



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

# **Department of Secondary and Post-Compulsory Education**

## **PGCE Secondary Handbook 2022-23**





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# Welcome from the Course Leader

I am delighted to welcome you to the PGCE Secondary course and the start of your learning journey as a teacher here at Birmingham City University. The PGCE Secondary team is committed to providing a high quality of learning opportunity for all our students and you will find that the course team are keen to support you in your studies. We hope that you will find this course stimulating, challenging and of course, enjoyable!

Whether you are joining our core university-based route or one of our School Direct routes, we will support you in becoming a committed, creative, confident and collaborative teacher in your subject specialism. We have a large and growing partnership of more than 200 schools in the West Midlands and surrounding areas and we look forward to supporting you on your placements with some of these schools.

We are proud of our diverse student cohort - our population embraces a range of nationalities, ages, cultures, levels of experience and prior knowledge. Some of you will have arrived directly from school or college, some of you will have come from other countries, some of you will already be educators and professionals or working towards developing your career. All are welcome and we look forward to meeting your particular needs as you work with us towards your desired goals.

I hope to see you during your induction period. Please feel free to come and see me to let me know how you are doing, any issues you may have or to say how great everything is!

On behalf of the PGCE Secondary team, I wish you every success with your studies and hope that you have an enjoyable and inspiring experience with us.



**Kelly Davey Nicklin**

PGCE Secondary 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?









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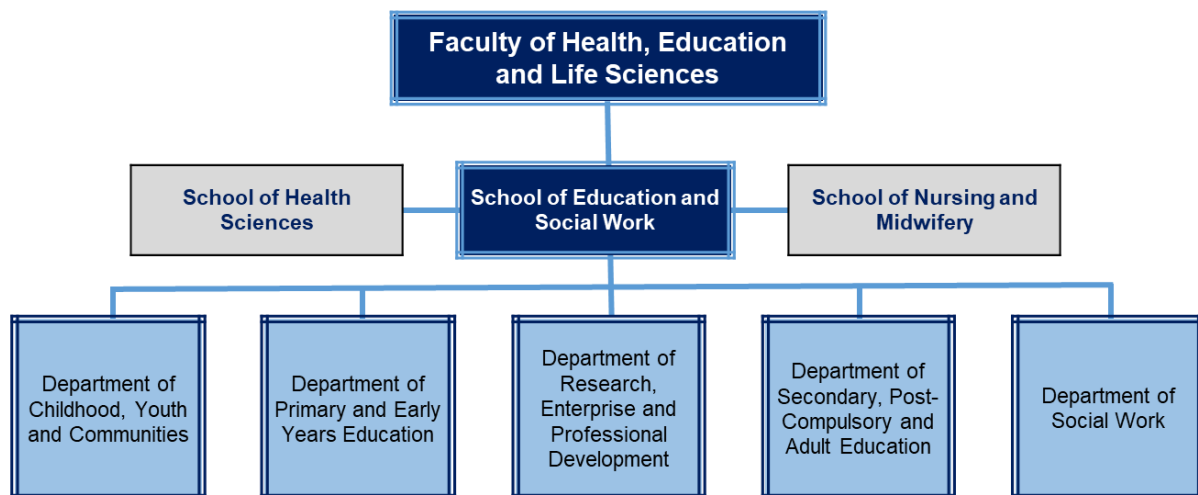
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# Where do I fit in at BCU?



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 working with you on your educational journey and enable you to make a real difference within your professional field.

***Professor Kevin Mattinson, 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

<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 School.	<b>Partnership:</b> we will work in inter-disciplinary and inter-professional partnerships to foster and enhance knowledge exchange.	<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.	<b>Equality:</b> we will embrace and celebrate diversity, proactively working towards equality through positive interventions to facilitate success for all.
<b>Global:</b> we will enhance our shared environment, embracing opportunities and working together to safeguard the global community.	<b>Teaching:</b> we will develop and adapt innovative pedagogical approaches to kindle a passion for learning.	<b>Curriculum:</b> we will design and deliver a relevant curriculum that is dynamic, responsive and fit for purpose.	<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.





# Studying at your Campus



## Campus Sites

There are two main campus sites at BCU: City Centre and City South. Most of your academic teaching will be based at City South. City Centre maybe used for some large scale written examinations and some sessions for some subjects may take place at alternative venues such as the Doug Ellis Sports Centre. 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 have your University ID card with you at all times 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) 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 Security Manager, telephone +44 (0)121 3316080.

## **COVID-19 Pandemic**

The pandemic continues to cause some uncertainty. You can access up-to-date information on staying COVID-19 secure on campus at:

<https://www.bcu.ac.uk/about-us/coronavirus-information>

Should there be any changes during the academic year to on-campus scheduled teaching, the course team will communicate this with you.



# Your Course

## Aims and Philosophy

- To enable you to become a committed, confident, creative and collaborative Secondary school teacher who is equipped with the skills and knowledge from current research required to lead the learning for a range of learners.
- To develop your ability to enhance your own practice through reflective and critical inquiry of curriculum, pedagogy, research, policy and practice.
- To 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
- To enable you to become a reflective future leader of learning in innovative practice, with a commitment to optimising life chances for all learners and with the ability to respond to change and manage it positively
- To develop your understanding of the value of education for all learners within a global context

## 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:

[PGCE Secondary with QTS Course Specification](#)

## Module Specifications

You can find your approved module specifications documents on the following links:

[EDU7343 Professional Studies](#)

[EDU7342 Professional Enquiry](#)

[EDU7346 Subject Pedagogy](#)

[EDU7344 School Experience 1](#)

[EDU7345 School Experience 2](#)



## 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 7 Modules

**Code:** EDU7343  
**Title:** Professional Studies  
**Credits:** 20  
**Status:** Core  
**Assessment:** Coursework

**Code:** EDU7342  
**Title:** Professional Enquiry  
**Credits:** 20  
**Status:** Core  
**Assessment:** Coursework

**Code:** EDU7346  
**Title:** Subject Pedagogy  
**Credits:** 20  
**Status:** Core  
**Assessment:** Coursework

**Code:** EDU7344  
**Title:** School Experience 1  
**Credits:** 0  
**Status:** Core  
**Assessment:** Placement

**Code:** EDU7345  
**Title:** School Experience 2  
**Credits:** 0  
**Status:** Core  
**Assessment:** Placement

Gaining QTS through the PGCE course is the start of an on-going process of Continuing Professional Development (CPD) for teachers. Increasingly CPD is linked to academic and other accredited awards. To achieve QTS, you are required to meet all the Teachers' Standards, published by the DfE (2012). As you progress through your career, you will be required to demonstrate your achievement against similar Standards at the next appropriate level.

Gaining credit at level 7 will enable you to go on to a higher degree. For example, you would be eligible to enrol for the Postgraduate diploma and then the MA course at Birmingham City University at a later stage. It may also be possible for you to use level 7 credits towards awards at other institutions. Such awards might significantly contribute towards your personal career development and CPD. In an increasingly competitive market for teaching posts, the level of your initial teaching qualification might be a significant factor and you are encouraged to seriously consider working towards the Postgraduate award.



## Indicative Year Plan

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.

This year plan is relevant to Associate Teachers on the Core route and most School Direct routes. Associate Teachers on our Teach Central and Bishop Challoner training routes will follow a year plan set with their School Direct leader and may look different to one shown below.

Week	Mon	Tues	Weds	Thurs	Fri
29-Aug-22					Enrolment
5-Sep-22	Research Engagement Week (Including directed tasks)				
12-Sep-22	Initial School Engagement Week				
19-Sep-22	Bank Holiday	BCU	BCU	BCU	BCU
26-Sep-22	BCU	BCU	BCU	BCU	BCU
03-Oct-22	BCU	BCU	BCU	BCU	BCU
10-Oct-22	BCU	BCU	BCU	BCU	BCU
17-Oct-22	BCU	BCU	BCU	School Based Training	School Based Training
24-Oct-22	BCU	BCU	Study Day	Study Day	Study Day
31-Oct-22	BCU	School Based Training	School Based Training	School Based Training	School Based Training
07-Nov-22	BCU	School Based Training	School Based Training	School Based Training	School Based Training
14-Nov-22	BCU	School Based Training	School Based Training	School Based Training	School Based Training
21-Nov-22	BCU	School Based Training	School Based Training	School Based Training	School Based Training
28-Nov-22	BCU	School Based Training	School Based Training	School Based Training	School Based Training
05-Dec-22	BCU	School Based Training	School Based Training	School Based Training	School Based Training
12-Dec-22	BCU	School Based Training	School Based Training	School Based Training	School Based Training
19-Dec-22	Christmas Break				
26-Dec-22	Christmas Break				
02-Jan-23	Bank Holiday	School Based Training	School Based Training	School Based Training	School Based Training
09-Jan-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training



16-Jan-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
23-Jan-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
30-Jan-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
06-Feb-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
13-Feb-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
20-Feb-23	Reading/Study Week				
27-Feb-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
06-Mar-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
13-Mar-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
20-Mar-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
27-Mar-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
03-Apr-23	Easter Break				
10-Apr-23	Easter Break				
17-Apr-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
24-Apr-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
01-May-23	Bank Holiday	School Based Training	School Based Training	School Based Training	School Based Training
08-May-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
15-May-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
22-May-23	BCU	School Based Training	School Based Training	School Based Training	School Based Training
29-May-23	Reading/Study Week				
05-Jun-23	School Based Training	School Based Training	School Based Training	School Based Training	School Based Training
12-Jun-23	School Based Training	School Based Training	School Based Training	School Based Training	School Based Training
19-Jun-23	School Based Training	School Based Training	School Based Training	School Based Training	School Based Training
26-Jun-23	School Based Training	School Based Training	School Based Training	School Based Training	School Based Training
03-Jul-23	BCU	BCU	BCU	BCU	BCU



## Assignment Submission Dates

<b>Module / Assignment</b>	<b>Formative Feedback Review Meeting Date</b>	<b>Submission Date</b>	<b>Marks Published</b>	<b>Suggested In-year retrieval for failed assignments</b>
<b>Diagnostic Assignment</b>	<b>N/A</b>	<b>Monday 17<sup>th</sup> October 2022 12:00pm midday</b>	<b>Monday 14<sup>th</sup> November 2022</b>	<b>N/A</b>
<b>EDU7343 Professional Studies</b>	<b>Review Meeting</b> (this date will vary depending upon which route you are on so please check)	<b>Friday 6<sup>th</sup> January 2023</b> by 12.00pm midday	<b>Monday 6<sup>th</sup> February 2023</b>	<b>Monday 20<sup>th</sup> February 2023</b> (to be confirmed by the Module Assessment Board)
<b>EDU7342 Professional Enquiry</b>	<b>Review Meeting</b> (this date will vary depending upon which route you are on so please check)	<b>Friday 21<sup>st</sup> April 2023</b> By 12:00pm midday	<b>Monday 22<sup>nd</sup> May 2023</b>	<b>Monday 5<sup>th</sup> June 2023</b> (to be confirmed by the Module Assessment Board)
<b>EDU7346 Secondary Subject Pedagogy</b>	<b>Review Meeting</b> (this date will vary depending upon which route you are on so please check)	<b>Monday 5<sup>th</sup> June 2023</b> by 12.00pm midday	<b>Monday 3<sup>rd</sup> July 2023</b>	<b>Monday 10<sup>th</sup> July 2023</b> (to be confirmed by the Module Assessment Board)





# 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 team is committed to the model of the teacher as a reflective practitioner, of teacher-led school improvement and to the teacher as researcher.

A wide range of approaches to learning and teaching will be adopted within the PGCE Secondary course, both to provide a stimulating learning experience and to demonstrate suitable strategies which you should seek to use in the classroom. A major feature of each module will be the emphasis placed on the processes in which you are engaged, as well as the content being explored.

Flexible approaches to learning will be encouraged to provide for the needs of all Associate Teachers. You will be expected to develop the ability to work independently and in collaboration with other Associate Teachers. Independent learning will be supported by a variety of resource-based and computer-based materials and with guidance from mentors in school.

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



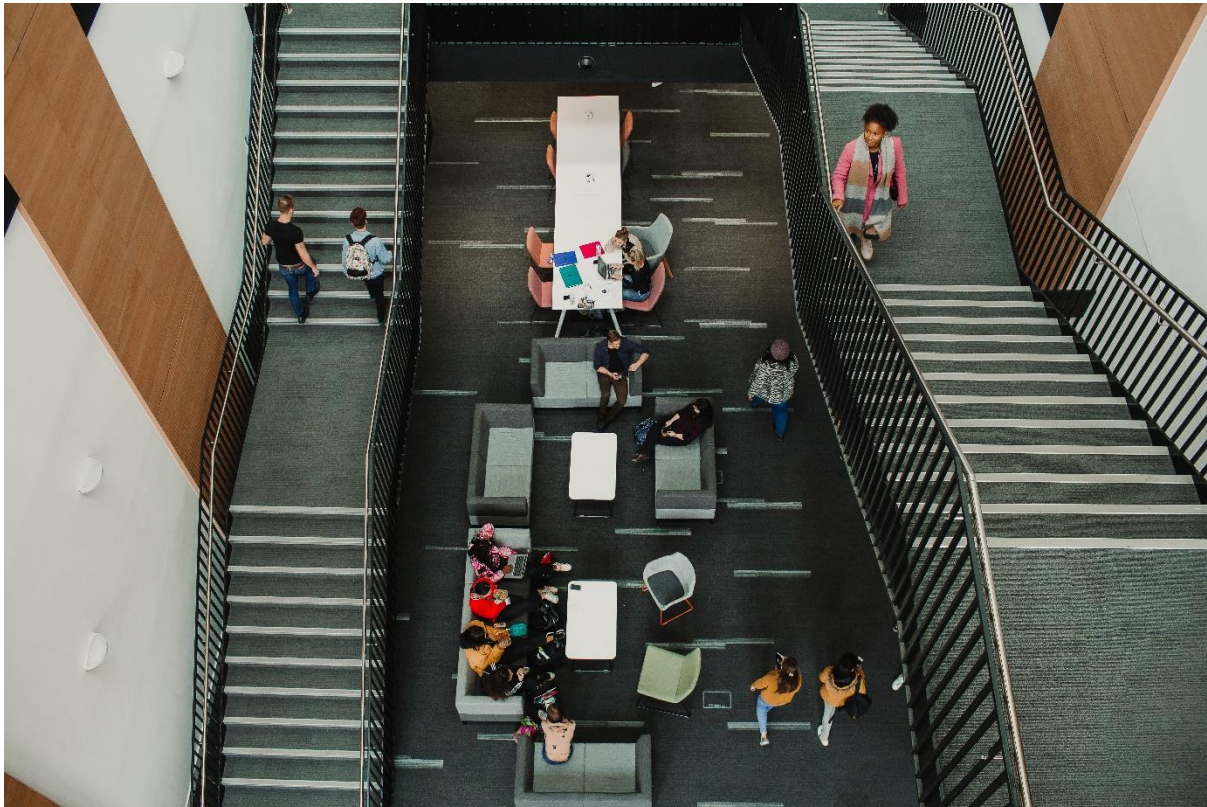
All modules have a dedicated Moodle page and your assignment submissions will be made through Moodle. Our Moodle course page also includes a general course overview, review and progress meeting information and other relevant links to documents and resources that support your completion of the PGCE: [PGCE Secondary Moodle Home Page](#)

Some of your lectures, workshops and seminars will be online via Microsoft Teams. Microsoft Teams works on PCs, laptops, and mobile devices (via the Microsoft Teams App). You will be expected to show that you are 'present' when online and we expect, where possible, for cameras to be turned on when engaging with a live online lecture, workshop or seminar.

## **Attendance**

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

Academic research across the education sector indicates a strong link between levels of student participation and academic achievement. As part of our learning community, we expect you to take responsibility for your attendance and active participation in your studies. The University monitors attendance and we will contact students if their levels of participation gives cause for concern.



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

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

If you are absent from a university-based session (whether online or on campus) or your school placement for any reason you must report your absence through SRS and let your tutor know.

If you are absent from your school placement you must follow the school guidance for staff absence and notify the university through [HELS.Absences@bcu.ac.uk](mailto:HELS.Absences@bcu.ac.uk), copying in your tutor.

When reporting your absence please include the following information:

- ✓ *Full Name*
- ✓ *Student ID Number*
- ✓ *Course Name*
- ✓ *Year of Course*
- ✓ *Is the Absence from Placement or University*
- ✓ *Absence Type (Sickness/Authorised Absence/Other)*
- ✓ *First Date of Absence*
- ✓ *Last Date of Absence (if known, if not please send a second email when you know this date)*



Once you have taken responsibility for classes on your timetable you are also expected to set cover work for any lessons you will miss.

Further guidance and expectations about your obligations are detailed in the University Student Attendance Policy available on the Student Code of Conduct.

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>



## **Student Learning Agreement and Code of Conduct (ITE)**

The requirements and expectations of those who are training to teach are set out in the separate Student Learning Agreement and Code of Conduct which can be found in the [Introductory Review Meeting section](#) of Moodle. 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 Student Learning Agreement and Code of Conduct document so that it is clear that you know and understand what is expected of you. You should refer to this agreement regularly.





## Professional Practice

As well as engaging with the BCU Student Learning Agree and Code of Conduct (as mentioned on page 21) you need to always be mindful of your professional behaviour both during your time in school and in university-based sessions. Make sure you are:

- ✓ **professional at ALL times.**
- ✓ **a good role model;**
- ✓ **making pupils your key concern;**
- ✓ **promoting the education of pupils;**
- ✓ **open and honest, and act with integrity;**
- ✓ **always showing respect for others.**

Concerns about your progress whether that is related to professional conduct or performance (in regards to assessment against the BCU ITE Core Curriculum) will be addressed through the Rapid Improvement Targets system (a period of time with additional support and the opportunity to improve). If progress has not been shown after this process has been put in place, this could result in a failed placement. In exceptional circumstances you could be withdrawn from the PGCE.

The achievement of QTS is not guaranteed – QTS is achieved if you demonstrate the required standard in regards to the Teachers' Standards (through the BCU ITE Core Curriculum) and if you pass all three assignments.

## Uniform / Attire

The dress code for university-based sessions will reflect the same dress code expected in schools which is smart attire (i.e. no jeans, hats, etc.). For practical-based subjects there may be some subject workshops that require more comfortable clothing (you will be notified by tutors if this is the case).

## 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.



## **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 compatible at all times 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.**

**We also need to be made aware of any previous warnings, suspensions or barring from other professions (such as healthcare, for example), that may not necessarily constitute a criminal offence but could raise concerns about your fitness to practice and your ability to meet the expected 'professional behaviours' (BCU ITE Core Curriculum) and Part 2 (Professional and Personal Conduct) of the Teachers' Standards. If you have any concerns relating to any of this you should speak to the Course Leader as soon as possible.**

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 through ICity 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

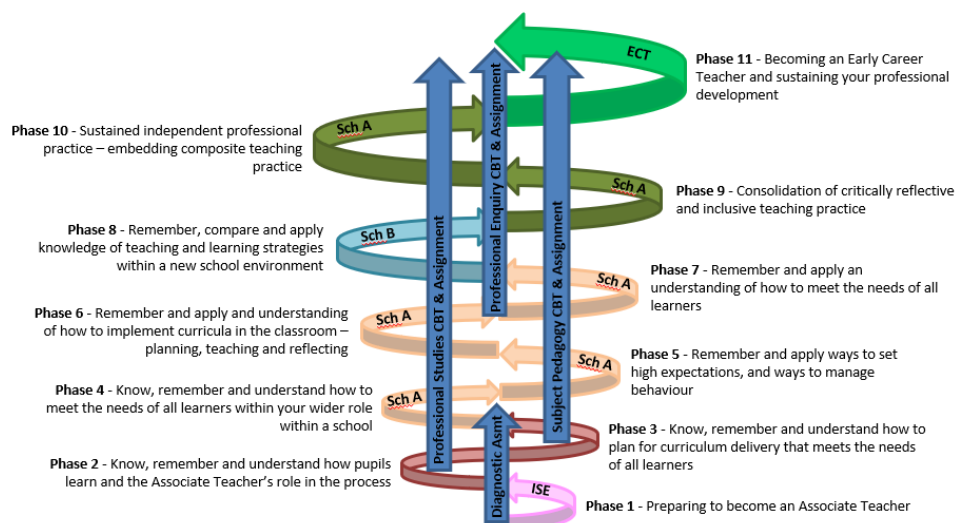
This section explains the range of assessments, types of feedback and feedforward you will encounter, and explains how these will support your continuous learning throughout the course.



## How you will be assessed

The PGCE Secondary course is structured into 11 phases that sequence your learning journey and align both your Centre-Based and School-Based Training. Our curriculum comprises six themes, which you will see embedded throughout all aspects of the PGCE across all modules and school experience placements. The BCU ITE Core Curriculum is based upon the Core Content Framework published by the DfE in 2019 which outlines a minimum entitlement for all Associate Teachers.

## PGCE Secondary Curriculum Phase Map





## BCU ITE Core Curriculum Themes

A	Associate teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning
B	Associate teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing
C	Associate teacher knows more, remembers more and applies subject knowledge and subject-specific pedagogy to impact on pupils' progress
D	Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress
E	Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.
F	Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.

The PGCE Secondary course has been designed to meet the *Teachers' Standards* (2012) through the *Core Content Framework* (2019), both published by the Department for Education. These identify the minimum standards, which must be achieved by all entrants to the teaching profession, and by the University's Learning and Teaching Strategy.

The course prepares teachers to work with a specific age range, 11-16 with Post-16 enhancement, and in identified subjects: Art and Design, Business Studies, Computer Science, Design and Technology (food, product design and textiles), English, Drama, Geography, Health and Social Care, History, Mathematics, Modern Foreign Languages, Music, Physical Education, Psychology, Religious Education, Science with Biology, Chemistry or Physics. It seeks to fulfil the strands of the University's Learning and Teaching Strategy by supporting you so that you make a successful transition from your graduate studies towards professional status by engaging you in the learning process; by providing a supportive learning environment; by providing learning and assessment strategies that enable you to develop innovative practices in your own schools; by celebrating diversity so that you become inclusive practitioners and by ensuring that you are up to date in your professional training so that you are highly employable.

The course is provided by the Faculty of Health, Education and Life Sciences in partnership with schools and colleges throughout the Midlands. Our partnership schools are mainly situated in urban and suburban environments across a number of different local authorities,



representing a wide range of social, economic, cultural, religious and ethnic backgrounds. The course team is committed to training teachers who demonstrate high levels of professionalism including honesty and integrity, commitment and empathy, respect for others and a commitment towards equality, diversity and inclusion.

The revised *Teachers' Standards* establish core values that are at the heart of professional practice and this is reflected through the BCU ITE Core Curriculum. You will, therefore, need to be adaptable, reflective and willing to update your education and professional development. Through University-based training, independent study, and school-based practice and reflection, you will need to acquire skills and attitudes which not only assist you in developing and maintaining the flexibility and adaptability to work within such a changing environment, but which also enable you to empower young people so that they thrive in school and beyond.

Teaching is increasingly a team-based profession so you will need to develop the skills to work collegially and cooperatively with parents, colleagues and other professionals. The course philosophy is founded on a recognition that the wellbeing, development and progress of young people are at the heart of good practice.

All PGCE courses nationally are required to clarify the level of the award being offered, in line with the National Qualifications Framework (NQF). Courses will continue to be known by the widely recognised and understood acronym "PGCE". This refers to:

- Postgraduate Certificate in Education: Secondary [Subject]

The award includes recommendation for QTS and is an acceptable qualification for teaching.

The PGCE Secondary course at Birmingham City University is full time. It is expected that you will use non-contact time to read relevant books, journals etc. and prepare for days in school and lectures and seminars in the University.



## Course Title

For convenience the course is referred to as PGCE Secondary. In fact the award you will receive will have one of the following titles appropriate to the subject and route that you have chosen:

**Core course** = Postgraduate Certificate in Education in (your subject)

**School Direct course** = Postgraduate Certificate in Education (your lead school)

**Alternative exit award** = Postgraduate Certificate in Education Studies

**Length:** 1 year full time

**Modules:** The PGCE Secondary course is made up of five modules. All must be successfully completed for the award of PGCE with recommendation for QTS.

- Two modules relate to School Experience. They are for all Associate Teachers.
- One module relates to Professional Studies. It is for all Associate Teachers. The Professional Studies module carries 20 credits at level 7 (with a level 6 version for some School Direct routes).
- One module relates to Subject Pedagogy in your specialist subject. The Subject Pedagogy module carries 20 credits at level 7.
- One module relates to Professional Enquiry in your specialist subject. The Professional Enquiry module carries 20 credits at level 7.

Booklists and guidance on on-line resources are available in Module Specifications on Moodle and in the Course Specification. The calendar/timetable for the academic year including dates for; handing in assignments, student feedback forums, school academic boards, placement dates, and examination boards is available on Moodle. Associate Teachers are reminded that one of the key aspects of Higher Education study and professional practice in schools is independent learning; therefore, Associate Teachers will be expected to carry out work outside of the timetabled sessions.



## **How you will be assessed**

In order to satisfy the requirements for the award of Postgraduate Certificate in Education: Secondary you must have the following:

- 60 credits at level 7
- Pass the School Experience 1 and School Experience 2 modules (these are assessed through the 'phases' of your school-based training).
- any DfE requirements for the award of QTS which may be in operation at the time of the Examinations Board.

There is no provision for the award with distinction.

The Examination Board is not permitted to compensate failure in any module contributing to the award.

## **Assessment strategy**

The normal course length is one year full-time of which *at least* 24 weeks must be spent in a school. The maximum registration period is two years.

You are asked to submit a number of assignments throughout the course. All written assignments are subject to the PGCE Secondary assessment regulations.

Notes regarding written work are available on Moodle. You will need to consider these when completing assignments. The modules to which these assignments refer are also to be found on Moodle.

## **Additional assessment**

To pass the course you are required to show a high level of demonstrable achievement in all six BCU ITE Core Curriculum Themes. Your progress towards achieving Qualified Teacher Status will be supported via the BCU ITE Core Curriculum.





Achievement will be recorded in your systematic professional reflection throughout the course, and the completion of any developmental tasks focused on the curriculum phase. Progress is documented against the PGCE Assessment Tracker and you need to achieve 'working at' across all Curriculum Themes to achieve QTS.

## **Professional Body Requirements**

The course has been designed to incorporate the *Teachers' Standards* published by the DfE (2012). Your progress against the BCU ITE Core Curriculum and in turn, the Teachers' Standards, will be a feature of Fitness to Practice procedures, should these be instigated.

## **Submitting assignments**

You will be provided with assessment hand-in deadlines with your individual assessment briefs. These are summarised on the next page. You must ensure that any work submitted contains an assessment cover sheet with your assignment pasted to the end of the front sheet.

Submission dates are planned carefully to align with your progress in your school placement, and for each assignment, two deadlines are given. The first is a formative feedback date which is an opportunity for you to have 10% of your assignment checked by a tutor prior to submission. The second is the actual submission date. All assignments will be referred to the meeting of the Examination Board for consideration.

Both the submission dates and times given provided are absolute deadlines. However, assignments can be submitted earlier than these dates wherever possible. Early submission is advisable when possible and should be used as a strategy when managing workloads within time constraints and when on a school placement. It is also essential to remember that at most times during the PGCE course you will be working on at least two assignments at the same time. You should plan accordingly so that all assignments are given appropriate attention, leaving time for suitable review and revision when possible.



## **In-year retrieval (IYR) opportunity**

If your assignment submission does not meet the pass mark of 50%, you will have the opportunity to resubmit within a set time-frame after receiving your feedback (time frame and in-year retrieval deadlines are set by the Module Assessment Boards but suggested dates for reference are provided on the next page). If you do not submit your first attempt by the published deadline you will not be entitled to an in-year retrieval opportunity. If your assignment fails again after an IYR, you will have one final attempt to submit the assignment after the Progress Award Board in July 2023.

## **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. This includes plagiarism of other people's work. 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 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**

For School Experience modules, you will be placed in a school from the Secondary Partnership. To join the Partnership, schools and colleges are required to sign a partnership agreement which sets out the responsibilities to be undertaken by both the Faculty and the partner school or college. The Director of Education Partnerships, supported by the Secondary Strategic Leadership Committee, oversees all matters relating to placements and mentors, including mentor training and quality assurance matters. Full details of partnership management can be found in the Partners' Handbook on the BCU Partnership website. The Partners' Handbook also includes detailed guidance on all aspects of school placements.

Occasionally there are problems with school placements that cannot be resolved, and there are procedures for addressing this in all relevant courses (see the Fitness for Practice policies on Moodle).

It is important that mentors with significant concerns about an Associate Teachers which they feel may lead to the placement being terminated, discuss the situation with University tutors. Equally, any Associate Teachers who considers that their situation may lead them to withdraw from the placement because of an unsatisfactory classroom or school situation must discuss this with a University tutor, having first taken every opportunity to resolve the issues by discussing them with subject and general mentors.



Placements are allocated in most cases at BCU Partnership schools, and in the case of Associate Teachers attending School Direct courses, through the relevant Teaching School Alliance or Multi Academy Trust. Placement information will be made available to Associate Teachers through Moodle and at Progress/Review Meetings. It is not permissible for Associate Teachers to make their own placement arrangements.

The highest professional standards are expected on school placements. Prior to commencing placements in secondary schools Associate Teachers will be made aware of the professional requirements for those working in the sector. Associate Teachers must make themselves aware of placement schools' safeguarding arrangements. It is very likely that this information will be provided by schools, but if not, Associate Teachers must actively seek this out and read and understand it. An enhanced DBS certificate (including barred list information) will be required. BCU ensure that all Associate Teachers hold a current enhanced DBS certificate, but it is the Associate Teacher's responsibility to hold the certificate safely. It is a central expectation of the course that Associate Teachers will at all times conduct themselves professionally and as responsible adults, both inside and outside school. Like all teachers, Associate Teachers are role models for the students they teach. Associate Teachers will be made aware of statutory guidance as appropriate, and they are expected to apply this at all times.

Resitting a School experience placement, as a consequence of a failed first attempt, will incur a cost to the Associate Teacher of £1125. The Associate Teacher 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 Associate Teacher where such a circumstance will apply.





# 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, and for most PGCE Associate Teachers this will be your subject tutor.



## 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

Part of your Professional Studies module (EDU7343) will focus on employability. We will provide a mock interview experience for you (supported by Hays Education) and support you with preparing for job applications (including writing a covering letter, a personal statement and preparing for an interview). School mentors will also support you when applying for jobs and preparing for interviews. The structure and design of the PGCE Secondary course will fully support you in preparing to take on a teaching role in a secondary school for your ECT years. In your first two years of a teaching post you are known as an ECT (Early Career Teacher) and will be supported via the Early Career Framework which is now a requirement for all schools who employ new teachers.

## 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/>





# Useful Links

Remember that you can find a wealth of information at the following sites and via the iBCU app:

[Student Contract](#) section of BCU website

[Student information](#) section of BCU website

[University's Academic Regulations, Policies and Procedures 2022/23](#)

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