



**BIRMINGHAM CITY**  
School of Education  
and Social Work

# **Primary and Early Years Education**

**BA (Hons) Primary and Early Years with  
QTS**

**Handbook 2024-25**



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# Welcome from the Course Leader

Welcome to the BA (Hons) Primary Education & Early Years with Qualified Teacher Status (QTS) course. We are delighted that you have made the decision to study at BCU.

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

We look forward to working with you throughout your studies and supporting you as you embody our four professional core values: committed, creative, confident, and collaborative and develop the skills and knowledge needed to be a Primary School Teacher.

**Kate Glanville**  
**Course Leader**

## Welcome from Professor Ian Blair, Executive Dean



I would like to extend a warm personal welcome to all students joining the Faculty of Health, Education and Life Sciences.

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

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

***Professor Ian Blair, Pro-Vice-Chancellor and Executive Dean, Faculty of Health, Education and Life Sciences***

## Welcome from David Childs, Head of College

I would like to welcome you to the College of Education and Social Work and our vibrant community, I am delighted that you have chosen to study one of our academic courses. Within the College, our aim is to provide you with an excellent student experience through our practice-led, knowledge applied approach to learning, delivered in collaboration with our external partners both in the West Midlands and beyond.

I am incredibly proud of our graduates who enter their chosen careers as competent, autonomous, reflective practitioners with a global outlook. We will support you at every step on your journey to joining our many graduates and pursuing your own career. To do this we will work in partnership with you, and so we also need you to commit to the hard work required for you to achieve your best.

We are pleased to welcome you to our College, we are excited to be working with you on your educational journey and enable you to make a real difference within your professional field.

***David Childs, Head of College of Education and Social Work***



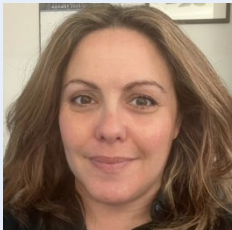




# Purpose of this Handbook

This academic handbook is designed to introduce you to your course, and provide key information regarding the academic staff, the learning and teaching philosophy, as well as other useful information relating to your specific studies.

This is an academic handbook which provides information on the relevant resources and services such as the Student Union, IT and accommodation available to you during your time with us. You can find further information here: [Student Essentials](#)

# Who's Who?

Teaching Staff	
<p><b>Name:</b> Paul Purser</p> <p><b>Role:</b> Head of Subject <b>Course/ Specialist area:</b> Science</p> <p><b>Tel:</b> 0121 331 5628</p> <p><b>Email:</b> <a href="mailto:paul.purser@bcu.ac.uk">paul.purser@bcu.ac.uk</a></p>	
<p><b>Name:</b> Kate Glanville</p> <p><b>Role:</b> Course Leader</p> <p><b>Course/ Specialist area:</b> Geography</p> <p><b>Tel:</b> 0121 331 7349</p> <p><b>Email:</b> <a href="mailto:kate.glanville@bcu.ac.uk">kate.glanville@bcu.ac.uk</a></p>	
<p><b>Name:</b> Dominique Simpson</p> <p><b>Role:</b> Deputy Course Leader</p> <p><b>Course/ Specialist area:</b> Professional Studies</p> <p><b>Tel:</b> 0121 331 6781</p> <p><b>Email:</b> <a href="mailto:dominique.simpson@bcu.ac.uk">dominique.simpson@bcu.ac.uk</a></p>	
<p><b>Name:</b> Canis Kamran</p> <p><b>Role:</b> Year 1 Lead Tutor</p> <p><b>Course/ Specialist area:</b> Professional Studies</p> <p><b>Tel:</b> 0121 331 7357</p> <p><b>Email:</b> <a href="mailto:canis.kamran@bcu.ac.uk">canis.kamran@bcu.ac.uk</a></p>	
<p><b>Name:</b> Mark Stares</p> <p><b>Role:</b> Year 1 Lead Tutor</p> <p><b>Course/Specialist area:</b> English</p> <p><b>Tel:</b> 0121 331 5147</p> <p><b>Email:</b> <a href="mailto:mark.stares@bcu.ac.uk">mark.stares@bcu.ac.uk</a></p>	

**Name: David Grist**  
**Role: Year 1 Pastoral Lead Tutor**  
**Course/Specialist area: Music**  
**Tel: 0121 331 7384**  
**Email: [david.grist@bcu.ac.uk](mailto:david.grist@bcu.ac.uk)**

## **Additional Support Staff**

**Janice Wright**  
**Librarian – Learning, Teaching and Research Services**  
**Seacole Library**  
**Tel: 0121 331 7030**



**Name: Pritpal Gill**  
**Role: Course Co-ordinator**  
**Course/ Specialist area: Course Administration**  
**Location: SCT145**  
**Tel: 0121 331 7175**  
**Email: [pritchal.gill@bcu.ac.uk](mailto:pritchal.gill@bcu.ac.uk)**

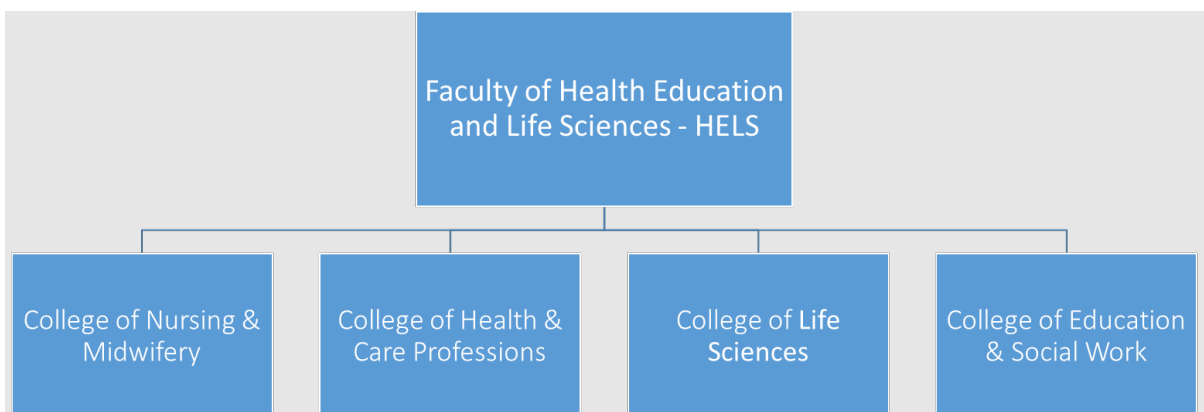
**Name: Georgios Pazaitis**  
**Role: Placement Co-ordinator**  
**Course/ Specialist area: Partnership**  
**Location: SCT145**  
**Tel: 0121 331 7175**  
**Email: [Georgios.Pazaitis@bcu.ac.uk](mailto:Georgios.Pazaitis@bcu.ac.uk)**



# Where do I fit in at BCU?



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



# About the College of Education and Social Work

## Vision and Mission

### Our Vision

- We aspire to create a culture of social justice through the co-construction of inclusive, diverse and challenging climate for learning.
- We aspire to be a change agent in people's lives, making a difference to professionals and the organisations they work in.
- We aspire to be a leading centre within the academic and professional disciplines of education and social work to inspire students, staff and collaborative partners to be active agents of change, locally, nationally and globally.
- We aspire to change lives, inform practice and challenge perceptions through world-leading research and critical thinking.

### Our Mission

- We demonstrate our commitment to learning with enthusiasm and passion through relevant and responsive curricula that develop resilience, confidence and risk-taking in our staff, students and partners.
- We offer learning spaces that promote and nurture positive attitudes to equality, inclusion and diversity through celebrating uniqueness, individuality, and community.
- We are change agents working in partnership through leading near-to-practice research; knowledge production and transfer which connects diverse individuals and communities, actively promoting leading research and critical thinking in our disciplinary fields.

## Our Goals

<p><b>Research:</b> we will aim for all academics to develop and maintain a research profile actively contributing to the close-to-practice research of the College</p>	<p><b>Partnership:</b> we will work in inter-disciplinary and inter-professional partnerships to foster and enhance knowledge exchange.</p>	<p><b>Change:</b> we will create capacity and an environment in which staff and students are ready to take risks and work as proactive agents of change.</p>	<p><b>Equality:</b> we will embrace and celebrate diversity, proactively working towards equality through positive interventions to facilitate success for all.</p>
<p><b>Global:</b> we will enhance our shared environment, embracing opportunities and working together to safeguard the global community.</p>	<p><b>Teaching:</b> we will develop and adapt innovative pedagogical approaches to kindle a passion for learning.</p>	<p><b>Curriculum:</b> we will design and deliver a relevant curriculum that is dynamic, responsive and fit for purpose.</p>	<p><b>Community:</b> we will work as a professional community, taking individual and collective responsibility to contribute to a positive working and learning culture that fosters health and well-being.</p>

# Studying at your Campus



## Campus Sites

There are two main campus sites at BCU: City Centre and City South. Whilst you will start your journey with us at City South, we are due to move to the City Centre campus, to our own, bespoke, building. For maps of the campus, and details of parking, please see the following:

<https://www.bcu.ac.uk/about-us/maps-and-campuses/city-south-campus>

<https://www.bcu.ac.uk/about-us/maps-and-campuses/city-centre-campus>

At both campuses, you will find catering facilities, serving hot meals and drinks, including Costa Café and Starbucks. There are also Students' Union shops on both sites, selling a range of stationery and University merchandise as well as newspapers, drinks and snacks.

## Safety and Security

You are required to **always have your University ID card with you** and this is required to enter and exit all buildings.

You are responsible for the safety and security of your personal property. All personal property (including motor vehicles, if blue badge holder) are brought onto University property entirely at the owner's risk. We do not accept responsibility for any loss or damage to property, however caused. Any theft or damage to personal property should be reported immediately to the University Campus Security, telephone +44 (0)121 331 7090 or report on iCity

<https://icity.bcu.ac.uk/Estates-and-Facilities/Security-Services/Report-an-Incident>

# Your Course

## Aims and Philosophy

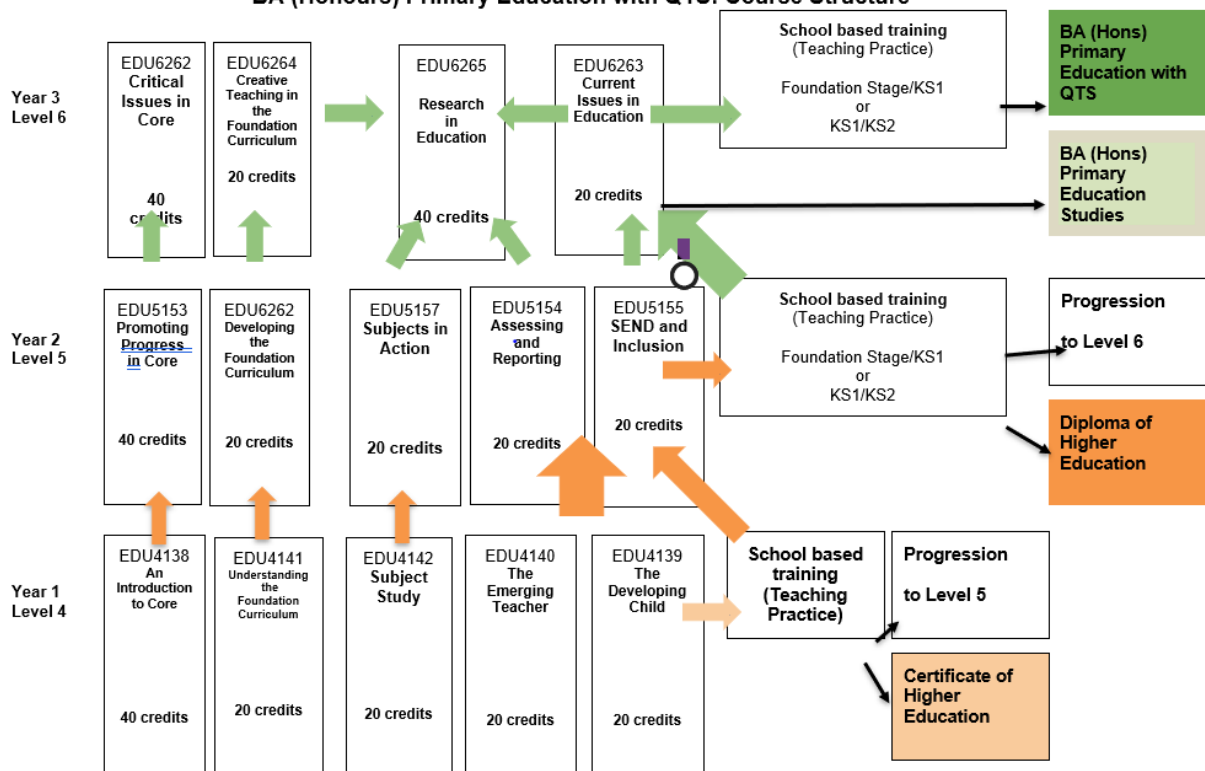
The course aims to:

- Enable you to become a committed, confident, creative and collaborative primary school teacher who is equipped with the skills and knowledge needed to lead the learning for a range of learners. You will develop your confidence in taking a lead in school and contributing to the wider profession.
- Develop your ability to enhance your own practice through reflective and critical evaluation of curriculum, research, policy and practice. You will apply this understanding in the classroom, enhancing children's learning.
- Enable you to become a highly accountable and professional teacher with a commitment towards equality, diversity and inclusion and to make a positive contribution to your community. You will be aware of, and respond to, the needs of a range of children e.g. EAL, SEND and Looked After Children, within society, and be prepared to engage in multi-agency working.
- Enable you to become a reflective future leader of learning in innovative practice and with a commitment to optimising life chances for all children with the ability to respond to change and manage it positively.
- Develop your understanding of the value of education for all children within a global context. You will utilise best practice from across the globe to enhance your teaching and enrich opportunities for children.

## Course Overview

Your course is made up of modules; each module is a unit of study that has specific learning outcomes which are assessed through the module assessment task(s). Below is an overview of the modules you will study throughout your course and the associated assessments. In addition to the Module Specification, you should also refer to the Module Guide and Assessment Brief which will be located on the individual Module Moodle Site. Each year will include the study of modules, as outlined on the course structure map, below.

### BA (Honours) Primary Education with QTS: Course Structure



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

- **Certificate of Higher Education Primary Education**  
The certificate will be awarded if you leave the course with 120 credits at level 4.
- **Diploma of Higher Education Primary Education**  
The diploma will be awarded if you leave the course with 240 credits, 120 of which must be at level 5 and the remainder at level 4.
- **BA (Honours) Primary Education Studies**  
The honours degree will be awarded if you leave the course with 360 credits and have chosen not to undertake the school based training module/s.

### Indicative Year Planner

You will be provided with an overview of your timetable (days) at the beginning of each period of study. This will be found on your Year Group Moodle page. Please check through to see the key dates that you need to know in relation to your course. You will also have a personal online timetable with timings and rooms. At times, changes might be necessary based on

unforeseen circumstances. Ensure that you check your emails daily to be aware of any last minute changes.

# Learning & Teaching

## How you will learn

This section explains the learning and teaching approaches, activities and experiences that your course will offer and explains how these will support your continuous learning throughout the course.



The course is based on a shared vision for educational excellence with the schools in our Partnership, reflecting our commitment to Partnership working. Associate Teachers on the course benefit from working with and learning from experienced classroom teachers in schools and at University. During training, Associate Teachers will be assessed against the curriculum using the BCU Themes and Assessment Framework. The Department for Education's (2012) Teachers' Standards, which lead to the recommendation for the award of QTS, will be assessed summatively, at the end of the course.

The course is designed to recognise that Associate Teachers develop their understanding of, and skills in, teaching in a gradual way. All our academic modules involve the Associate Teachers in reflecting on their developing knowledge and understanding of primary and early years teaching and subject knowledge. Learning and support on the course enables our Associate Teachers to progress to successful achievement through the careful alignment of learning on modules with practice in school. This will be carried out through carefully designed

School Based Training experiences. The School Based Training (SBT) experiences are developmental and progressive.

The BCU Key Themes are demonstrated through school-based training, through center-based work and the completion of modules. Assessment processes enable Associate Teachers and tutors to track the development of these key themes and make essential links between those which are demonstrated throughout modules and those which are achieved during school placements.

Through our commitment to inclusive values, this course will empower Associate Teachers to address issues of equality, diversity, and justice to optimise the life chances for all children they teach. All Associate Teachers will consider Special Educational Needs, Disability, Inclusion and adaptive practices, in depth. Graduates from the BA (Hons) QTS Primary and Early Years course at Birmingham City University will be confident to meet the challenges of inspiring children to achieve their goals and to overcome disadvantage and barriers to learning.

On Moodle, Associate Teachers will find details of all the modules relevant to the course. All modules (see diagram on p13) must be passed at each level in order to progress to the next level of your course. Associate Teachers have two attempts at passing each module and placement.

The Associate Teachers' progress to QTS is underpinned by their close relationship with their Personal and Professional Development Tutor who will monitor the progress of each Associate Teacher closely. At the end of the course the Associate Teacher and tutor will complete an Early Career Teacher transition document to support transition from training to employment. The document enables ECF Mentors in school to tailor the ECT's induction to their needs and aspirations.

### **School based training**

The course offers the opportunity to complete 120 days in school to meet the requirements of the DfE for 'qualified teacher status', to become an Early Career Teacher (ECT). School placements are vital in providing the opportunities to develop professional skills and enabling demonstration of the BCU Key Themes, in line with the Core Content Framework, leading to the Teachers' Standards required of Early Career Teachers.



A Progress Journal will be completed during each school-based training placement. Associate Teachers will engage in Professional Development Discussions with their Lead Mentors (University staff) and Professional Mentors (class teachers) throughout their course to show their placement. These cumulatively provide evidence of meeting the school-based requirements of the DfE (currently the Teachers' Standards (2012)) and pedagogical aspects of the different subject curricula.

### **Requirements for English, Mathematics and Science**

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

Providers must assure that Associate Teachers demonstrate competence in the following areas:

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

It is the responsibility of the Associate Teacher to ensure that they have a secure knowledge and understanding of Fundamental English, mathematics, and science as well as all other

subjects in the relevant curricula. Any work to address shortfalls in subject knowledge must be undertaken by the Associate Teacher in addition to other aspects of training. Subject knowledge for all areas of the Early Years Framework and National Curriculum is key to being a successful Associate Teacher.

## **Attendance**

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

As the course is training the future teachers, it is guided by the Professional, Statutory and Regulatory Body (PSRB) requirements. Furthermore, academic research across the education sector indicates a strong link between levels of student participation and academic achievement. As part of our learning community, we expect you to take responsibility for your attendance and active participation in your studies. The University monitors attendance and we will contact students if their levels of participation gives cause for concern. You should also be aware that the University has a responsibility to inform the Student Loans Company and, in the case of international students, UK Visas and Immigration, in the event of significant and/or unauthorised absences from taught sessions.



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

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

## **Our Learning Partnership**

We want you to gain the most out of your University life with us, so our Student Partnership Agreement has been developed to help you understand our shared responsibilities, ensuring a fruitful and productive learning partnership. The BCU Student Partnership Agreement can be found here: <http://www.bcu.ac.uk/student-info/how-to-apply/partnership-agreement>



## **Student Code of Conduct (ITE)**

The requirements and expectations of those who are training to teach are set out in the separate Associate Teacher Code of Conduct which will be shared at the start of the course. This additional agreement is in line with the requirements of all teachers set out by the Department for Education. Associate Teachers be asked to sign a copy of Code of Conduct for each year of your studies so that it is clear that you know and understand what is expected of you. You should refer to this agreement regularly.

## **Fitness to Practise**

Some of the University's courses prepare students for entry into professions where they have to meet certain behavioural and/or health requirements if they are to practise the profession. As your course falls into this category, you need to be aware of the University's Fitness to Practise procedures available on iCity at <https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Fitness-to-Practise> or via the [Student Contract](#) section of BCU website.

This course will prepare you for entry to a profession which makes high demands on its entrants in terms of their professional conduct, values and attitudes. On rare occasions the Faculty may need to invoke the University's Fitness for Practise/Study policy which can be found at <https://icity.bcu.ac.uk/student-services/Complaints-and-Appeals/Fitness-for-Practise>  
Examples of when this might occur include:

- when you have physical or mental health problems which may put you or others at risk;
- when you demonstrate unprofessional behaviour;
- where there are serious breaches of The Teachers' Standards and/or the ITT Criteria;

- disclosure of information about yourself or your previous conduct that you have not already disclosed on your application form or in your interview that may impact on your suitability to teach;
- you have previously been removed from an ITT course because you have behaved in a way that indicates you may not be suitable to work with children, or you have left a previous ITT course before completing;
- when you have committed an offence under the University's Student Disciplinary Procedure which raises doubts about your professional suitability. Professional conduct of Associate Teachers on School Based Training

You will be expected to adopt a high level of professional conduct whilst in school. Absence from School Based Training should normally only occur if you are ill or experiencing particular personal difficulties that have been discussed with an appropriate teacher in the school or setting and with your Lead Mentor or Professional Development Tutor (PDT). Should long-term absence be required this may have an impact on your ability to complete the practice and, in these circumstances, you will be advised to interrupt from the course. This could mean that you would be unable to complete the course within the normal period.

If absence from school or setting is necessary as a result of illness, you will be required to inform both the school as early as possible and certainly before 0800 hours of the day of absence, and the University via mySRS. You should inform the school and the University on each day of your absence. Ensure that you follow the school setting absence procedure.

### **Management of the Partnership**

The Partnership is managed by the Senior Leaders and the Primary and Early Years Partnership Team who will work closely with the Course Team to ensure that teaching placements are timetabled appropriately and that you are found teaching placements suitable for your chosen age phase. The Year Leads are responsible for the management and organisation of the training sessions for school mentors which take place before each period of School Based Training. In addition, the Subject Lead for Primary Education will ensure that moderation and evaluation procedures are carried out in line with Faculty policy.

## **Quality assurance**

Placement experience is integral to the course and, as such, will be included in the Faculty's processes for module evaluation, annual monitoring and moderation. Placements are a key part of your assessment and will be sampled by external examiners and scrutinised by Ofsted.

Quality Assurance procedures are an important part of ensuring that, across a wide variety of placements, there is consistency of practice and assessment. All schools will be supported by a Lead Mentor, part of whose role is to ensure that the judgements made by the school/setting about Associate Teachers' progress are consistent with those of other schools. External examiners are also involved in quality assuring the placement process and meet with a selection of schools, mentors, tutors and Associate Teachers.

The Primary and Early Years Partnership Team Leader will arrange consultation meetings for each practice in which class teachers (known as mentors), and school-based/setting-based tutors supporting Associate Teachers during that practice meet to share and discuss their judgements.

At the end of each School Based Training, you will be required to attend debriefing sessions to formally evaluate your experiences. The schools/settings which have accepted Associate Teachers on practice will also evaluate the experience. The results of these evaluations will be monitored by the Primary and Early Years Partnership Team Leader and shared with the course team in the interests of course improvement.

## **Breakdown of Placements**

Where a breakdown of placement occurs, the circumstances are considered by the placement review process and recommendations made regarding further placements and actions to be undertaken.

## **Contribution of Partners to the course**

Partner schools/settings will contribute to the course in a number of ways in addition to offering teaching placements to Associate Teachers. Partner schools/settings take part in the course admissions procedures, interviewing candidates for the course with Faculty tutors. Partners take a leading role in strategic partnership meetings.

## **Uniform / Attire**

When in school professional dress should be adopted and be in line with the dress policy of the school. Associate Teachers should discuss this with schools prior to their first day.

In university some sessions may require specific dress e.g. PE. Lecturers will communicate specific needs prior to sessions. There is an expectation that Associate Teachers take part in all sessions and are dressed appropriately.

## **Disclosure and Barring Service (DBS)**

As part of the admissions procedure for entry on to your course you will have undergone a Disclosure and Barring Service Enhanced (DBS) check. You should retain your copy of the Enhanced Disclosure that was issued to you.

We expect all students on this course to act in an honest and trustworthy manner and that your conduct, behaviour and attitudes are compatible at all times with your professional code of conduct.

If, during the course of your studies on your course within the Faculty, or during any period of interruption of study, you receive a caution/conviction or are subject to on-going criminal proceedings, you are required to inform your Course Leader immediately. If you do not do this, it may result in disciplinary action being taken against you.

Students are expected to complete a self-declaration each year.

**Please note that failure to inform us of any involvement with the Police could be viewed as unprofessional conduct and this may also be considered in addition to the original offence.**

In cases where involvement with the Police has occurred, you will be invited to attend a Disclosure and Barring Service Panel.

Further information can be found on iCity Student Governance:

<https://icity.bcu.ac.uk/student-affairs/appeals-and-resolutions>

## **Occupational Health**

Some PSRBs set 'good health' requirements for entry to educational courses leading to professional registration. Good health is necessary to undertake practice and means that students must be capable of safe and effective practice with supervision throughout their course of study.

OH Works Ltd is an independent Occupational Health (OH) service that will process your health clearance to ensure you are fit to enrol at the University and fit for your practice placements, and will be responsible for your Occupational Health throughout your time at University.

Further information can be found [HERE](#) or contact the Occupational Health service at:

- Email: [bcu@ohworks.co.uk](mailto:bcu@ohworks.co.uk)
- Tel: 0121 331 7178 or 0121 331 7079



# Assessment

This section explains the range of assessments, types of feedback and feedforward you will encounter, and explains how these will support your continuous learning throughout the course.



## How you will be assessed

### Assessment Strategy

All Associate Teachers will complete module assessments for the credit bearing modules which must be passed - all are marked in percentages. The non-credit bearing modules will be assessed through School Based Training against the BCU Key Themes, leading towards the DfE Teachers' Standards (2012) and will be marked on a pass/fail basis.

Assessments are distributed across each year of the course, with set submission and return dates.

All written work is submitted electronically via Moodle. Associate Teachers will be given a guidance for each assessment in a timetabled assignment briefing.

### Assessment Criteria

Each credit bearing module is assessed against specific, levelled criteria which are included in the module specification and which reflect the expectations for work being submitted at the academic level being studied e.g. level 4, level 5 or level 6. These criteria specify the minimum requirements for work to pass a module; they are also graded in bands to indicate how

percentage marks have been achieved. You will be provided with detailed criteria sheets at the start of each module. For each criterion, level descriptors define levels of achievement which will be awarded on a percentage scale.

Assignments will be awarded a final percentage mark. The minimum pass mark is 40% for each module. Achievement against each assessment criteria will be provided to help you to identify aspects of your work which require development and improvement.

### **Additional Assessment**

Associate Teachers will be required to complete a series of Journals throughout the course to track progress in subject knowledge, professional studies knowledge and the placements. Journals and any other documents are used as a basis for your discussions and consultation with PDTs, University and Professional Mentors and also at interviews. Achievement on placement will be recorded in your Progress Journal on the Assessment Tracker. You will be given additional guidance on School Based Training before beginning each placement.

Where an Associate Teacher fails to meet the requirements, depending on placement review outcomes, there may be an additional cost for resit placements.

### **Marking and Moderation**

Each assignment will be marked according to a marking scheme which makes it clear how marks are awarded and how the overall grade is calculated. This marking scheme is intended to help a team of markers to mark consistently and to enable Associate Teachers to understand why they got the mark they were given. Markers meet regularly to ensure consistency throughout the marking process.

A proportion of assignments for each module will be moderated by another member of the course team. The proportion of assignments to be moderated is laid down in the College marking and moderation policy. After this process there will be an agreed grade for each piece of work which has been moderated and this agreed mark will be entered on the assignment coversheet.

External Examiners do not mark or second mark assignments, but they scrutinise a sample of assignments to ensure that the marking has been carried out fairly and impartially and that the University's standards have been maintained.

### **How Feedback will be given on Assessed Work**

Work will be marked and returned to Associate Teachers with an electronic feedback sheet which gives feedback on the quality of work and on written English.

During School Based Training, Associate Teachers will receive regular oral and written feedback from Lead Mentors and school-based/setting-based Professional Mentors.

### **Professional Body Requirements**

QTS is awarded by the DfE on recommendation by the University. It therefore sits outside the modular assessment framework.

In order to be recommended QTS you must satisfy all the Teaching Standards as currently laid out in the Teachers' Standards (2012). You will be prepared to meet these Standards throughout the course via assessment on each School Based Training placement against the BCU Themes and Assessment Framework to ascertain your progress. Professional discussions throughout the year at progress meetings will provide evidence that you have met all of the themes.

### **Referencing**

Plagiarism is defined in the Library's guide to referencing as "claiming other people's thought or data as your own". Referencing your work accurately enables you to acknowledge all the sources of information, data and ideas that you have used in your assignments. AI is a form of plagiarism. Inappropriate use of AI might include; copying and pasting directly from an AI tool e.g. ChatGPT and passing it off as your own work, writing an essay in one's first language and using AI to translate it into English, using AI tools to answer online exam questions (where not explicitly permitted) or inputting sensitive information into an AI tool that may compromise confidentiality or copyright. Please note that Grammarly Pro is considered to be AI.

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

The Library guide includes detailed information on referencing, including how to cite unpublished material, secondary sources and internet resources. It can be found on the Library's web pages: [Library & Learning Resources | Birmingham City University \(bcu.ac.uk\)](#) and is also available as a printed leaflet. You are strongly advised to obtain your own copy of this and refer to it whenever you write an assignment.

## **Assessment Regulations**

The way in which your work is assessed is covered by the University's Assessment Regulations. Available [HERE](#) .

The regulations include information about:

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

You can receive further information about these regulations and wider university policies from the Academic Services [HERE](#). The link is also made available through iCity and on each Moodle page.

## **School based training modules**

The course has exemption from the requirement to mark using a full percentage scale for those modules which assess performance in schools. These modules are marked on a two-point scale (pass or fail).

We realise that assessments and placements can be stressful, so we try to provide as much support as possible throughout the year. There are a number of people across the University who can help with a variety of issues ranging from personal and financial to academic difficulties in Maths or English, for example.

## **Support**

If you're worried about anything, click here to refer to 'Studying [Support](#)' for further information about study concerns and who to contact. Click here to refer to [Personal Support and Wellbeing](#) for further information about a range of matters.

You can also contact:

- Kate Glanville – Course Leader
- Dominique Simpson – Deputy Course Leader
- Year leaders
- Pastoral Leads
- The Personal Development Department
- The Centre for Academic Success
- The Students' Union Advice Centre
- Student Affairs

### **Avoiding allegations of academic misconduct**

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

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

In exams:

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

In coursework:

- Don't pass off someone else's work as your own. This is plagiarism and is viewed very seriously by the University.
- Acknowledge all sources that you have used in your assignment or project. For advice on referencing contact the Centre for Academic Success.
- Use quotation marks if you are using the exact words of another person.

- Don't submit a piece of work that you have already submitted in whole or in part for an assessment elsewhere. This is called duplication and, like plagiarism, is viewed very seriously by the University.
- Check with your course team whether you can work with others on your coursework, and if so, be sure about what you should be doing on your own.
- Don't allow others to copy your work, or lend your work to other students.
- Don't make up data to prove your point.

In exams:

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

### **Submitting coursework and attending exams**

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

Please note that all student coursework has to be submitted by 12.00 noon on the day of submission. Any late submissions will be subject to capping in accordance with the regulations that are applicable to the course. Keep a copy of your submitted work for your own records and ensure that you 'back up' your files to ensure that your work is secure.

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

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

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

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

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

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

- A deferral, known as a Review of Performance, (which means that you will take the assessment at the next available opportunity)

Or

- A coursework extension of 10 working days to the coursework deadline.

There are strict timescales by which an application must be submitted. You are strongly advised to familiarise yourself with the procedure, the timescales and evidential requirements currently in operation. Current information on the procedure can be found on the [Appeals and Resolutions iCity page](#).

The Students' Union Advice Centre can also provide useful guidance when you make a claim.

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

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



If you have longer term problems which you think are likely to last more than three weeks, you should discuss with your Personal Tutor and your Course Leader whether it would be in your best interests to apply to withdraw temporarily from the course. For further information, contact your Faculty office.

### **Academic Queries and Appeals Procedure**

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

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

### **Taking your assessments**

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

If you fail any of the modules you've taken, you will be required to re-take them. You will only have one opportunity to do this. Having to re-take modules also means that your workload will be increased and you will be putting yourself under more pressure and may mean you are not be able to pass the course.

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

### **Avoiding Allegations of Academic Misconduct**

The University takes allegations of academic misconduct (i.e. cheating), in any form of assessment, very seriously. We class it as a disciplinary offence if a student attempts to gain or helps someone else to gain an unfair advantage over other students. Students who are suspected of academic misconduct may have to attend a formal hearing to explain their case,

and if allegations are found to be justified then the penalties can be severe. A copy of the Academic Misconduct Procedure is available from iCity following [this link](#).

### **Turnitin**

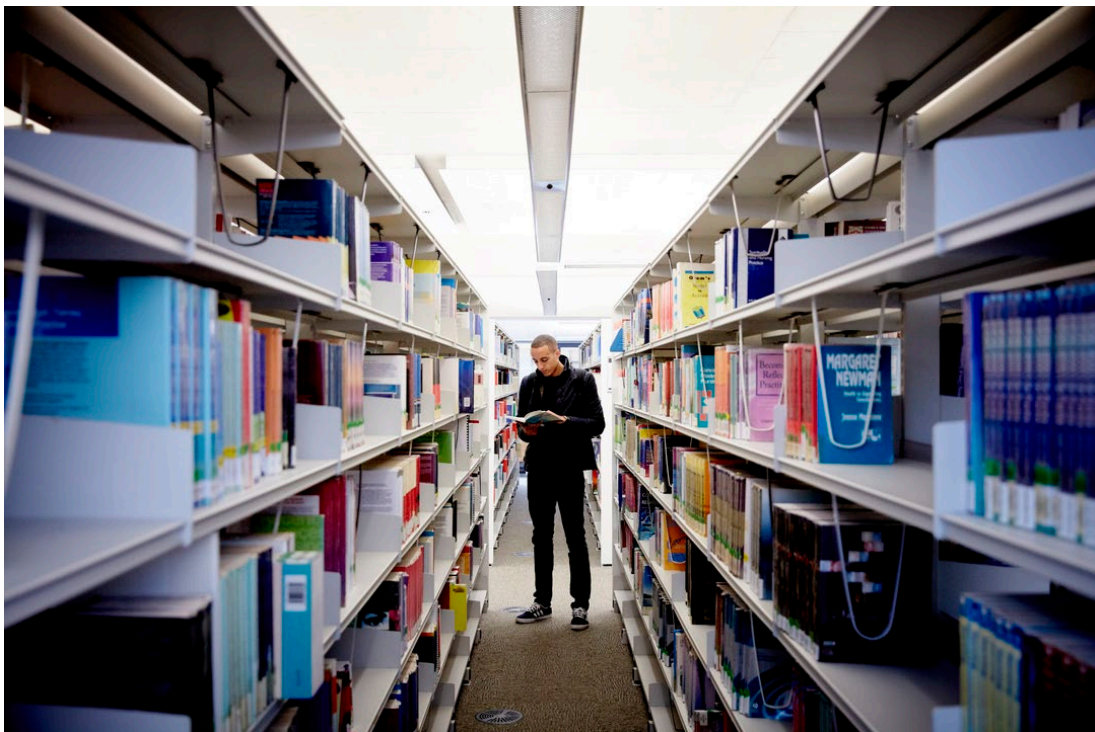
Turnitin (UK) is the online text matching service to which the University subscribes. It is primarily used to generate 'Originality Reports' for student coursework, assignments and dissertations in order to check for possible plagiarism, use of AI and the accuracy of references. It is University policy that all relevant student work that is submitted electronically for summative assessment will be done so via Moodle and submitted to Turnitin to obtain an originality report for consideration by the assessor. You can access the University Turnitin Usage policy [HERE](#). To obtain a Turnitin scan before submitting your work please visit the University's Turnitin Moodle site for students [available here](#).

# Supporting your Studies

## Library

The Mary Seacole Library is a large library supporting your course, with a vast collection of books, journals, and teaching materials, as well as specialist subject support. There are also numerous eBooks available online, which the library will help you access: <https://www.bcu.ac.uk/library>

In academic writing, it is important to reference your sources. On your course, the Harvard Referencing system is used: <https://www.bcu.ac.uk/library/services-and-support/referencing>



## Academic Development Department

We have a designated team that are available to support your academic skills during your time at University, enabling you to reach your full potential. For more information, please following the link below:

<https://icity.bcu.ac.uk/hels/Learning-and-Teaching-Development-Team-LTDT/PDD/Index>

The ADD team have launched the Success Course which you can find on Moodle [here](#).

This course provides information and advice to help you achieve your full potential whilst you are here at Birmingham City University. The Success Course covers an introduction (or a refresher if you have studied at university before) to Academic Skills, Academic Writing and Maths.

The Success Course also has a section to help you plan your assignments and record your assignment feedback to help you track your progress. We will show you how to access this course on Moodle and set up the assignment feedback tracker so you can find the most suitable way for you to make assignment plans and record your feedback.

## **Personal Tutor**

When studying with us, you will be allocated a Personal and Professional Development Tutor (PDT). A PDT is a member of academic staff whose key responsibility is to be the first point of contact for you. They will provide support in any areas relating to your personal, academic, professional and practice development throughout your course. Your PDT will be assigned within the first few weeks of you being at University.



## **Academic and Research Ethics**

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

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



# Employability

As part of the course, you will spend a lot of time in school developing your skills as a teacher. Our Associate Teachers are very employable, and many are subsequently employed by placement schools.

Your experiences in university and school ensure you are well prepared for your first post. While on the course we support you with making applications, personal statements and support for your transition to Early Career Teacher.



