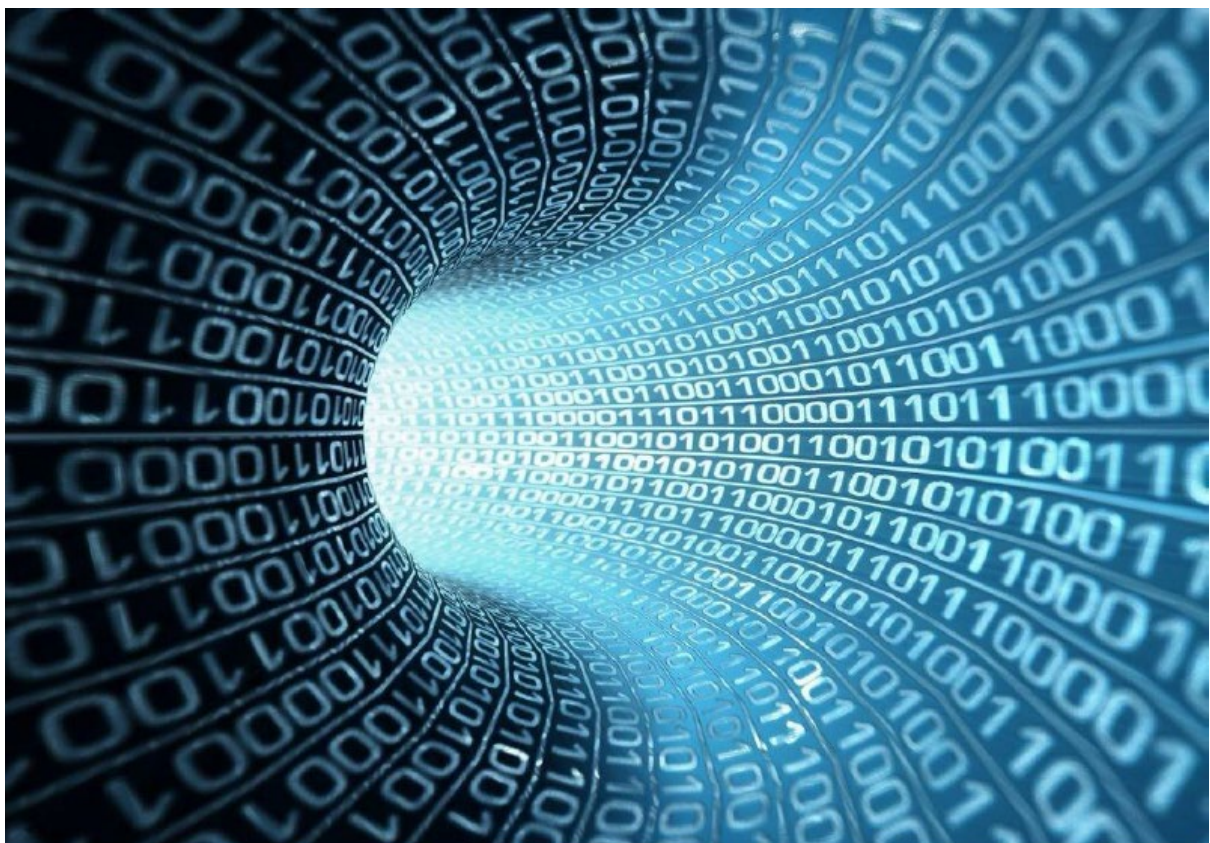# BIRMINGHAM CITY
School of Education and Social Work

Department of Secondary and Post Compulsory Education

BSc (Hons) Secondary Computing with QTS

Handbook 2022-23

Contents

Welcome from the Course Leader

Welcome to the BSc (Hons) Secondary Computing with QTS course.

Over the next three years you will be studying a range of subject topics within the field of the computer sciences and will begin an exciting journey as you train to teach your subject within a diverse range of secondary schools.

Your studies of the computer sciences will combine theory and practical teaching and learning sessions. You will study with our computer science undergraduate students where you will develop the skills, knowledge and understanding to become a confident and independent scientist.

In addition, you will work with other trainee teachers within the School of Education and Social Work on how your subject is taught within the Secondary School Curriculum. An integral part of this course is the Professional Practice module where you will have opportunities to gain experience within a range of secondary schools within our regional partnership. You will also develop your own subject knowledge so that you can confidently teach across the age and ability range and will develop your understanding and knowledge of a range of current issues and debates in Education that have shaped policy and practice.

This is an exciting course with the benefits of gaining a subject degree specialism, and through a placement practice, working towards the recommendation of award for qualified teacher status (QTS) that will prepare you to gain employment and be an effective subject teacher within the secondary school sector.

I wish you every success on this course and look forward to meeting you very soon.

Grant Huddleston
Course Leader
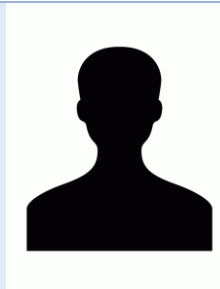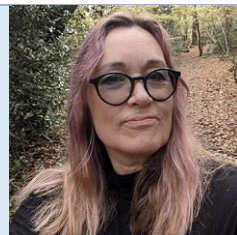
Purpose of this Handbook

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, and you should refer to the publication *'Snapshot – A student's guide to BCU resources'*, and the *'BCU Internal Services Booklet'* 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.

Who's Who?

Teaching Staff	
Grant Huddleston **Course Leader** **Senior Lecturer in Physical Education** Office: SCT308 0121 331 5541 Grant.Huddleston@BCU.ac.uk	
Gemma Taylor **Senior Lecturer in Physical Education** Gemma.Taylor@BCU.ac.uk	
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Amanda Brougham **Academic Lead for BCU ITE Secondary Partnerships** Amanda.Brougham@BCU.ac.uk	
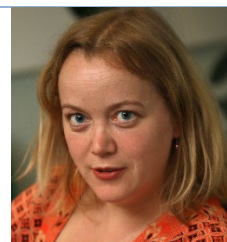
Additional Support Staff

Ann Stairmand-Jackson

Librarian

Ann.Stairmand-Jackson@BCU.ac.uk

Mahdiyyah Raza

Course Co-ordinator – BA/ BSc Secondary courses

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Mahdiyyah.Raza@BCU.ac.uk

Martin Sullivan

Education and Social Work placements co-ordinator

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Where do I fit in at BCU?

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

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

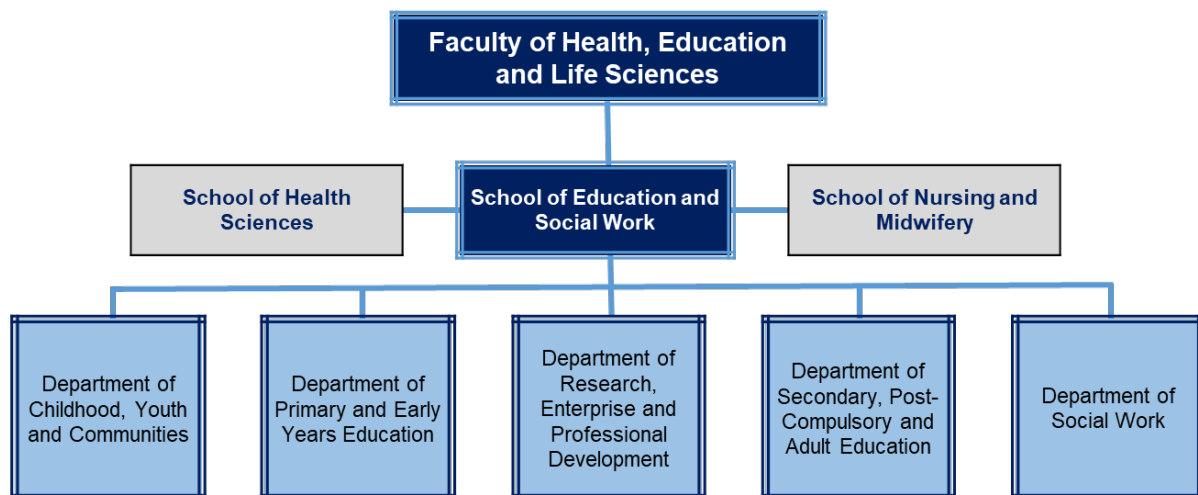Our mission within the faculty is to provide the highest possible quality of student-centred education using the latest technological/ pedagogic advances to demonstrate excellence in preparing professionals, conducting research, and advancing knowledge within the Health, Education and Social Care sectors.

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

I would like to welcome you to the School of Education and Social Work and our vibrant School community, I am delighted that you have chosen to study one of our academic courses. Within the School, 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 School, we are excited to be to working with you on your educational journey and enable you to make a real difference within your professional field.

Associate Professor David Childs, Head of School of Education and Social Work

About the School 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

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

Studying at your Campus

Campus Sites

There are two main campus sites at BCU: City Centre and City South. All your academic teaching will be based at City South. City Centre maybe used for some large-scale written examinations. 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

At City South campus there is a canteen, Starbucks, Costa Café, and Students' Union bar, which sells hot food and drinks, including snacks and sandwiches on the ground floor of Seacole building. The Students' Union shop on campus sells a range of stationery and University merchandise as well as newspapers, drinks, and snacks.

Safety and Security

You are required to always have your University ID card with you, and this is required to enter the building.

You are responsible for the safety and security of your personal property. All personal property (including motor vehicles) is brought onto university property entirely at the owner's risk. We do not accept responsibility for any loss or damage to property, however caused. Any theft or

damage to personal property should be reported immediately to the University Security Manager, telephone +44 (0)121 3316080.

COVID-19 Pandemic

The progress of the pandemic is not predictable. While we will endeavour to deliver the course as we have set out, should the public health situation nationally or locally require further restrictions on how we operate, then we will communicate in a clear and timely manner to ensure you are fully aware of our plans and how these will impact your experience.

You can access up-to-date information on staying COVID-19 secure on campus at:

https://icity.bcu.ac.uk/Covid-19-Secure/Information-for-Students

Your Course

Aims and Philosophy

This course provides students with a rounded education in Computer Science, whilst placing particular emphasis on teamwork and the honing of your software development skills. Graduates will be able to design software artefacts by applying sound mathematical and scientific principles, with due regard to their professional responsibilities and the quality requirements of the IT industry.

The first year of the course covers fundamental concepts related to programming, computer systems and networking, but also nurtures your creativity. By the end of the second year, you will have completed many challenging programming tasks and will be well versed in the software engineering process. In your third year, you will gain insight into artificial intelligence and information security, as well as experience of building applications using the latest technologies. With its emphasis on computer laboratory based practical work and project delivery, the course provides you with ample opportunity to acquire both the technical and transferable skills desired by industry.

In addition to studying modules from the computer science course, you will develop your skills in teaching your subject within secondary education by working within local and regional school computer science and IT departments as part of the professional placement component. As a result, you will not only have the subject knowledge required for a computer science undergraduate degree, but successful completion will result in the University recommending to the relevant professional body for the award of Qualified Teacher Status (QTS) which is the recognised professional award required by all those who wish to teach in a secondary school in England and Wales.

Pursuing Excellence	Through the integration of academic theory and practice you will develop a strong conceptual and theoretical understanding of fundamental theories, that will enable you to become a Committed, Confident and Creative secondary computer science schoolteacher, who is equipped with the skills and knowledge needed to lead learning for a range of learners
Practice-led, knowledge applied	Throughout your studies, you will be supported by our expert teaching staff, all of whom have a wide range of research and industrial experience in different sub-fields

	of computer science. As a result, you will develop your ability to enhance your own practice through reflection and evaluation of curriculum, research, policy, and practice.
Interdisciplinary	You will develop technical, research, analytical, planning, design, and organisational skills, which are highly transferable that will 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.
Employability driven	We will enable you to develop a good balance between in-depth academic knowledge and technical and practical expertise. We will prepare you for a career by equipping you with a range of transferable skills, such as complex problem-solving expertise, the ability to analyse in a careful and considered manner and working as a team member.
Internationalisation	You will learn to appreciate international standards and regulatory frameworks to allow you to develop your understanding of the value of education for all children within a global context.

COVID-19 Pandemic

At the time this handbook was prepared, there was still some uncertainty over the impact that the public health situation associated with the COVID-19 pandemic would have on the way that the University would be able to deliver this course. The University plans to deliver your course as detailed in the current course specification. There may be a need to make limited temporary changes occurring between on-campus and off-campus scheduled learning. The content of your course will not change, however there may be changes to the types of learning and balance of assessment.

The progress of the pandemic has not been predictable. While we will endeavour to deliver the course as we have set out, should the public health situation nationally or locally require further restrictions on how we operate, then we will communicate in a clear and timely manner to ensure you are fully aware of our plans and how these will impact your experience.

Course Specification

You can find your approved course specification document on the following link, where you will find information about your course, including an outline of the course structure:

https://hub.bcu.ac.uk/sites/as/QSS/CurricMgt/CDL/CS/School%20of%20Education%20and%20Social%20Work/2021-22/US0894%20BSc%20Secondary%20Computing%20with%20QTS.pdf

Module Specifications

You can find your approved module specification documents on the following link:

https://hub.bcu.ac.uk/sites/as/QSS/CurricMgt/CDL/MS/School%20of%20Education%20and%20Social%20Work/Forms/AllItems.aspx

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 (see link above), you should also refer to the Module Guide and Assessment Brief which will be located on the individual Module Moodle Site.

Level 4 Modules

Module Code	Credits	Module	Submission Type
EDU4167	20	CiCSE	Coursework
EDU4169	20	Emerging Teacher	Coursework
EDU4170	0	Professional Practice 1	In-Person
CMP4267	20	Computer Systems	Coursework
DIG4166	20	Website design and development	Coursework
CMP4266	20	Computer Programming	Coursework
CMP4269	20	Network Fundamentals	Coursework

Level 5 Modules

Module Code	Credits	Module	Submission Type
EDU5174	20	Inclusive Teacher	Coursework
EDU5176	0	Professional Practice 2	In-Person
EDU5177	20	Subject Studies	Coursework
CMP5332	20	Object oriented programming	Coursework
CMP5333	20	Operating systems	Coursework
DIG5127	20	Databases and web application development	Coursework
CMP5329	20	Cybersecurity	Coursework & Exam

Level 6 Modules

Module Code	Credits	Module	Submission Type
EDU6297	20	The Professional Teacher	Coursework
EDU6296	40	Professional Enquiry Project	Coursework
EDU6298	0	Professional Practice 3	In-Person
CMP6202	20	AI and machine learning	Coursework
CMP6213	20	Mobile and Wearable Application Development	Coursework
CMP6214	20	User Experience Design	Coursework

Indicative Year Planner

The year plan below indicates the key dates that you need to know in relation to your course. Changes might be necessary based on unforeseen changes. You will be provided with a detailed timetable at the beginning of each period of study.

Week Beginning Monday	Week	Week Beginning Monday	Week
29/08/2022		27/02/2023	Day 16
05/09/2022		06/03/2023	Day 17
12/09/2022	Induction Week	13/03/2023	Day 18
19/09/2022	Start of Semester 1 (Modules)	20/03/2023	Day 19
26/09/2022	Tutor Meeting 1	27/03/2023	Day 20 Tutor Meeting 3
03/10/2022		03/04/2023	Easter Holiday
10/10/2022		10/04/2023	
17/10/2022		17/04/2023	
24/10/2022		24/04/2023	Professional Practice Days 21-25 (Week block)
31/10/2022		01/05/2023	Professional Practice Days 26 -30 (Week block)
07/11/2022		08/05/2023	
14/11/2022	Professional Practice Day 1	15/05/2023	
21/11/2022	Day 2	22/05/2023	
28/11/2022	Day 3	29/05/2023	
05/12/2022	Day 4	05/06/2023	Enrichment Week
12/12/2022	Day 5	12/06/2023	Tutor Meeting 4
19/12/2022	Christmas Holiday	19/06/2023	
26/12/2022		26/06/2023	
02/01/2023	Tutor Meeting 2	03/07/2023	
09/01/2023	Day 6	10/07/2023	
16/01/2023	Professional Practice Days 7-11 (Week block)	17/07/2023	
23/01/2023	Start of Semester 2 (Modules) Day 12	24/07/2023	
30/01/2023	Day 13	31/07/2023	
06/02/2023	Day 14	07/08/2023	
13/02/2023	Day 15	14/08/2023	
20/02/2023		21/08/2023	

The full academic calendar is available here.

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.

Knowledge and understanding are acquired though a wide range of teaching and learning strategies that may differ from module to module depending on the content of the module.

Some of the common strategies are formal lectures, tutor-led seminars and practical activities and other independent learning activities at all stages. Emphasis is placed on guided, self-directed, and student-centred learning with increasing independence of approach, thought and process.

Lectures: Lectures are usually held in a lecture theatre and delivered to large groups of students. The purpose of the lectures is to introduce themes, theories, and concepts within a particular module. Technology enhanced learning is used, where appropriate, through the provision of online resources, discussion forums and other activities.

Practical Sessions: Practical sessions are usually held in various laboratories/practical spaces of the university and delivered to smaller groups of students. These sessions are used throughout the course to develop practical skills and to place theory in a work-related context and most often based upon the topics covered in lectures.

Directed Study: In this mode of study academic staff may direct you to undertake individual or group work that is relevant to the module that you study and the assessment that is part of the

module. Quite often you will be required to carry out the work/study outside of the module's normal contact time.

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 can get the most from what is on offer here at Birmingham City University.

Academic research across the education sector indicates a strong link between levels of student participation and academic achievement. As part of our learning community, we expect you to take responsibility for your attendance and active participation in your studies. The University monitors attendance and we will contact students if their levels of participation give cause for concern.
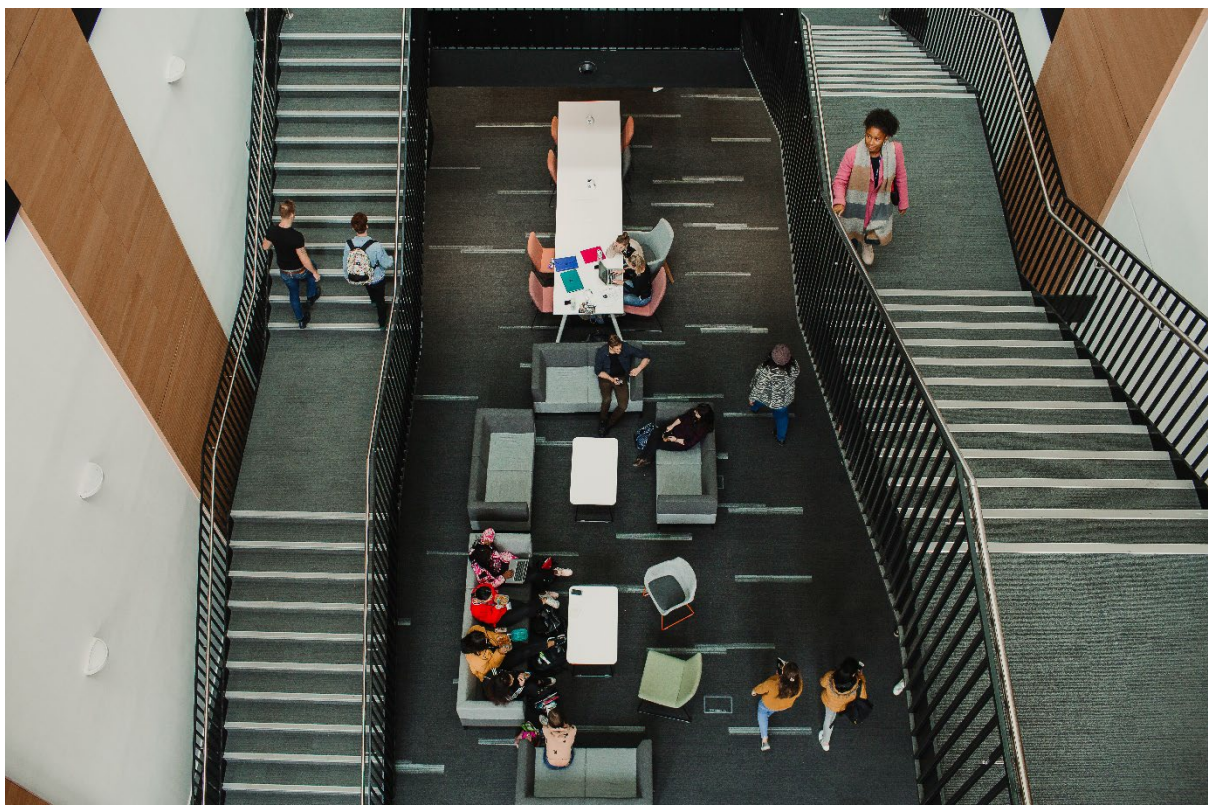
It is essential that you always have your ID card with you and take it to all scheduled sessions for your attendance to be recorded.

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

In completing a QTS (Qualified Teacher Status), you are expected to act professionally throughout this course. This includes behaviour, attire, communication, and attendance. It is expected that you attend all module and year group sessions, including tutor meetings. If you cannot attend, you must contact the following three stakeholders (dependant on circumstances) explaining your reason for absence:

Absence from University

1. Email the module tutor/module leader to formally report your absence
2. Log your absence via the University's Absence recording portal mySRS .

Absence from Placement

1. Contact your placement provider to formally report your absence and provide them with sufficient information about the duties you were due to perform to ensure they're not unduly impacted by your absence.

2. Log your absence via the University's Absence recording portal mySRS .

3. Email the details of your absence to ESWPlacementAbsences@bcu.ac.uk and copy your placement tutor in.

   You should provide the following information:
   a. Full Name:
   b. Student ID Number:
   c. Course Name:
   d. Year of Course:
   e. First Date of Absence:
   f. Last Date of Absence (if known. If this date cannot yet be confirmed, please send a follow up email once it is certain):
   g. Total Hours Absent from Placement:
   h. Name of the Placement Provider (e.g. School name):
   i. Absence Type (Sickness/Authorised Absence/or another reason):

4. In cases where there is a continuing absence, you must keep the placement provider and university updated about the situation.

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

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

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

Code of Conduct (ITE)

The requirements and expectations of those who are training to teach are set out in the separate code of conduct, which can be found on your course Moodle page. This additional agreement is in line with the requirements of all teachers set out by the Department for Education. You will be asked to sign a copy of the code of conduct for each year of your studies so that you know and understand what is expected of you. You should refer to this agreement regularly.

Professional Practice

This course complies with the requirements of the Teachers' Standards (2012), published by the DfE which identify the Standards which all trainee teachers must meet if they are to be

recommended for Qualified Teacher Status (QTS). As a trainee on this course you will therefore spend sustained periods of time working in different secondary schools.

You will be assessed against the University Core Curriculum Framework (CCF) by teaching colleagues (subject mentors) in the schools in which you are placed, and by University Tutors. This Professional Practice module, although carrying 0 credits, is assessed on a pass or fail basis by the end of year three. It is a requirement that for recommendation of QTS you demonstrate competency against the DfE Teacher's Standards by the end of the course.

Trainees will only be placed in a school that is a member of the BCU Partnership. All partner schools sign *The Partnership Agreement* and guarantee to provide trainees with agreed levels of support. In return, the University guarantees to offer partnership schools appropriate training and to support trainees and schools during placement. Being in partnership allows schools and the University to build good relationships and to work together consistently to enhance trainees' experiences. The placement team make strenuous efforts to ensure that travel times are realistic and that placements are allocated based on all known factors. Journey times are based on up to 90 minutes.

Resitting a school experience placement, because of a failed first attempt, will incur a cost to the trainee of £1125. The trainee may be eligible for funding, but this should be discussed with Student Finance England direct to confirm details and determine whether there is eligibility.

There may be exceptional circumstances where this fee can be waived; however the tutor will confirm this in writing to the trainee where such a circumstance will apply

Uniform / Attire

You are on a professional course, training towards QTS. You are expected to wear clothing that remains professional throughout. In University, you may wear clothing relative to the nature of the session. In Professional Practice (School), you must wear clothing befitting a professional teacher and follow the school's clothing policy.

Fitness to Practise

Some of the University's courses prepare students for entry into professions where they must 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.

Disclosure and Barring Service (DBS)

We expect all students on this course to act in an honest and trustworthy manner and that your conduct, behaviour, and attitudes are always compatible with your professional code of conduct. Before you commence on your course, we will judge your good character through a DBS check. Once you have fully enrolled on your course you must inform us about any new involvement you have had with the Police. 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: https://icity.bcu.ac.uk/hels/Health/Student-Governance/DBS/Index

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

- 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

This course offers a diverse range of assessments which are practice-led, and knowledge applied, providing you with the opportunity to demonstrate your knowledge and skills within each module. It is important to appreciate that we regard assessments as a key element of learning progress and, as such, assessments are designed to test your ability to apply your knowledge and understanding, not just to test what you know.

All modules on this course will incorporate sessions that will prepare you and build your confidence for the final assessments by making it clear what we expect from you. Throughout the course there will be formative sessions where you will be provided with feedback on your performance. This feedback will be from the module tutor and sometimes from your peers, working together in collaborative development. The comments that you receive will enable you to reflect upon your knowledge and understanding and will act as guidance on how you should proceed with your learning.

However, not all modules are assessed through written examinations; in your education modules you may be required to work as part of a team to make a presentation; create a learning artefact or complete a reflective journal from your school practice placement. The way in which modules are assessed has been carefully considered to provide a range of assessment modes, matched to the module content, and learning outcomes.

Your degree classification is awarded based on a weighting system: 40% of your overall year two grade and 60% of your overall year three grade.

What you also need to know about assessments

For each module you will be provided with a Module Guide and Assessment Brief. This will include key information including assessment task/s and marking criteria, submission dates, and conditions to be met to be successful with the assessment of that module. We would recommend that you also refer to the following policies and guidance that relate to 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 to check for possible plagiarism 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.

Extenuating Circumstances

If there is something outside your control that is affecting your ability to complete an assessment or has affected your performance in an assessment then you can make a claim for extenuating circumstances. For details on the Extenuating Circumstances Procedure please see the iCity page below: https://icity.bcu.ac.uk/student-affairs/appeals-and-resolutions/extenuating-circumstances-procedure

Academic Regulations

The way in which your work is assessed is covered by the University's Assessment Regulations. 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 (i.e. penalties for late submission). You can find a copy of the University Academic Regulations on the Student Contract section of BCU website.

Derogations.

Your course may be subject to derogations i.e. deviations from the standard academic regulations, usually due to PSRB requirements for externally accredited degrees. You can find a copy of all derogations in Appendix B of the University Academic Regulations.

Academic Appeals Procedure

An appeal is considered a request for a review of a decision on student assessment, progress and awards. 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 Academic Appeals Procedure iCity page.

What happens after I submit my work?

There are three main types of assessments:

- Examinations
- In-Person – including live presentations and performances
- Coursework – including all other types of assessment

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

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

First marking

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

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

Second marking

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

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

Double marking

In the case of double marking, two assessors mark an assignment concurrently and subsequently agree a mark and feedback. This may be suitable for 'real-time assessments' e.g. presentations, vivas and practice-based assessments or to meet professional body requirements.

Internal Moderation

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

external moderation by the External Examiner. Internal moderation is usually done through sampling.

External Moderation

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

Practice-based or Professional Assessment

Whilst on professional practice, you will be formatively assessed against the university core curriculum framework from year one to year three. On each professional practice module, there is a progress check, taking place around half way through the placement and an end of placement report (at the end of this specifc palcement). The role of the progress check and end of placement report is to help identify areas of strength and areas that require development for your own professional development. Assessment will be carried out bt the school mentors (subject based and professional) and university tutors. At the end of the course, you will be recommneded for qualified teacher status if you have met the DfE teacher standards.

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
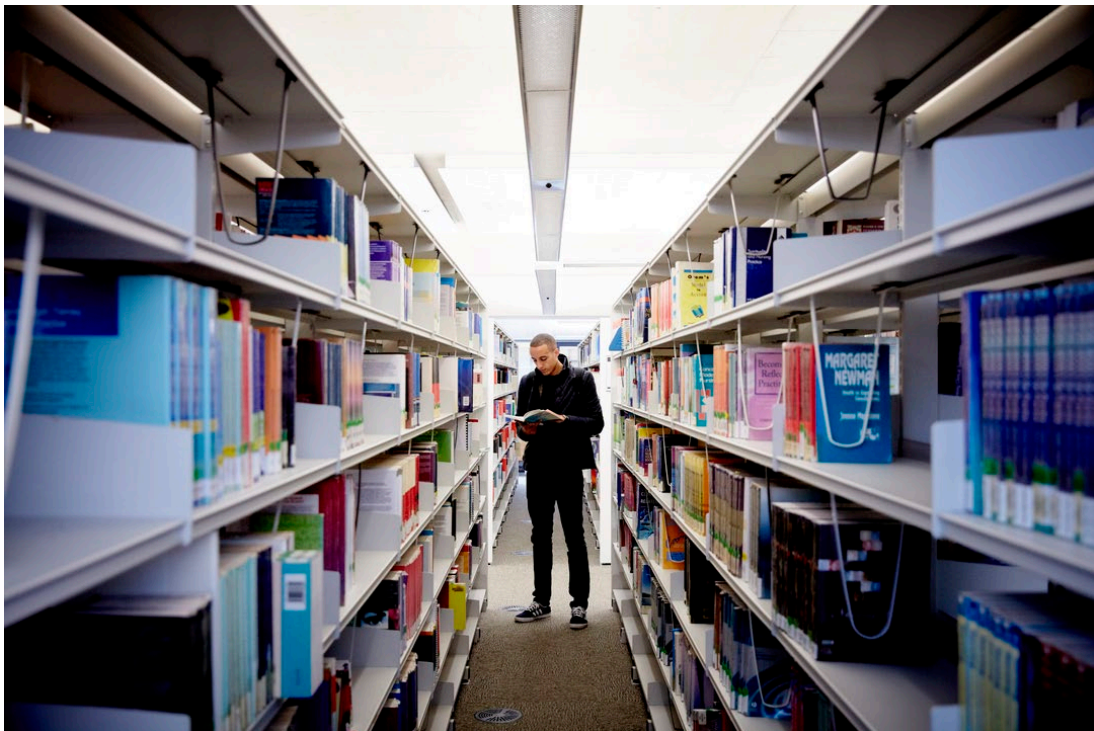
Personal Development Department

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

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 two weeks of you being at university.

Academic and Research Ethics

During 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

Throughout your time on this course, you will be developing both your subject and pedagogical knowledge and understanding, to place you ina stroing pistion towards applying for ajob in teaching. At the end of year two and start of year three, you will complete tutorials on writing a personal statement for applying for a teaching position. You will also have chance to discuss employability with your host placement schools and many of students have found employment in their placement school.

Graduate+

In today's competitive job market, many employers are looking for skills and experience beyond your degree qualification. BCU Graduate+ is a framework which will enable you to provide evidence of your ability to develop valuable skills outside of formal classroom learning while studying with us. For more information on starting your portfolio, see the Graduate+ website: https://graduateplus.bcu.ac.uk/

Higher Achievers Recognitions Scheme (HARS)

HARS is a scheme that acknowledges you as a High Achiever in your Faculty at the end of Level 4. This enables you to pursue further development opportunities across a range of academic, personal, professional, voluntary, and international experience as you move through Level 5 and Level 6 of your studies. HARS is open to all eligible students who achieve good results academically, and to those who have made significant progress in terms of their own distance travelled academically whilst studying at BCU. It is a scheme which rewards both effort and achievement. For more information, see the HARS website:

https://harsbcu.co.uk/contact/what-is-hars/

Useful Links

Remember that you can find a wealth of information at the following sites:

[Snapshot: A student's guide to resources at Birmingham City university](#)

[Student Contract](#) section of BCU website

[Student information](#) section of BCU website

University's [Academic Regulations, Policies and Procedures 2020/21](#)

University's [Disciplinary and Fitness to Practice Procedures](#)