



BIRMINGHAM CITY
School of Education
and Social Work

Department of Primary and Early Years Education

PGCE Primary and Early Years with QTS Handbook 2024-25



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Welcome from the Course Leader

We are really pleased to welcome you to the PGCE Primary and Early Years with Qualified Teacher Status course. We hope that you will have an exciting and rewarding experience as you join us on your journey to becoming an excellent primary school teacher. This guide is designed to give you some information about the University but in particular, to enable you to understand the aims and structure of the course as well as the types of assessment methods you will encounter.

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

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







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?

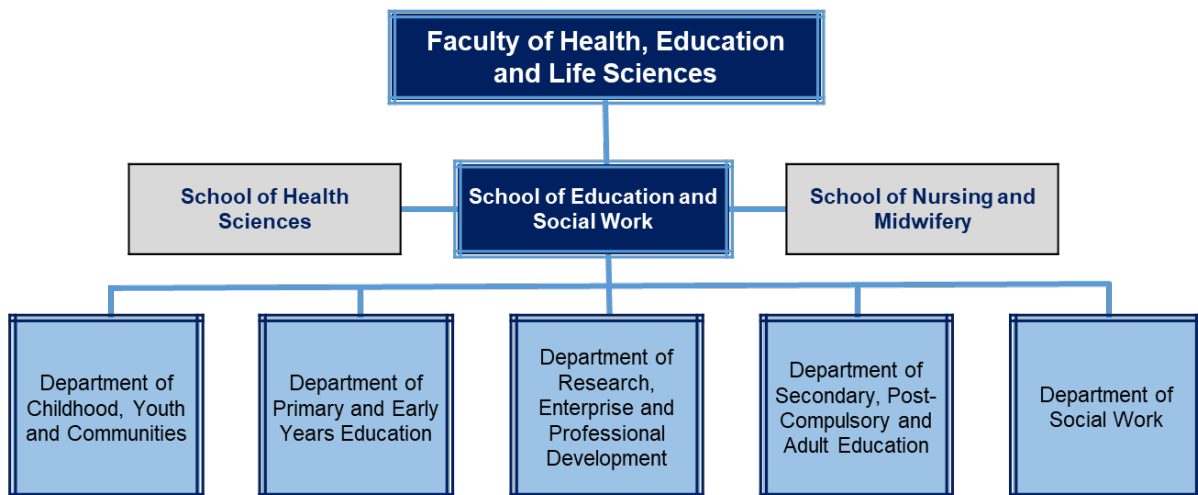
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Where do I fit in at BCU?



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.

David Childs, Interim 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

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

Studying at your Campus



Campus Sites

There are two main campus sites at BCU: City Centre and City South. You will be based on both campuses. 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://icity.bcu.ac.uk/Covid-19-Secure/Information-for-Students>

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

The course aims to:

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

Course 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:

[University Course and Module Specification library](#)

Module Specifications

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

[University Course and Module Specification library](#)

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: EDU 7384
Title: Core Curriculum
Credits: 20
Status: Core
Assessment: Coursework/Assignment

Code: EDU 7385
Title: Foundation Curriculum
Credits: 20
Status: Core
Assessment: Coursework/Assignment

Code: EDU7386 / 7387 / 7388 / 7414
Title: Professional Studies and Leadership
Credits: 20
Status: Core
Assessment: Coursework /Presentation

Code: EDU7389
Title: School Based training 1
Credits: 0
Status: Core
Assessment: Placement

Code: EDU 7390
Title: School based training 2
Credits: 0
Status: Core
Assessment: Placement

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.

Primary Education Overview - PGCE 2024-2025		PGCE CORE/SCHOOL DIRECT - Indicative Timetable Overview				
Week	Week beg.	Monday PG	Tuesday PG	Wednesday PG	Thursday PG	Friday PG
	26-Aug-24	BH				
1	02-Sep-24	Induction	Induction	Home School	Home School	Home School
2	09-Sep-24	Professional Studies	Foundation	Foundation	Foundation	CORE
3	16-Sep-24	Professional Studies	Foundation	Foundation	Safeguarding	CORE
4	23-Sep-24	Professional Studies	Foundation	Foundation	Foundation Briefing	CORE
5	30-Sep-24	Professional Studies	Foundation	Foundation	SBT1 & Core Briefing & PSL choices	CORE
6	07-Oct-24	ITAP Behaviour Uni	SBT1 - PPSE	SBT1 - PPSE	ITAP Behaviour School	CORE
7	14-Oct-24	ITAP Behaviour Uni	ITAP Behaviour School	ITAP Behaviour School	ITAP Behaviour Uni Assess	CORE
8	21-Oct-24	SBT1 - PPSE	SBT1 - PPSE	SBT1 - PPSE	SBT1 - PPSE	ITAP Mod and GP Uni
9	28-Oct-24	SDL	SDL	SDL	SDL	SDL
10	04-Nov-24	ITAP Mod and GP Uni	ITAP Mod and GP School	ITAP Mod and GP Uni	ITAP Mod and GP School	ITAP Mod and GP Uni
11	11-Nov-24	SBT1	SBT1	SBT1	SBT1	SBT1
12	18-Nov-24	SBT1 RM1	SBT1	SBT1	SBT1	SBT1
13	25-Nov-24	SBT1	SBT1	SBT1	SBT1	SBT1
14	02-Dec-24	SBT1	SBT1	SBT1	SBT1	SBT1
15	09-Dec-24	SBT1 Foundation Hand in	SBT1	SBT1	SBT1	SBT1
16	16-Dec-24	SBT1 PM1	SBT1	SBT1	SBT1	SBT1
17	23-Dec-24			BH	BH	
18	30-Dec-24			BH		
19	06-Jan-25	Core Ass briefing & SBT2 Briefing	Foundation	Foundation	Foundation	CORE
20	13-Jan-25	Professional Studies	SBT2PPSE	SBT2PPSE	SBT2PPSE	CORE
21	20-Jan-25	SBT2PPSE	ITAP Scaffolding Uni	ITAP Scaffolding School	ITAP Scaffolding Uni	ITAP Scaffolding Sch & Uni Teams
22	27-Jan-25	SBT2PPSE	SBT2PPSE	SBT2PPSE	SBT2PPSE	PSL Leadership & Ass
23	03-Feb-25	SBT2	SBT2	SBT2	SBT2	PSL Leadership
24	10-Feb-25	SBT2	SBT2	SBT2	SBT2	PSL Leadership
25	17-Feb-25	SDL	SDL	SDL	SDL	SDL
26	24-Feb-25	SBT2 Core Hand in	SBT2	SBT2	SBT2	PSL Leadership
27	03-Mar-25	ITAP Questioning Uni	ITAP Questioning Sch	ITAP Questioning Uni	ITAP Questioning Sch/Uni Teams	PSL Leadership
28	10-Mar-25	SBT2 RM2	SBT2	SBT2	SBT2	SBT2
29	17-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
30	24-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
31	31-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
32	07-Apr-25	SBT2 PM2	SBT2	SBT2	PS & SBT3 Briefing	CORE
33	14-Apr-25					
34	21-Apr-25					
35	28-Apr-25	PSL Presentations	PSL Presentations	Foundation	Foundation	Foundation
36	05-May-25	BH	SBT3 - PPSE	SBT3 - PPSE	SBT3 - PPSE	SBT3 - PPSE
37	12-May-25	SBT3 - 1 Lesson	SBT3 - 1 Lesson	SBT3 - 2 Lessons	SBT3 - 2 Lessons	SBT3 - 2 Lessons
38	19-May-25	SBT3 60%	SBT3	SBT3	SBT3	SBT3
39	26-May-25	BH	SDL	SDL	SDL	SDL
40	02-Jun-25	SBT3 80%	SBT3	SBT3	SBT3	SBT3
41	09-Jun-25	SBT3 RM3	SBT3	SBT3	SBT3	SBT3
42	16-Jun-25	SBT3	SBT3	SBT3	SBT3	SBT3
43	23-Jun-24	SBT3	SBT3	SBT3	SBT3	SBT3
44	30-Jun-25	SBT3	SBT3	SBT3	SBT3	SBT3
45	07-Jul-25	SBT3 PM3	SBT3	SBT3	SBT3	SBT3
46	14-Jul-25	ECT Day in uni	Standards Completion Prep	PDT Standards Completion	PDT Standards Completion	

Learning & Teaching

How you will learn

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



The course is based on a shared vision for educational excellence with the schools in our partnership and this reflects our commitment to partnership working. Trainees on the course benefit from working with and learning from outstanding classroom teachers in schools and at University. The school based elements of the course will afford trainees enhanced opportunities to spend time in school and will allow them to make links between their observations and experiences and the taught course in university. Schools will undertake to provide trainees with a variety of opportunities to observe best practice which addresses the trainees' development needs. The Department for Education's (2012) Teachers' Standards which lead to the recommendation for the award of QTS will be assessed summatively. Trainees will be assessed formatively against the curriculum using the BCU ITE Curriculum Themes and Assessment framework.

The course is designed to recognise that trainees develop their understanding of, and skills in, teaching in a gradual way. The first block of university teaching prepares the trainees for their first teaching block placement. The second block of university teaching allows trainees the opportunity to reflect upon their experiences in school and further prepare them for subsequent placements. All of the academic modules involve the trainees in reflecting on their developing understanding of primary and early years teaching and taking responsibility for

their own professional development. Trainees will also develop their teaching skills through carefully designed School Based Training experiences. The School Based Training (SBT) experiences are developmental and progressive. The work undertaken in school is closely aligned to the academic modules and is assessed against the relevant professional competencies, currently The Teachers' Standards (DfE 2012) at the end of the course.

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

Trainees on the course will have opportunities to compare practice for primary and early years' education in England with that of other countries during the taught modules enabling them to develop their understanding of the nature of education in a global context. Trainees will understand the implications on education and learning for those from different countries and cultural backgrounds.

Learning and support on the course enables our trainees to progress to successful achievement through the careful alignment of learning on modules with practice in school. The modules address current issues and methods in education, and are closely aligned to the Core Curriculum Framework, BCU ITE Curriculum themes and the Teachers' Standards (DfE 2012). These are exemplified across the course as a result of ongoing professional conversations where the teachers' standards and any supporting evidence are discussed. These discussions and progress meetings lead to the recommendation for award of Qualified Teacher Status (QTS). The trainees' progress to QTS is underpinned by their close relationship with their Personal and Professional Development Tutor who will monitor the progress of each trainee closely. At the end of the course the trainee and tutor will complete an Early Career Teacher transition document to support transition from training to employment. The document enables ECF Mentors in school to tailor the ECT's induction to their needs and aspirations.

The award titles are:

(PGCE) Postgraduate Certificate in Education in Primary and Early Years with QTS

(PGCE) Postgraduate Certificate in Education in Primary and Early Years with QTS
(Mathematics Specialism)

(PGCE) Postgraduate Certificate in Education in Primary and Early Years with QTS (Special Educational Needs Specialism)

(PGCE) Postgraduate Certificate in Education in Primary and Early Years with QTS (PE Specialism)

(PGCE) Postgraduate Certificate in Education in Primary and Early Years with QTS in association with (named school / Partner)

(PGCE) Postgraduate Certificate in Education in Primary and Early Years with QTS (School Direct)

PGCE in Education Studies – Primary and Early Years

(PGCE) Postgraduate Certificate in Education in Primary and Early Years with QTS Part -time

The full-time, one-year course or Part –time, two-year course are focused either on the 5-11 or the 3-7 age range. The PGCE Primary with Specialism in Mathematics or PE or SEN are focused on the 5-11 age range. The credited modules on the course are taught at level 7 and successful completion of all modules would give you 60 credits.

The course has 5 modules for each route :

EDU7384	Core Curriculum – 20 credits
EDU7385	Foundation Curriculum – 20 credits
EDU7386	Professional Studies and Leadership – 20 credits or
EDU7387	Professional Studies and Leadership – Mathematics – 20 credits or
EDU7388	Professional Studies and Leadership – SEN – 20 credits or
EDU7414	Professional Studies and Leadership – PE – 20 credits
EDU7389	School Based Training 1 – 0 credits (Non-credit bearing – contributes to QTS)
EDU7390	School Based Training 2 – 0 credits (Non-credit bearing – contributes to QTS)

The course has been designed to reflect the drive towards a more schools-led approach to Initial Teacher Education (ITE) with the placement aspects of the course ensuring there is a strong alignment between the university-based and school-based elements. The course features four strands:

- Core (English, Mathematics and Science and/or the prime and specific areas of learning from the Early Years Foundation Stage Curriculum)
- Professional Studies
- Foundation (all other National curriculum subjects and RE and/or the prime and specific areas of learning from the Early Years Foundation Stage Curriculum)

- **School Based Training**

These strands are developed throughout the year of study to enable trainees to build up their knowledge, understanding and skills in each key area. The spiral curriculum ensures progression through the course with opportunity to reflect and develop.

Students (Trainees) on this course are also offered an alternative exit route should they choose not to pursue the award of QTS. The trainees on successful completion of the academic elements of the course will be awarded a Postgraduate Certificate in Education Studies – Primary and Early Years.

The course will have:

Faculty based training (face to face or directed study)

120 days school based training and experience

In order to satisfy the requirements for the Postgraduate Certificate in Education with QTS you must have achieved the following

- 60 credits at level 7
- completion of all school based training modules with a pass grade
- any DfE requirements for the award of Qualified Teacher Status which may be in operation at the time of the examination board

Delivery

The full-time course takes place between September – July over one year.

The part -time course takes place between September – July over two years.

The course consists of two closely interlinked components:

- Faculty-based modules;
- School-based work, incorporating school experience and teaching practice modules.

School Based Training

A Progress Journal will be completed during each school based training placement. Trainees will engage in Professional Development Discussions with their tutors, mentors and class teachers throughout their course to show their progression towards the Teacher Standards

These cumulatively provide evidence of meeting the school-based requirements of the DfE (currently the Teachers' Standards (2012)) and pedagogical aspects of the subject curricula.

Requirements for English and Mathematics

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

Providers must assure that trainees demonstrate competence in the following areas:

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

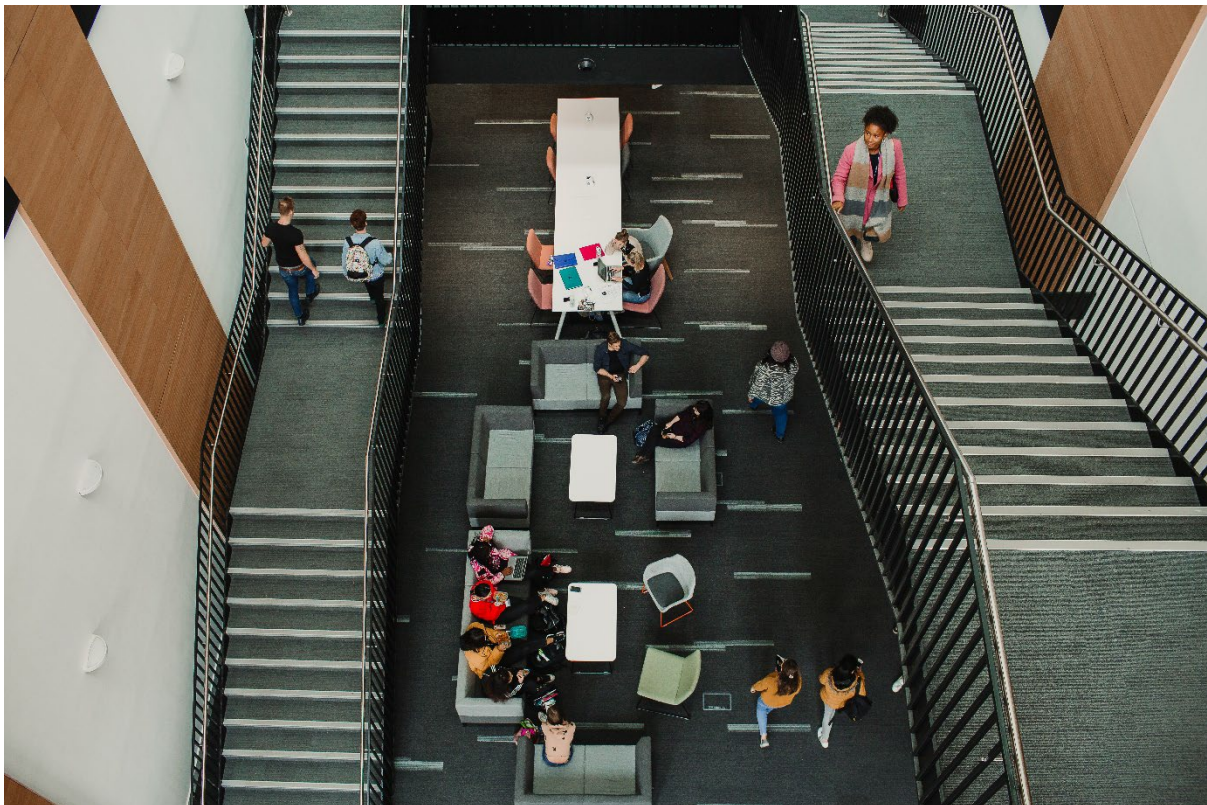
It is the responsibility of the trainee teacher to ensure that they have a secure knowledge and understanding of Fundamental English and mathematics as stated above. Any work to

address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of your training.

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.

To be awarded Qualified Teacher Status, trainees must meet all standards for primary teachers as laid down by the DfE. We are required by the DfE to audit your knowledge and understanding of English, Mathematics and Science at an early stage of the course, and make arrangements, where required, to ensure that gaps in your knowledge are filled by the end. This may involve tests, self-assessment and individual study courses.

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>



Student Learning Agreement (ITE) & BCU Trainee Code of Conduct

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

of you. You should refer to this agreement regularly. You will also be asked to sign a BCU Trainee Code of Conduct. This outlines expectations for behaviour that will support all trainee teachers in understanding and developing their professional responsibilities leading to the achievement of QTS and beyond.

Professional Practice

Trainee Placements

This course complies with the requirements of the Teachers' Standards published by the DfE (2012) which identify the Professional Standards that all trainee teachers must meet if they are to be recommended to the DfE for Qualified Teacher Status. As a trainee on this course you will therefore spend sustained periods of time working in different primary schools or settings so that you can demonstrate in professional contexts that you have met the DfE Teachers' Standards 2012. You will be assessed formatively against curriculum and the BCU Themes and at the end of the course by the Teachers' Standards by teaching colleagues in the schools or settings in which you are placed, and by Faculty tutors. Schools participating in this training process will receive a proportion of course resources after concluding a formal partnership agreement with the Faculty. The partnership agreement requires schools or settings to ensure that their staff are familiar with Faculty procedures for trainee placements, that appropriate staff attend Faculty-run training sessions about teaching practices and that trainees receive appropriate levels of support whilst on teaching practice.

Structure of placements

All teaching placements will be arranged by the Primary and Early Years Partnership and Course Team. Trainees will be attached to a school for the year with SBT2 in an alternative setting.

You will be given a clear indication of your progress throughout the placements and will have opportunities to discuss your progress at Weekly Development Discussion Meetings, and at Review Meetings and Progress Meetings.

During SBT1 you will initially you will plan and develop your teaching with support from the class teacher and at the end of the placement there will be a summative assessment against the BCU Assessment Tracker and graded as pass or fail.

Your SBT2 will be formatively assessed in an alternative setting. In your final block practice (SBT3) you will develop to take responsibility for teaching about 80% of the class timetable.

At the end of this practice (SBT3) you will be summatively assessed against the Teachers' Standards and graded as pass or fail.

Your block practices will be organised so where possible you can gain experience of teaching across the age phases as appropriate to your route and in line with the requirements of the DfE Teachers' Standards (2012).

For the part time course placements will follow a similar pattern but across the two years in consultation with the placement schools.

Arrangements for teaching placements

At the start of each practice there will be a period of preparation time, the purpose of which is to enable you to become familiar with the school or setting, class routines and policies. Initial visits to your placement will allow you to begin to form professional relationships with colleagues in the school or setting and with the children you will teach. You will normally be notified of the details of your placement by the Primary and Early Years Partnership Team. You will be required to inform the Primary and Early Years Partnership Team as early as possible of any personal commitments that you would like to be taken into consideration when placements are arranged. The Partnership does its best to accommodate these individual considerations but there is also an expectation that you will be prepared to travel up to 90 minutes each way so that you can gain experience of a range of different schools and settings. You will be required to arrive at school at least half an hour before the official start of the school day or in line with current school expectations and to remain in the school or setting for at least a similar time at the end of the day.

Shortly before visits to schools or settings begin you will have a full briefing to explain the professional requirements of the individual practices.

At the start of each practice you will meet in the school or setting with relevant school-based or setting-based colleagues and then with a University Tutor where you will be required to demonstrate through your documentation that you are fully prepared to begin each teaching practice. Should tutors either from the school or setting, or from the Faculty be concerned about your readiness to begin the practice, they will inform the Primary and Early Years Partnership Team Leader and the Course Leader/Deputy Course Leader. These circumstances could lead to your practice being delayed for a short period to give further time for preparation and planning.

School Experience Travel

You will need to budget carefully for when you are on school experience to meet the cost of your travel expenses. However, for any students who are not in receipt of a bursary the Faculty is prepared to contribute towards the cost of your travel expenses. Full details of the procedure for claiming travel expenses can be found on Moodle

Assessment of trainees on teaching placements

During your school based training you will receive guidance and written feedback on your progress from University Tutors, School Mentors and Class Teachers. You will be observed teaching at regular intervals by School Staff or University Tutors. You will receive regular written and oral support and guidance from these tutors during your placements. Feedback and targets to improve teaching are recorded by tutors on observation sheets and you will complete a Progress Journal for each practice which records your professional development against the BCU Assessment Tracker and sets targets for your future teaching experiences. Midway through each teaching practice, you will be entitled to a formal review of your progress where you will receive formative guidance and will discuss points for consideration. If it is believed that you are in danger of failing the practice you will be set targets by those assessing your practice and a plan will be devised to provide you with additional support which could take the form of additional observations and review meetings.

During each practice you will maintain an online School Based Training file which will be considered as part of the School Based training modules. The University Tutor will make the final decision about whether you have passed or failed the practice, following consultations with appropriate School Based Staff. A final review will take place between you and the appropriate School and Faculty-based assessors. The purpose of this review is to provide a summative commentary on your progress and a recommendation as to whether you should pass the practice. This recommendation, together with evidence drawn from your school experience documentation, will enable the University Tutor to assess you against the module's assessment criteria.

If you fail your assessed teaching practice and, as a result, the School Based training Module(s) you will not be eligible to be recommended for the award of the Postgraduate Certificate in Education with QTS until you have successfully undertaken another practice. Only two attempts at the assessed teaching practice will be permitted. A termination of placement is referred to the Placement Review Panel.

Resitting a School Based Training placement, as a consequence 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.

Rapid Improvement Targets (RIT)

Where trainees are not making expected progress, are not acting upon feedback or there are concerns relating to any of the teaching standards The Rapid Improvement Target Procedure will ensure that all trainees are supported and offered intervention where necessary to meet all of the required standards.

The full process for the use of Rapid Improvement Targets will be explained to you and a full version of the procedure is available on Moodle.

Where the use of RIT does not result in a successful outcome or in cases where the placement ends prior to the published end date the case will be referred to the Placement Review Panel who will review using the 'Placement Review' process.

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

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

Partnership Models

As mentioned previously, all schools participating in teaching practice placements enter into a partnership agreement with the Faculty.

Management of the Partnership

The Partnership is managed by the Head of Department and the Primary and Early Years Partnership Team who will work closely with the Course Team to ensure that teaching placements are timetabled appropriately and that you are found teaching placements suitable for your chosen age phase. The Head of Department is responsible for the training of school-based/setting-based tutor and for the management and organisation of the training sessions for class teachers and schoolbased/setting-based tutor which take place before each teaching practice. In addition, the Head of Department will ensure that standardisation and evaluation procedures are carried out in line with Faculty policy.

The Faculty Academic Standards and Quality Enhancement Committee formulates policy on partnership matters and monitors its implementation on this course. The Faculty policy governing partnership arrangements sets out how partner schools are selected to work with the Faculty (1.3); the circumstances in which they can be deselected (1.9) and the training of school-based/setting-based tutors (1.6).

Quality assurance

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

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

The Primary and Early Years Partnership Team Leader will arrange consultation meetings for each practice in which class teachers and school-based/setting-based tutors supporting trainees during that practice meet to share and discuss their judgements.

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

Termination of Placements

Where a termination of placement occurs the circumstances are considered by the Placement Review Panel and recommendations made regarding further placements and actions to be undertaken.

Resitting a School Based Training placement, as a consequence 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.

Contribution of partners to the course

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

Uniform / Attire

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

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

Fitness to Practise

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

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

Examples of when this might occur include:

- when you have physical or mental health problems which may put you or others at risk;
- when you demonstrate unprofessional behaviour;
- where there are serious breaches of The Teachers' Standards and/or the ITT Criteria;
- disclosure of information about yourself or your previous conduct that you have not already disclosed on your application form or in your interview that may impact on your suitability to teach;
- you have previously been removed from an ITT course because you have behaved in a way that indicates you may not be suitable to work with children, or you have left a previous ITT course before completing;
- when you have committed an offence under the University's Student Disciplinary Procedure which raises doubts about your professional suitability. Professional conduct of trainees on teaching practice

Disclosure and Barring Service Panel (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.

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

Assessment Strategy

All trainees will complete module assessments for the three credit bearing modules which must be passed - all are marked in percentages. The remaining non-credit bearing module will be assessed summatively at the end of the course against the DfE Teachers' Standards (2012) and will be marked on a pass/fail basis. During the course you will be assessed formatively against the BCU Assessment Tracker

Assessments are distributed across the year with set submission and return dates. All written work is submitted electronically. Trainees will be given a guidance sheet for each assessment which will include specific criteria against which it will be marked.

Assessment Criteria

Each credit bearing module is assessed against specific, levelled criteria which are included in the module specification and which reflect the learning outcomes of that module. These criteria specify the minimum requirements for passing a module; they are also graded in bands to indicate how percentage marks have been achieved. You will be provided with detailed criteria sheets at the start of each module. For each criterion, level descriptors define levels of achievement which will be awarded on a percentage scale.

Assignments will be awarded a final percentage mark. The minimum pass mark is 50% for each module. Achievement against individual assessment criteria will be provided to help you to identify aspects of your work which require development and improvement.

Additional Assessment

The criteria for the assessment of School Based Training Modules are the DfE Teachers' Standards (2012). You will be summatively assessed against these standards at the end of your course and to pass the course you must have achieved all of the Standards.

Achievement will be recorded in your Progress Journal and against the BCU Assessment Tracker.

The professional discussions at progress meetings are designed to enable you, your mentors and tutors to monitor your progress through the course, and to record your achievements. You should use the progress journal and any other documents as a basis for your discussions and consultation with PDTs, school-based/setting-based tutors and University Tutors and at interviews.

You will be given additional guidance on school experience and teaching practice before each placement.

How Feedback will be given on Assessed Work

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

During teaching practice, trainees will receive regular feedback either handwritten or electronic from class teachers, University Tutors and school-based/setting-based tutors. They will also receive feedback during scheduled weekly meetings with the class teacher or mentor.

Arrangements for Handing in Coursework

You will be provided with assessment hand in deadlines with your individual assessment briefs. All assignments will be submitted electronically, through Moodle.

Professional Body Requirements

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

In order to be recommended QTS you must satisfy all the teaching standards as currently laid out in the Teachers' Standards (2012). You will be summatively assessed against these Standards at the end of the course. You will be formatively assess on your school placements against the BCU ITE Curriculum Key Themes. The school based training module outcomes reflect this process. Professional discussions throughout the year at progress meetings will provide evidence against the BCU ITE Curriculum Key Themes that are clearly linked to the Teachers' Standards.

Referencing

There are two major methods of citing references in your text, and all courses in the School of Education use the Harvard method. You should refer to the guidelines published by the Library for details of this. Footnotes are unnecessary in this system and instead you should include a list of references at the end of your assignment, listed in alphabetical order of author.

The Library guide includes detailed information on referencing, including how to cite unpublished material, secondary sources and internet resources. It can be found on the Library's web pages:

<http://library.bcu.ac.uk/learner/Guide%20Index.htm> and is also available as a printed leaflet. You are strongly advised to obtain your own copy of this and refer to it whenever you write an assignment.

Assessment Regulations

The way in which your work is assessed is covered by the University's Assessment Regulations.

The regulations include information about:

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

You can receive further information about these regulations and wider university policies from the Academic Services SharePoint site under 'Regulations and Policies' or from your Course Team.

If you cannot access the electronic version and would like a paper copy, ask your Course Leader or go to your Faculty Office.

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

The course has exemption from the requirement to mark using a full percentage scale for those modules which assess performance in schools. These modules are marked on a two-point scale (pass or fail) on the grounds that the competencies which are assessed on these practices are represented by BCU ITE Curriculum Key Themes. Trainees either do or do not meet the Standards for professional practice at the end of the course.

In the event of failure in a placement module, trainees will be permitted to be reassessed on one further occasion only, provided that the reassessment can be completed within the permitted registration period for the award. Resitting a School Based Training placement, as a consequence 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.

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.

Plagiarism

Plagiarism is defined in the Library's guide to referencing as "claiming other people's thought or data as your own". Referencing your work accurately enables you to acknowledge all the sources of information, data and ideas that you have used in your assignments.

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.

Avoiding Allegations of Academic Misconduct

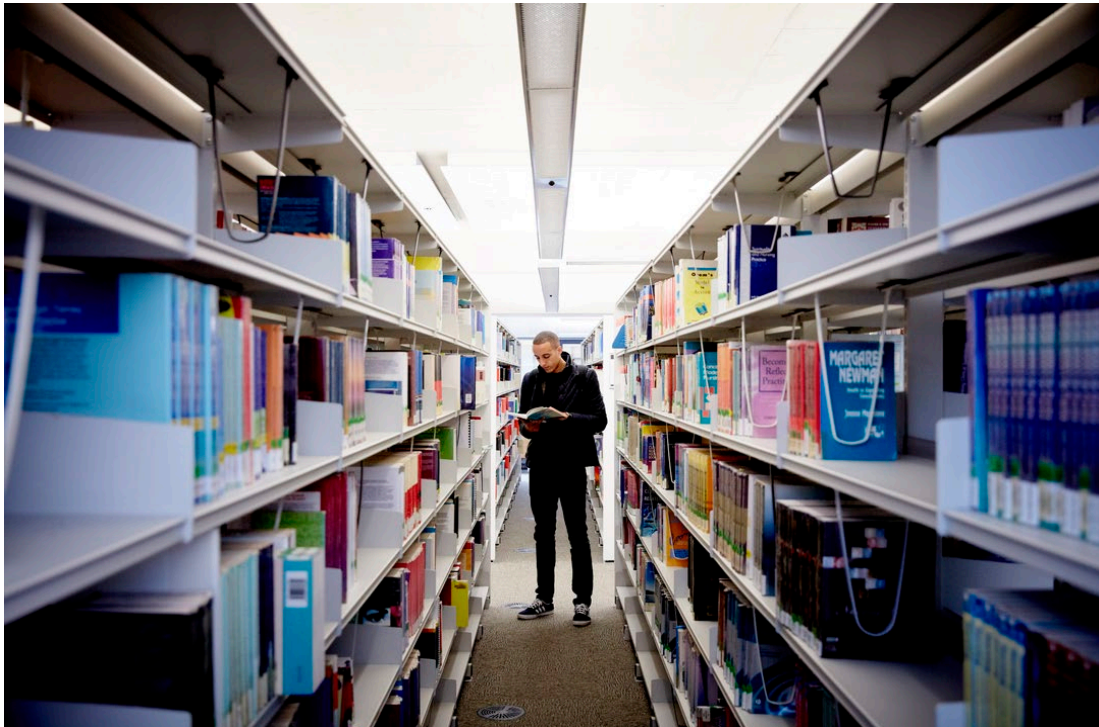
The University takes allegations of academic misconduct (i.e. cheating), in any form of assessment, very seriously. We class it as a disciplinary offence if a student attempts to gain or helps someone else to gain an unfair advantage over other students. Students who are suspected of academic misconduct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

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

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



Employability

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

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



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 [Disciplinary and Fitness to Practice Procedures](#)