

## **Assignments**

You will be required to complete a range of assignments which contribute to the PGCE award.

## **School Placements**

During the programme you will complete three school placements. The first two placements are graded 'satisfactory' or 'cause for concern'. 'Cause for concern' does not mean 'fail', but you will be required to attend to some specific targets which will be subject to review in college or in subsequent placements. You must pass the final placement to qualify for the award of PGCE with QTS.

## **Basic Skills**

You are also required to demonstrate basic skill in Numeracy, Literacy and ICT. To do this you will sit three tests set by the Teacher Training Agency. These are known as the TTA tests. St Martin's is a registered Test Centre and you may take these as many times as necessary\*. During your course you will receive further information from the TTA. Your subject department will give you further information.

## **Career Entry and Development Profile**

During the programme you will audit and monitor your professional development in both school and college. You will accumulate critiques on your teaching and reports on each school placement. You will be helped to set professional targets for your own development. These are all shared subsequently with each school in which you teach. They are finally distilled into a document called the "Career Entry and Development Profile", which you will complete with help during the final week of your course. You must complete this to enter the profession. On entering the profession you will receive a registered number from the DfES and will register with the GTC.

## **Induction Year**

You will then be a Newly Qualified Teacher (NQT). Finally you will be required to complete successfully your induction year during your first year in the profession.

**Successful completion is dependent on compliance with the regulations for the course and the achievement of satisfactory grades and standards in all aspects of school and college based work.**

**\* You need to have successfully completed these tests before you can be awarded QTS. You should aim to complete these tests by the Easter break**

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## **Roles and Responsibilities**

During the programme you will have support links both within the PGCE programme and within the college as a whole. You also have access to the student union facilities and to counselling support should you need it.

### **The Link tutor**

The Link Tutor will support a group of schools, the Associate Tutor and you within them. He/she will have an overview both of your needs and the expectations of you in school and will visit you there, discuss your progress with the associate tutor and report this to the programme leader. Your Associate Tutor will be able to offer you advice and support. He/she will meet with groups of you in schools which have more than one student on placement, and will help you monitor your progress by discussing the Professional Profile. He/she will be responsible for carrying out observations of your teaching on the block placements and moderating your progress with the Associate Tutor.

### **The Associate Tutor**

The Associate Tutor will have been trained to support and assess you in the school setting. He/she may also be your class teacher. He/she will have been briefed about the PGCE and will be able to advise you and support you in using the professional profile. He/she will be an experienced practitioner who will take an on-going responsibility for monitoring your work in the school setting and together with other tutors, including the link tutor, will be jointly responsible for your assessment against the QTT standards on final block placement. He/she will provide written critiques which you will retain in your Teaching File.

Ultimately your programme leader will be responsible for the effectiveness of your assessment and support.

### **The Subject Tutor**

Each curriculum subject is taught by a subject tutor. Your subject tutor will be responsible for the delivery of a curriculum subject in college and will help you to develop your subject knowledge, curriculum knowledge and will help you to understand how children learn in the subject.

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## Assessment on the Programme

### Developing Competence and Achieving Standards

To qualify for the award of Postgraduate Certificate in Education candidates must:

- a) satisfactorily demonstrate all of the standards which are required of you on completion of courses of initial teacher training, gaining at least a pass grade 3 in the practice of teaching and at least 40% in each of the contributory written assignments for the course;
- b) be recommended by the institution with which they are registered as likely to be suitable members of the teaching profession

These regulations require you to develop professional competence and professional responsibility in both school and college settings.

\*Please note that the award cannot be given unless all contributing assignments have been passed. Students are only allowed to resubmit one failed assignment.

### Professional Competence

You should familiarise yourself with the professional profile, which includes the standards from TTA/DfES 2/0. **“Qualifying to Teach: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training**

**These standards are those by which your developing competency will be judged on the course and you should familiarise themselves with these as soon as possible.** Feedback to you and reports on progress will be targeted at these standards. They fall into **three** main areas:

- **Professional Values and Practice**
- **Knowledge and Understanding**
- **Teaching**

**Planning Expectations and Targets**

**Monitoring and Assessment**

**Teaching and Class Management**

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## Professional Responsibility

Professional responsibility must be demonstrated in both school and college settings. In addition you should:

- **maintain a high level of attendance in all sessions. This should not normally fall below 80% in any single course component**
- **take a full part in all seminar sessions, taking responsibility for leading where required**
- **complete all qualificatory work included supported self study (often called 'directed') tasks, reading, preparation for assignments and preparation for school placements, necessary to maintain continuity in learning**

## The Contributory Assessment Portfolio

Contributory assignments address both practical and theoretical aspects of your learning. They are based substantially on your reflective and analytical response to the school based experiences.

Organisational arrangements for the submission of these assignments differ at each campus, but dates for submission are standard.

Together, the written assignments form a portfolio of assessed work which is set out below.

### Submission of Course Assignments

All course assignments have a fixed date for submission which is contained in the assessment portfolio below. **Assignments which are submitted late will be awarded a 'fail' grade** except where the student has negotiated an extension through the tutor concerned, the programme leader and the head of education. **Extensions may only be granted in exceptional circumstances** (for example certificated illness) and **must be negotiated as far in advance as possible. Extensions are not normally granted on the day of submission.** If you are ill on the day of submission, you must post your assignment, by recorded delivery, to the College.

### The Assessment Portfolio

You must achieve at least 40% for all contributory programme work. If you fail to achieve 40% or above in one assignment, you are normally allowed to **resubmit one assignment only** with guidance and feedback on what you need to do to achieve a pass grade. **It is your responsibility to contact the subject tutor to arrange a date for re-submission.** Such re-submissions will not be graded higher than a grade 40%

## Contributory Assignments (PGCE)

### PGCE Criteria

The benchmark criteria were revised in June 2000 on the advice of external examiners. Each assignment is assessed using generic criteria, which are the grade-related criteria and relate to all the assignments. Subject specific criteria provide student teachers with an interpretation of these criteria, which is subject specific. All criteria are fully set out in course documentation. Generic criteria are as follows:

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### Criteria for Assessment of PGCE Contributory Assignments

Internal Grade	Descriptor	Supporting Evidence	Argument	Translation to practice
<b>A</b> <b>70%+</b>	An exceptional and insightful submission	Substantial use of available literature. Synthesises ideas from different sources. Sources help construct a personal theory.	Argument is lucid and cohesive. Analytical and evaluative.	Clear presentation, demonstrating practicability, curricular justification, understanding of complexity of classroom variables.
<b>B</b> <b>60 to 69%</b>	A thoughtful and perceptive submission	Significant use of main literature involving criticism	Traceable and analytical	Clear presentation, demonstrating understanding of classroom practice.
<b>C</b> <b>50 to 59%</b>	A thorough submission.	Uses main authorities to underpin substantive points of argument	Clear. Involves some use of analysis	Clear presentation, demonstrating practicability of implementation.
<b>D</b> <b>40 to 49%</b>	Level of Basic Competence	Refers to main texts.	Argument clear. Tends towards subjectivity, assertivity and description	Acceptable presentation outlining acceptable practice.
<b>E (Fail)</b> <b>less than 40%</b>	Lacks competence.	Little or no reference	Arguments simplistic. Lacks consistency. Subjective. Descriptive.	Would not support or convert to competent practice

Additional general criteria.

- All work must demonstrate a standard of accuracy in spelling, grammar, punctuation and syntax that is consistent with the professional role of a teacher. ( see \* above).
- Work must be referenced consistently according to the Harvard system.
- The length of the work must be within + or – 10% of the required wordage.

**You are reminded that plagiarism is a serious offence and may result in you being asked to withdraw from the course.**

#### PGCE Assignments

Student teachers must achieve at least 40% in each contributory assignment. They must pass both Part 1 and Part 2 for the Double Modules PGP501(English) and PGP502(Mathematics). They are allowed one automatic reassessment for a failed assignment, for which a maximum 40% may be awarded. Further submissions are at the discretion of the College Assessment Board (PGCE) , following a supportive reference from the subject board. The student teacher's command of written English and the use of ICT are audited during selection and command of written English is a factor in the decision to recommend him/her for the award of QTS. Consequently, markers are required to draw to the programme leader's attention any student teacher whom they consider may be at risk of failing to meet the standards for the award of QTS. The student teacher review procedures will then be instituted.

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## **PGCE Monitoring**

All PGCE assessment is monitored. This is to ensure the security of assessments against the QTS standards as required during OFSTED inspections of the Programme, as with QTS assessment. If, at any point in the process, the student teacher gives cause for concern, the same conditions apply for review of a student teacher's progress as those on other ITT courses.

A student teacher seeking an extension of a submission date, for reason of illness or other exceptional circumstance, must apply in advance of the due date to the Programme Leader. S/he may grant an extension and a pro-forma signed by the PL (or his/her nominee) must be attached to the coursework. **Assignments submitted after the deadline (without an extension) are an automatic fail**

The parity of student teachers' assessment in PGCE across campuses is achieved by second marking, within the relevant division of 10% of the assignments. 10% of assignments from each campus are subsequently forwarded to external examiners. Each external examiner will therefore see a proportion of scripts across subjects and across campuses. External examiners report on matters of compatibility and consistency in the External Examiners Report. Issues from this report are addressed and subsequently actioned in the Annual Evaluatory Report, which provides an overview of the effectiveness of practice on all campuses. (See also Section 6.4.5 External Examiners)

## **Assessment of Practice of Teaching**

All School Based Work is assessed against the Standards in 'Qualifying to Teach' (TTA 2002) – see School-based work will be monitored by Associate Tutors and teachers, in consultation with link tutors.

Teachers, link tutors and Associate Tutors will give you regular oral and written feedback during placements. During the first term, Associate Tutors will monitor your progress through visits to classrooms and by observations, seminars and liaising with class teachers. Link tutors will visit each school to support the Associate Tutors. You will share your assessment with your associate tutor in school and your link tutor in college. At key points in the course link tutors will carry out a tutorial review with you at which targets will be set for achieving the required standards. The associate tutor will complete written evaluations, which will be copied to you and the Partnership office. Link tutors will visit to carry out a brief observation and moderate the assessment of Associate Tutors. At the end of each placement, the associate tutor's written report will be shared with you and filed by the Partnership office for reference compilation.

**At the end of the first block placement and at the mid point of the final block placement, a written report will be compiled by the associate tutor highlighting whether you are progressing satisfactorily or are giving cause for concern.** The placement report will become part of your confidential report and will be filed with the Partnership Office for reference compilation.

Here link tutors make quality assurance visits, written evaluations will be completed

On Final Block Placement you will be graded in accordance with OFSTED grading 1 to 4.

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## The Assessment of School Placements – QTS

Serial Placement and Block 1	W/B 26 September - W/B 25 November (Intermittent)	<u>Non-graded</u> Satisfactory or Cause for Concern
Block Placement 1	W/B 13 January – W/B 10 February	<u>Graded</u> Satisfactory or Cause for Concern
Final Block Placement	W/B 28 April – W/B 23 June	<u>Graded</u> 1. Very Good 2. Good 3. Adequate 4. Poor (Fail)

Forms available from: <http://www.ucsm.ac.uk/partnership>

See individual course outlines for the guidance and marking criteria for each assignment. As subject specialism are generic to all subjects the details for this assignment are provided below.

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## ASSESSMENT : SUBJECT SPECIALISM

**Consider how your specialist subject is currently taught in school. Negotiate with your specialist tutor (and where possible your subject co-ordinator on your first block placement visit) an issue, method or learning topic in relation to the teaching of your subject. Provide a critical review of how, in the light of theoretical perspectives, recent policy and practice, the issue, method or topic might be addressed to provide effective teaching and learning across the key stages.**

**Word Length: 1750 words (equivalent)**

**Submission date: Monday 28 April 2003**

**Assessment Criteria:**

*Notes for Students*

You will be graded against the following criteria:

- Substantive treatment of the topic in relation to subject knowledge and application as defined by each Subject Specialism in their specific criteria.
- Explanation of underpinning subject theories relevant to practice.
- Practicality of ideas.
- Relevance to teaching and learning across KS1 and KS2.
- Clarity with which the subject is conveyed (eg use of summary, examples).

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