachers in their curriculum subjects
 - interviews prospective trainee teachers, in conjunction with school-based colleagues
 - may be asked to provide a reference for a trainee teacher
 - receives and comments on Partnership Group papers
 - will attend meetings relating to conduct of the curriculum tutor role
 - will be expected to attend the PGCE Programme Improvement Board and Secondary Board of Examiners
- 5.2 **The Professional Mentor** is the member of staff in the partner school who:
- has overall responsibility for the supervision of all the trainee teachers in the school
 - organises delivery of the school-based element of the school/alliance training
 - organises delivery of professional themes within the school
 - supports trainee teachers' professional development through procedures in line with the 'entitlement' statements
 - liaises with curriculum mentor over the programme and progress of individual trainee teachers
 - supports good practice in providing feedback to trainee teachers on their progress in delivering lessons by members of staff including CM & PM
 - collates assessment information about trainee teachers' progress in their curriculum areas
 - provides an overall assessment of trainee teachers' progress in line with the assessment documentation
 - may be asked to provide a reference for a trainee teacher
 - receives and comments on Partnership Group papers
 - will be expected to attend meetings relating to the conduct of the professional mentor role
- 5.4 **The Curriculum Mentor** is the member of staff in the partner school who:
- has responsibility for supervising the trainee teachers' work in the curriculum subject
 - liaises with the curriculum tutor regarding delivery of the curriculum subject work
 - liaises with the professional mentor over the programme and progress of individual trainee teachers

- supports trainee teacher's development in teaching their curriculum subject through procedures in line with the entitlement statements
- assesses trainee teachers relating to their competencies in teaching the curriculum subject
- may be asked to provide a reference for a trainee teacher
- will be expected to attend meetings relating to the conduct of the curriculum mentor role
- may be asked to be involved in interviewing of prospective trainee teachers

5.5 **The Assignment 3 Tutor** is the member of academic staff of the university who:

- delivers the taught part of Assignment 3
- assesses trainee teachers in their Assignment 3 through their completion of written work

5.6 **The Secondary PGCE Steering Group** oversees the development of the partnership as a whole. It comprises both School Direct and University led secondary routes and includes representatives from partnership schools and the Southampton Education School. The remit of the group is to:

- plan strategically for future partnership development through clarification and use of a development plan
- clarify and negotiate roles and responsibilities within the partnership
- monitor the quality of the partnership arrangements in practice
- communicate with the Secondary PGCE Steering group over the issues of academic quality, curriculum and course content, which are the responsibility of the Secondary PGCE Steering group
- receive comments from Mentor and Tutor meetings Secondary PGCE Steering group concerning management of the partnership
- commission working parties, if necessary, to carry out particular tasks to allow efficient management of the partnership
- seek attendance at Partnership Group meetings as appropriate, of people with particular expertise to advise on identified aspects of development (from within or outside the partnership)

25 ADOA (or a dictionary of acronyms)

Acronym	Explanation
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AFL	Assessment for Learning
AMA	Academically more able
APEx	Audit of Prior Experience
APP	Assessing Pupil Progress
ASD	Autistic Spectrum Disorder
BB	Blackboard
BESD	Behaviour, emotional and social difficulty
BME	Black and minority ethnic
CAF	Common assessment framework
CAMHS	Child and adolescent mental health service
CFC	Cause for concern
CIF	Common Inspection Framework
CoP	Code of Practice
CPD	Continuing Professional Development
CRB/DBS	Criminal records bureau (now replaced by DBS)
DBS	Disclosure and Barring Service (replaced CRB)
DfE	Department for Education
EAL	English as an Additional Language
EHC plan	Education, Health and Care plan
ELSA	Emotional Literacy (or Learning) Support Assistant
EP	Educational Psychologist
EYFS(P)	Early Years Foundation Stage (Profile)
GDD	Global Development Delay
G&T	Gifted and talented (now usually AMA)
HI	Hearing Impairment
IEP	Individual Education Plan
INCo	Inclusion coordinator
ITT/ITE	Initial teacher training/education
KS	Key Stage
LAC	Looked after children
LSA	Learning Support Assistant
MFL	Modern Foreign Languages
MLD	Moderate learning difficulties
NC	National Curriculum
NCTL	National College for Teaching and Leadership
OFSTED	Office for Standards in Education, Children's Services and Skills
OT	Occupational therapy/ist
PGCE	Postgraduate/Professional Certificate in Education
PP	Pupil Premium
PPA	Planning, Preparation and Assessment (time)
PRU	Pupil referral unit
PSH(C)E	Personal, Social, Health, (Citizenship), Emotional or Economic Education
QTS	Qualified teacher status
SAA	Student and Academic Admin (in University)
SALT	Speech and Language therapy/ist

SALSA	Speech and language support assistant
SENCo	Special Educational Needs Coordinator
SEN/SEND/DSENT	Special Educational Needs (Disability)
SEdS	Southampton Education School
SLD	Severe learning difficulty
SMSC	Spiritual, Moral, Social and Cultural development
SpLD	Specific Learning Difficulty (e.g. dyslexia, dyspraxia)
T&L	Teaching & Learning
TA	Teaching Assistant
TAC	Team around the Child
TRN	Teacher Reference Number
TTP	Targets and training plan
VI	Visual impairment

If you find another acronym that should be included do let us know.

[26 Summary of revisions](#)

Updated version issued 8.9.2017.