Secondary PGCE Assignment Handbook 2016/17

Contents

The Secondary PGCE Assignment Handbook.

This handbook gives an overview and the assessment criteria of the three assignments you will undertake during the PGCE year. It is essential that you fully understand what is being asked of you and ensure that your final submissions meet the expectations outlined here as well as the formal regulations in the Partnership Handbook.

It is now an expectation of the teaching profession that all new teachers undertake Level 7 study during their teaching career. The Bath Spa PGCE programme expects all Bath Spa Teachers (BSTs) to work towards achieving the Post Graduate Certificate in Education with Level 7/Masters level credits. The PGCE Level 7 units provide you with a significant foundation to support the completion of your Masters degree through Bath Spa's validated Professional Masters Programme (PMP) during the initial years of your career. There are some details about further Master's level study in this handbook and additional information about the PMP is available from course leaders.

All assignments require reflections on your school based experiences. The assignments provide you with an opportunity to develop your thinking and enhance your professional experience. Each assignment is aimed at extending your understanding of aspects of school life. It is important to understand that critical analysis of the ideas you encounter in research and reading, within the context of your experiences, will have a direct and positive impact on your practice as a teacher. Indeed, it is these critical reflections that demonstrate your ability to think and write at Master's level. This process will support you in becoming a 'reflective' teacher leading your own professional development and constantly working on the effectiveness of your teaching in terms of impact on learning. A suggested approach is given for each assignment. It is important that you consider your key question/s carefully by talking to appropriate school colleagues to ensure your focus is relevant for both the context of your school *and* for the requirements of the specific assignment. The assignment briefs suggest a range of readings but you will need to be prepared to find additional authoritative academic literature to support your individual focus when planning and researching the assignments. You will spend a significant time on your reading before you embark on writing your assignment so that you can develop your own ideas around current theories and ideas and spend time considering them in the light of your experiences 'on the ground'.

The assignments will be formally introduced and discussed. Remember that you should always seek advice and support from your Academic Tutor or your Professional Studies Tutor to enable you to complete the assignments to a good standard. A series of Professional Studies and Subject-based sessions have been arranged to support you with this process where necessary. Assignment 1 and 2 are not driven by formal 'research' methods but Assignment 3 requires you to work with a more formal research methodology and to justify your choices.

All assignments are marked by university staff and moderated by university and partnership colleagues. You will need to plan your preparation, research and reading time carefully to ensure that you manage your assignments alongside your other responsibilities.

Assignments require you to consider your professional development in relation to research, theory and practice along with your learning partners and within your particular school context. To support the development of assignments you will normally spend half a day a week undertaking research for

assignments. **Please refer to this handbook when working on each of the assignments.** It is also available on Minerva.

Guidance for the writing of assignments

- P**lease read the formal regulations relating to submission of assignments (including the use of Turnitin) in the Programme Handbook.**

- All assignments are checked for plagiarism electronically through Turnitin. Please ensure that *all** references to reading whether from books, websites, journals or other sources, are *fully and consistently* referenced against Harvard referencing guidelines. **Further information on plagiarism/ unfair practice is found on the following pages.** For useful information skills please go to: http://www.bathspa.ac.uk/library/info-skills

  *The only exception is where you include interviews with school colleagues, lesson plans or observations, in which case submit relevant notes or documents as an appendix **(remember to ensure anonymity).**

- Include an abstract on the first page of the assignment along with your question and/or enquiry title. (100 words max). This should give an overall summary of the whole assignment and is not part of the actual assignment.

- Include a word count on the first page. Word will automatically generate a word count (it is an option in the *Review* tab).

- Use authoritative academic publications and national or local policy documents to support your assignment. Your bibliography should only include background reading which is used and cited in the text using the Harvard scheme. Please do not list sources which have not been either paraphrased or quoted. NB: General website material and other student's work on the web are generally not regarded as appropriate authoritative literature.

- It is common academic practice to paraphrase (*a rephrased, simplified, and usually shorter version of written material*) literature and combine the ideas from reading with your own perspective and those of others who have been involved in the investigation (appropriately referenced). **Avoid** using lengthy direct quotations unless you are making a clear statement for discussion – usually at the start or end of an assignment or section within an assignment. Most use of literature is in a paraphrased form.

- Avoid making generalisations and assumptions or expressing subjective and personal views or judgements. Always take a tentative approach when presenting a range of perspectives and support any statements with evidence from reading or research findings.

- Schools, school based colleagues and students *must* remain anonymous (this also applies to the appendices).

- If you include appendices, make sure they **support and are relevant to** your assignment. They should be explicitly discussed in the assignment so their value to the assignment and the reasons for their inclusion are clear to the assessor. Label appendices clearly.

Formatting/presentation guidelines

- Use 1.5 line spacing for the body of text. Paragraphs should be blocked rather than indented. Paragraphs should be separated by a line of 'white space'.

- Use consistent heading, font and referencing styles. Keep to font size 10/11.

- Use section/paragraph headings – this helps you check that the structure is coherent.

- Display the word count at the end of the assignment. Keep to within 10% of the expected word count. Remember the word count does not include the abstract, bibliography or appendices. **Please note that your assignment will be failed if you exceed the permitted word count (+10%).**

- Put your student number and page number as the footer on all pages.

- Submit your assignment through Turnitin by the deadline

  Remember to complete an Assignment Cover Sheet clearly with the exact assignment tile and indicating the necessary information so your assignment can be passed on to the appropriate assessor without delay.

Unfair Practice Policy

Bath Spa University has a policy on unfair practice which is incorporated in all student handbooks. This section is taken directly from the Bath Spa website. Further/ complete information can be found at

http://www.bathspa.ac.uk/regulations/unfair-practice

Plagiarism Detection

Bath Spa University is a member of the Turnitin UK Service. This online service allows staff to electronically submit essays and dissertations by students and get back an originality report for each document. All essays submitted to staff on Minerva can be checked against the services database. As a result, any incidents of plagiarism are now more likely to be detected!

Unfair Practice Policy

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, which cannot all be covered in detail here, but the most common are cheating in formal examinations and the plagiarism of coursework. Others include collusion with other students for the production of written work, impersonation in examinations, or submission of fraudulent mitigating circumstances evidence. The penalties for unfair practice are severe (see below), and if students are in any doubt about what constitutes acceptable academic practice they must consult their tutors for advice.

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own of the thoughts, writing or inventions of another'. It does not matter whether the source was an original document, a book or article, or a fellow student.

Plagiarism can take a variety of forms:

1. Copying sections from one or more books or articles without acknowledgement of the source(s). Note the phrase 'one or more'. It is still plagiarism if you reproduce sections from several sources rather than one, in a 'cut and paste' approach

2. Excessive dependence upon one or a limited number of sources is plagiarism if the sources are inadequately referenced, even if the exact wording used by the original author(s) has been modified.

3. Collusion with other students. Students should be aware of the distinction between 'collaboration' and 'collusion'. Some assignments encourage or require students to collaborate with fellow students and submit joint work.

    You should ensure that your work (whether paper-based or on computer disk) is not made available to other students. Failure to secure work adequately can mean that you may be implicated in an accusation of plagiarism.

PGCE Assessment Criteria

All candidates are registered for the Postgraduate Certificate in Education which carries 60 credits, recognized as contributing to a full Masters degree comprising 180 credits. Further credits can be obtained through study during your first years of teaching. By submitting your assignment at Level 7 you are also expected to achieve all Level 6 criteria (Graduate level) as stated on the next page.

The criteria for assessment of assignments at Level 7 can be found below. The text in italics is for guidance only.

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LEVEL 7 CRITERIA

TO BE MET BY BATH SPA TEACHERS TAKING THE POSTGRADUATE CERTIFICATE OF EDUCATION IN LEVEL 7 ACCREDITED ASSIGNMENTS IN ADDITION TO LEVEL 6 CRITERIA

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1

Can critically analyse and reflect on professional practice using an identified framework and/or general theory.

- *Draw on key literature to develop critical reflections of your own practice and of the literature itself*
- *Use one or more theoretical frameworks to support understandings of your own practice, showing a beginning level of critical awareness of those frameworks.*
- *Explore your own professional perspectives with a critical awareness of some wider educational contexts and current issues*

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2

Can use published research and other literature in a critical way to evaluate findings of an original enquiry or other professional activity.

- *Identify an issue for investigation, using guidance provided, e.g. in your assignment brief.*
- *Demonstrate a clear focus in enquiry design and data analysis, taking account of the constraints of time and opportunity as set out in your assignment brief. .*
- *Articulate both the methodology and enquiry techniques to identify some advantages and limitations of your methodologies and techniques.*
- *Identify some new insights through reference to your own research and experiences, including an evaluation of your key findings.*

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Level 6 CRITERIA

CRITERIA	EXPLANATION
6.1	Can reflect on and describe an element of their professional experience showing awareness of different perspectives
6.2	Can recognise and describe features of an educational issue of relevance to their own professional practice and development
6.3	Can use appropriate literature to identify and discuss the main features of a professional issue
6.4	Knows the major contents of the area of study and shows evidence in writing or action that the relationship of these concepts to workplace practice is understood
6.5	Can write a coherent and concise report presenting a position or argument based on the outcomes of reading and/or enquiry

Level 7 and Level 6 Submissions

All students are expected to submit assignments that meet the criuteria for L7 (Master's level) as shown on page 5.

If you are unsuccessful at writing your assignment at L7 on two occasions, an application can be made by your Academic Tutor to the Exam Board, to permit you a submission at Level 6.

If this request is approved, the overall award for your studies would be graded as Professional Graduate Certificate in Education and not Post Graduate Certificate in Education (PGCE).

Failure to submit assignments or to pass at Level 6 would mean failure of the course.

Assignment 1: What does it mean to be 'an inclusive school'?

A written enquiry on inclusion focusing on Special Educational Needs and Disability (SEND)

Award: 15 credits at Level 7

Planning template: Submit to your Link Tutor by 10th October at 5pm

Submission: **Monday 31st October 2016 at 5.00pm**

Moderation: 7th December 2016

Results published: 9th December 2016

Resubmission: 13th January 2017 at 5pm

Assignment 2: Developing your Professional Practice: Exploring Pupil Progress during Term 2

Award: 15 credits at Level 7

Planning template: Submit to your Academic Tutor by 5th December at 5pm

Submission: **Monday 23rd January 2017 at 5.00pm**

Moderation: 8th February 2017

Results published: 13th February 2017

Resubmission: 3rd April 2017 at 5pm

Assignment 3: An investigation into a whole school focus during Terms 4 and 5, using a case study approach.

Award: 30 credits at Level 7

Planning template: Submit to your Academic Tutor by 24th March at 5pm

Submission: **Wednesday 3rd May 2017 at 5.00pm**

Moderation: 24th May 2017

Results published: 26th May 2017

Resubmission: 9th June 2017 at 5pm

Submission dates for assignment planning templates can be found with each assignment brief. Tutors will look at a draft of up to 10% of the complete assignments.

Footnotes: These should not be used and will not be marked as part of your assignments

Extensions: *If you feel that there are extenuating circumstances that require an extension to the submission dates (above), you should apply to your Academic Tutor in the first instance. Forms are available on Minerva. Programme leaders make the final decision as to whether applications for extensions are granted. Extension requests are then sent on to p.lortal@bathspa.ac.uk for final appproval.*

If you have been granted an extension, marks and feedback may not be available at the same time as the rest of the cohort.

Assignment 1

What does it mean to be 'an inclusive school'?

A written enquiry on the subject of inclusion focusing on Special Educational Needs and Disability.

Requirement:

A 3000 word written enquiry based on a study of text-based sources, published research and school policies and practices (3,000 words excluding abstract, bibliography and appendices).

Award Level: This assignment carries 15 credits at Level 7

Key Dates

Submission date: Monday 24th October 2016 at 5.00pm

Assignment to be submitted via Minerva by the deadline

Planning template to be with your Link Tutor (not Academic Tutor) by Monday 10th October 2016

Purpose:

This assignment is intended to highlight the importance of the inclusion of pupils with special educational needs and disabilities. Education policy seeks to put Inclusion at the heart of good practice in schools. This assignment aims to enable Bath Spa Teachers (BSTs) to explore in detail the focus area of SEND through academic reading and research with the intention of relating this to school policy during their professional studies course, particularly during the element spent in school.

Objectives:

1. To understand the importance of supporting pupils with SEN/D to overcome barriers to their learning

2. To identify a key issue that is of particular interest to you as a developing teacher and research that issue using relevant literature.

3. To consider the challenges that the issue of inclusion presents to both learners and schools and critically analyse some approaches to addressing these challenges by reflecting on school policies at your PS school and in other educational contexts with which you are familiar

4. To reflect upon your findings and consider the implications for your future professional development.

5. To produce a coherent, well-organised and accurately written piece of work which is accessible and well-signposted for the reader.

A suggested approach:

- After discussion with your Academic Tutor and Lead Trainer, select the aspect you intend to explore within the focus area of SEND. There are several factors that might influence your choice including:

    - The extent to which your PS school has developed expertise and experience in your chosen focus area
    - Your personal preferences (for example it would usually be appropriate to extend your understanding by choosing a topic in the area that you have less experience and knowledge)

- Explore the core academic literature relating to your chosen aspect. It is expected that evidence of your understanding of the core sources will be evident in your literature review and your analysis of practice.

- Read school policies and observe school practices (this can include informal conversations but should not involve specific research methods or data collection)

- Plan and write an assignment which:

    o Outlines the aspect being covered and explains why it has been chosen
    o Clearly indicates reading to support an understanding of the wider issues
    o Discusses the ways in which the school addresses the issues based on an understanding of the school's policies. Remember that you need to refer to a range of relevant ideas from the literature to show an awareness of different perspectives on this issue and your school's policies and practices.
    o Draws conclusions about the issue of inclusivity in education, the school's approach to the issue and ideas on how the study you have undertaken for this assignment will impact on your thinking and future practice in supporting the needs of SEN/D pupils in your classroom.

By submitting the assignment, BSTs are providing their consent for the contents to be used for professional purposes within the PS school.

This assignment will help you to progress towards achievement of the following standard:

5. Adapt teaching to respond to the strengths and needs of all pupils

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Special Educational Needs reading

Books:

Cline, T and Frederickson, N (2015) Special Educational Needs, Inclusion and Diversity. 3rd Ed. Maidenhead: McGraw-Hill Education. **10 copies available in library and eBook also available.**

Hartas, D. (2012) 'Special Educational Needs and Inclusive Schooling'. In: Abbott, I., Bills, L., and Brooks, V. eds. *Preparing to Teach in Secondary Schools*. 3rd Ed. Berkshire: Open University Press, pp. 274-287. **4 copies available in library and eBook also available.**

Loreman, T, Deppler, J & Harvey, D, (2010), *Inclusive education. Supporting diversity in the classroom'*, 2nd Edition, Oxford: Routledge IS **4 copies available in library.**

Mitchell, D. (2014) "What really works in special and Inclusive Education. 2nd Ed. London: Routledge. **4 copies available in library and eBook also available.**

Mittler, P. (2006) *Working Towards Inclusive Education*: Social Contexts. London: Fulton. **4 copies available in library and eBook also available.**

Peer, L. and Reid, G. eds. (2001) *Dyslexia: Successful Inclusion in the Secondary School*. London: David Fulton (Published in association with the British Dyslexia Association) **4 copies in library and eBook also available.**

Terzi, L, Warnock, M & Norwich, B. (2010), *Special Educational Needs: A New Look*. London. Continuum International Publishing Group. **An eBook is available.**

Useful weblinks:

British Journal of Special Education available from:

http://www.wiley.com/bw/journal.asp?ref=0952-3383

Inclusion and learner support
http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport

National Association for Special Educational Needs at
http://www.nasen.org.uk

'Opening doors, breaking barriers: a strategy for social mobility' (2011). Government Policy paper:
https://www.gov.uk/government/publications/opening-doors-breaking-barriers-a-strategy-for-social-mobility

Apple, M. (2001a) 'Comparing Neo-Liberal Projects and Inequality in Education'. Comparative Education, 37 (4), pp. 409-423.

DfEE (1997) Excellence for All Children – Meeting Special Educational Needs. October 1997. Available from:
http://www.educationengland.org.uk/documents/pdfs/1997-green-paper.pdf

Code of practice for Special Educational 0-25 years is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

DfE (2011) Statistics (National Statistics) – Special Educational Needs in England: January 2011, Report no. SFR14/2011
Available from:
https://www.gov.uk/government/publications/special-educational-needs-in-england-january-2011

DfE (2011) Support and Aspiration: A New Approach to Special Educational Needs and Disability – A Consultation. March 2011.
Available from:
http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Green-Paper-SEN.pdf

Farrell, P. (2001) 'Special Education in the Last Twenty Years: Have Things Really Got Better?'. British Journal of Special Education, 28 (1), pp. 3-9

Ofsted (2006) Inclusion: Does it Matter Where Pupils Are Taught?, July 2006, Report no. 2535.
Available from:
http://www.ofsted.gov.uk/resources/inclusion-does-it-matter-where-pupils-are-taught

Runswick-Cole, K. (2011) 'Time to End the Bias towards Inclusive Education?'. British Journal of Special Education, 38 (3), pp. 112-119.

Sachdev, D. and Sebba, J. (1997) What Works in Inclusive Education? Barkingside: Barnado's
Available from: http://www.barnardos.org.uk/wwincled.pdf

Suggested structure/content of Assignment 1

Title	Use the title suggested but indicate the area of SEND that you have chosen to focus on
Abstract **200-250 words**	A single, concise paragraph outlining the purpose of the study, the approach you used to achieve it and a brief summary of your conclusions. **This section should not be included in the formal word count**
Introduction **400 words max.**	The Introduction needs to set the scene on the subject area of inclusion and how this relates to schools. You will need to provide background information on previous work in the area and possibly define some key terms. You could also state here why the topic has relevance for you in relation to your professional context near the start of your course. Also see the comments about the introduction in the conclusion section.
Literature review **800-1200 words max.**	The main part of your writing on this assignment should be a critical review of the literature. You need to make it clear that you have engaged fully with the core reading for your chosen topic. Based on your review of the literature, you need to develop, articulate and justify your own point of view. There are many different ways you could do this. For example you could: • agree with one approach presented in the literature and explain why you believe this to be effective and more convincing than others • make a case for saying that none of the approaches are convincing and explain why • make a case that for the specific context of your professional studies school, one position is might be more appropriate than others whilst also explaining why this would not necessarily be true for all schools However you approach this, the important point is that you take a stance and make a critical evaluation of a range of ideas from literature instead of just reporting them.
A reflection on the school's policies and approaches **800-1200 words max.**	An important aspect of this assignment is to show that you can relate both your reading and your own point of view to the work of your Professional Studies school or other educational contexts with which you are familiar. You are expected to discuss the ways in which the school addresses the issues based on your understanding of literature and policy. In some cases it might be relevant to make reference to your observation of practice and experiences. Remember to take an objective view of these experiences and support your assertions with clear evidence from literature.
Evaluation and conclusion **600-1,000 words max.**	The conclusion should give the reader a clear indication that the purposes of the assignment have been achieved. It should therefore include a summary of the main points discussed and a few concluding statements drawn from these points. The Introduction and conclusion should link together; you could use this as an opportunity to reflect on how this assignment has helped you to develop as a professional in understanding how to support pupils with SEN/D overcome their barriers to learning.
Appendices	Only include appendices if **specific reference** has been made to them in the body of your writing. In this assignment the most likely appendices will be carefully selected sections of school policy documents that relate specifically to the topic area you have chosen.
References	Use the Harvard Reference system throughout. See guidance P:20-24.

Assignment 2

Developing your Professional Practice: Ensuring pupils make progress in a sequence of your lessons during Term 2

Requirement:

A critical reflection of an aspect of practice directly related to planning, teaching and pupil progress during Term 2 (3,000 words excluding abstract, bibliography and appendices). This assignment is based on *continuous assessment for learning* as a strategy to help pupils to make measureable progress in a sequence of your lessons.

Award level: This assignment carries 15 credits at Level 7

Key Dates:

Submission Date: Monday 23rd January 2017 5.00pm. Assignment to be submitted via Minerva (Turnitin) by the deadline.

Planning template to be with your Academic Tutor by Friday 5ᵗʰ December 2016

Purpose:

This assignment will support your professional knowledge and understanding of aspects of continuous assessment and its direct impact on pupil progress through planning and teaching a series of lessons during TP2. It will enable you to investigate your chosen aspects of assessment through linking your developing understanding in the classroom with ideas from relevant academic literature. It will also support you in understanding how schools use pupil data to support grade predictions and target setting linked to expectations in performance and progress

Objectives:

1. To identify an appropriate aspect of study on which to focus your assignment and produce a rationale for your choice.

2. To demonstrate a sound understanding of the chosen aspect in relation to planning and teaching a series of lessons during Term 2 through the identification and use of assessment methods to ensure that pupils are making progress in individual lessons and across a sequence of lessons

3. To demonstrate a developing understanding of appropriate pedagogy and knowledge and understand how it will impact on your future practice

4. To show an understanding of how the link between theory and practice can be used to develop your professional skills

5. To produce an accurate, coherent and organised piece of written work which is accessible and well signposted for the reader

Further Information

Think about a suitable timescale for this assignment. It is easy to focus solely on your classroom practice but you should build in Assignment 2 in to your weekly objectives. Think about the class on which you will make the subject of your assignment, the timing of lesson observations, your medium term plans (etc) which will help you to gather the data that you will need to support your work.

A suggested approach
You will undertake a simplified action research approach using the following process

Reading and reflecting on ideas from literature > planning the sequence of lessons > teaching the sequence of lessons > evaluation of the impact of continuous assessment methods > actual or suggested revision of planning to increase impact and progress

- Discuss your assignment plans and ideas for the implementation of the series of lessons with your mentor during your observation week beginning 19th October. You will have briefly considered your plans with your Academic Tutor prior to Term 2 and further time with your Academic Tutor will be available in the week beginning 26th October when you can also undertake research at Newton Park library. Where possible you will have one half day for research each week during Term 2 in order to undertake research in the school but you will need to read extensively in advance to support your assignment.

- Submit an assignment planning template to your Academic Tutor by Friday 30st October 2015.

- Read extensively and reflect on both the University and School Professional Studies sessions so that you have a clear understanding of current research and ideas relating to all aspects of this assignment. This will support you in planning and implementing the series of lessons. Your assignment should contain references to this literature where appropriate.

- Decide on the learning you wish to address through your unit and plan the series of lessons making the focus you have chosen explicit within the medium term plan and lesson plans.

- Where possible identify 6 pupils in the class that you will use for a detailed and ongoing analysis of pupil progress. These pupils should ideally represent 2 lower ability, 2 middle ability and 2 higher ability pupils within the class *or* 6 pupils from a range of identifiable groups e.g. those pupil premium, FSM, EAL, SEN/D, G&T. Your selection of the pupils should be justified by using available pupil data.

- Arrange to have observations in several lessons in this planned sequence; you can use the feedback to support your discussion.

- Teach the series of lessons, carefully evaluating each lesson in the light of the lesson objectives/outcomes, your chosen focus, and your own reflections on the lessons as well as those of any observers. Use the sample of 6 selected pupils for your in-depth analysis of pupil progress.

- Undertake additional reading to help clarify/extend understanding of your focus area and to answer any further questions that may have arisen.

- Critically evaluate your chosen aspect of practice both through your experience of planning and teaching the lessons and your reflections on academic literature. You should ensure you are always linking your evaluations and reflection back to the literature.

This assignment will help you in progressing towards achievement of the following standards:

1. Set high expectations which inspire, motivate and challenge pupils

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes

- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- guide pupils to reflect on the progress they have made and their emerging needs

- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- encourage pupils to take a responsible and conscientious attitude to their own work and study.

4. Plan and teach well-structured lessons

- reflect systematically on the effectiveness of lessons and approaches to teaching

6. Make accurate and productive use of assessment

- make use of formative assessment to secure pupils' progress

- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Core reading:

Books

Note: General books with theory and practical advice and guidance relating to planning, teaching strategies and assessment are as useful as those with a subject focus.

Black, P and Wiliam, D. (1998) 'Inside the Black Box. Raising Standards through Classroom Assessment. London: G L Assessment Limited**. 11 copies available in library.**

Black, P Harrison, C, Lee, C, Marshall, B Wiliam, D. (2002) Working Inside the Black Box. London: G L Assessment Limited**. 10 copies available in library.**

Brooks, V, Abbott, I and Bills, L (eds) (2007) *Preparing to teach in secondary school***s** 2nd ed Open University Press. **4 copies available in library and an eBook is also available.**

Brooks, V, Abbott, I, & Huddlestone, P. (2012). 'Preparing to Teach in Secondary Schools'. McGraw-Hill Education (UK**) 4 copies available in library and an eBook is also available.**

Capel, S, Leask, M and Turner, T (eds) (2010) *Readings for Learning To Teach in the Secondary School: A companion to M level Study* Routledge. **7 copies available in library and an ebook is available.**

Capel, S, Leask, M and Turner, T (eds) (2016) *Learning to Teach in the Secondary School* 7th ed Routledge **8 copies available in library and an eBook is also available.**

Clark, S. (2008) *Active Learning through Formative Assessment*. London. Hodder Education**. 10 copies available in library.**

Fautley, M. and Savage, J. (2008) Assessment for learning and teaching in secondary schools. **10 copies available in the library and an eBook is also available.**

Spendlove, D. (2009) Putting assessment for learning into practice **2+ copies available in the library and an eBook is also available.**

Web sites

The Department for Education: http://www.education.gov.uk

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/358070/NC_assessment_quals_factsheet_Sept_update.pdf

http://www.capita-sims.co.uk/resources/blog/changing-world-assessment-impact-secondary-schools

http://www.aaia.org.uk/assessing-without-levels/

http://www.aaia.org.uk/assessing-without-levels/do-the-outcomes-of-pupils-learning-provide-information-that-over-time-gives-a-cumulative-picture-of-their-attainment-and-progress/

http://www.lampton.org.uk/wp-content/uploads/2012/03/Twelve_outstanding_secondary_schools1.pdf

Suggested structure/content of Assignment 2

Title	Use the suggested title; you can add the teaching topic being taught.
Abstract 200-250 words	A single paragraph outlining the study, your approach to your planning and teaching and the conclusion you reached at the end of the study. **This section should not be included in the formal word count**
Introduction 400 words max.	A short paragraph informing the reader of the aspects you will be evaluating, the nature of the class you will be working with and a simple rationale as to why you chose these. It should also include a suggestion as to the success criteria you will be using in order to draw a conclusion to the study.
Literature review 800–1200 words max.	An in-depth review of the research and literature which sets out past and current thinking on the topic. Wherever possible this should include recent and relevant journal articles as well as texts and on-lines forums. If possible seek out authors who come to opposing conclusions regarding student engagement or responses.
Review of teaching and learning 800 -1200 words max.	This is the review of the sequence of lessons including planning, implementation and your formative lesson evaluations. **Your review of lessons should be written in light of the theory you have discussed in your literature review and should not be a step by step guide of what you did in your lessons.** Rather than simply describing what happened, you need to continually refer back to your objective and demonstrate how successfully your actions arising from evaluations of your practice informed the next lesson in the sequence. Throughout you need to use appropriate criteria to consider the impact of your interventions on the progress made by the students, particularly those in your identified sample.
Evaluation and conclusion 600 -1000 words max.	The evaluation of the sequence should critically analyse your practice in relation to ideas from literature. Assess whether your findings are corroborated by or challenge the literature. The submission should end with one or two paragraphs setting out your views on the success or otherwise of the teaching and how both the literature searches and your experiences have impacted on your professional development and classroom practice.
Appendices	Appendices can consist of relevant lesson observation feedback, evaluations and examples of student work. They should be clearly annotated to indicate how they support your discussion and analysis. They should be clearly signposted within the text of the essay. Please do not include any material which is not referenced directly in the text.
References	Use the Harvard Reference system throughout. See guidance P:23-27.

Assignment 3

An investigation into a whole school focus during Terms 4 and 5, using a case study approach. Choose either:

1. **Whole school development of mathematical skills**
2. **Whole school development of literacy skills (reading, writing and communication)**

If you are studying for a PGCE in Mathematics or English, you <u>may</u> wish to use this as an opportunity to focus on an area outside of your specialist subject area.

We recommend that you base your study on your own subject area and one other contrasting faculty as an approach to completing this study. This will make the assignment more manageable in terms of scale and scope.

Requirement:

A reflective **case study** of your chosen focus in your terms 4 and 5 school.

(5000 words excluding Abstract, Bibliography and appendices)

Award level: This assignment carries 30 credits at Level 7

Key Dates

Submission Date: Wednesday 3rd May 2017 5.00pm: Assignment to be submitted via Minerva (Turnitin) by the deadline**.**

Planning template to be with your Academic Tutor by 24th March 2017. The Ethics Approval Form should be submitted at the same time (page 25).

Please note, that we do accept that your data collection for Assignment 3 can be completed in association with other BSTs in the same school (if you choose). However, data analysis, and your write-up must be completed separately. Please refer to the Unfair Practice Policy if you are uncertain as to what is permitted.

Purpose:

This assignment will enable you to investigate a whole school priority area which is of fundamental importance for pupil progress in any subject. Teachers are expected to develop the literacy and mathematical skills of all pupils in all aspects of their work, whatever their subject. It will be also support you in developing an understanding of evolving government education policy and the ways in which schools meet the challenge of new national initiatives and translate this thinking into school policy and practice.

Objectives:

1. To select, design and implement a small scale investigation using your Terms 4 and 5 school as a case study to gather relevant empirical data to inform your analysis.

2. To demonstrate a clear approach to research both in terms of investigating school-based policy and appropriate academic research

3. To show an understanding of the link between theory and practice and the resulting impact on learner progress

4. To reflect on the impact on your own professional practice in the future.

5. To produce an organised and accurately written piece of work which is accessible and well signposted for the reader

6. To inform the school of the impact of their policy through your evaluation of current practice

Suggested Approach:

During Term 3:

- During term 3 you should use the core texts and other literature to extend your awareness of carrying out a case study.

- You might choose to use term 3 to read some core texts on your *preferred* focus.

During Term 4:

- You will identify a suitable focus for this assignment during your term 4 planning week.

- Agree with your mentor/LT some dedicated time on your timetable for assignment research and share with them your chosen focus.

- Discuss with your mentor/LT an appropriate methodology for your school based empirical research (practical) and arrange access to appropriate observational sessions, data, meetings with key staff.

- Design your investigation appropriately **and complete an assignment planning template to be with your Academic Tutor by Monday 29th[th] February.**

- Continue with appropriate reading, including school documents, national policies and academic reading to familiarize yourself fully with the focus area in a national and local context.

- Write up your case study linking theory and practice in relation to your literature review and findings. Use the writing frame below to help you structure your assignment.

- The findings should be shared in a short presentation to a panel of relevant professional colleagues/ the subject department/faculty or a panel of senior leaders and/or governors, during Term 5.

This assignment will help you progress towards achievement of the following standard:

2. Promote good progress and outcomes by pupils

If your focus area is literacy this assignment will help you in progressing towards achievement in the following standard:

3. Demonstrate good subject and curriculum knowledge

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Core reading:

Developing a Case Study.

Bell, J. (2014) 6th Ed. *Doing Your Research Project*, Maidenhead: Open University Press. **12 copies available in library and an eBook is also available.**

Coles, A and McGrath,J. (2010) *Your Education Research Project Handbook*, Pearson Education. **2 copies available in library and an eBook is also available.**

Hamilton, L. and Corbett-Whittier, C. (2013) *Using Case Study in Education Research*. New York: BERA. **4 copies available in the library and an eBook is also available.**

Inglis, F. and Aers, L. (2008). *Key Concepts in Education*. London: Sage**. 1 copy available in the library and an eBook is also available.**

Pollard A. and Pollard A. (2014). *Reflective Teaching in Schools*. Bloomsbury. London. **1 copy available in the library and an ebook is also available.**

Sara, A (2009) '*The Literacy Toolkit': Improving Students' Speaking, Listening and Writing Skills*. Crown House**. 3 copies available in the library.**

Topping, K. (2015). *What kids are Reading: The Book Reading Habits of Students in British Schools*. Rennaisance Learning UK Ltd. **[Online]** Available from: http://whatkidsarereading.co.uk/

Thomas, G. (2010). *How to do your Case Study: A Guide for Students and Researchers*. London: SAGE. **1 copy available in the library.**

Tyrer, G. and Taylor, P. (2013). *The Literacy Leader Toolkit. Raising Standards across the Curriculum.* London: Bloomsbury. **eBook available in the library.**

Yin, R (2014) 5th Ed. *Case Study Research Design and Methods*, Sage Publications. **4 copies of 2014 5th edition available through the library. 7 copies of the 2009 edition are also available.**

Developing mathematical skills

Anghileri, J. (2006). 'A Study of the Impact of Reform on Students' written calculation methods after 5 years' implementation of the National Numeracy Strategy in England. Oxford Review of Education 32 (3). **Journal article – available electronically through BSU library.**

Available from:
http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsjsr&AN=edsjsr.4618666&site=eds-live

http://mrcollinsmaths.blogspot.co.uk/2013/11/numeracy-across-curriculum-ittnqt.html

Developing literacy skills

Sara, A (2009) The Literacy Toolkit: Improving students' speaking, listening and writing skills, Crown House

Lewis, M and Wray, D. (2000) Literacy in the Secondary School, David Fulton

http://www.ofsted.gov.uk/resources/moving-english-forward

http://www.ofsted.gov.uk/resources/improving-literacy-secondary-schools-shared-responsibility

http://www.literacytrust.org.uk

Craft, A., Gardner, H. and Claxton,G. (2008) *Creativity, Wisdom and Trusteeship: The Role of Education.* London: Corwin Press

Suggested structure/content of Assignment 3

Title	Use the main title but also indicate your focus area. It might be helpful to formulate this as a question.
Abstract **Approx 200 words**	A single paragraph outlining the case study focus, the key ideas from literature and your conclusions. This section is not included in your word count
Introduction. **400-600 words**	A short paragraph informing the reader of the focus of the case study and a simple rationale as to why you chose it and its importance in the school and nationally.
Literature review **1300-1800 words**	An in-depth review of the research and literature, including the core texts, which sets out past and current thinking on the topic. Wherever possible this should include recent and relevant journal articles as well as texts, policy documents and on-lines forums. Use the literature to explore debates and arguments, highlighting different views. Avoid using extended direct quotations, summarise instead.
Methodology **500-700 words**	Outline your chosen methodology using the core text and other readings to justify your chosen research approach, highlighting strengths and limitations of your methodology.
Findings **1300-1800 words**	Describe and explain your findings/experience, relating these to the literature review. • Show *critical reflection i.e.* the ability to evaluate your findings in the light of your reading. • Show and analyse the links between theory and practice. • Critique your methodology – was your approach suitable and affective? What would you differently next time and why?
Conclusion **700-100 words**	Draw together all aspects of your case study identifying new insights gained from your synergy of theory and practice. Where appropriate give your recommendations for further development within the school, your own professional practice or for further research.
Appendices	Appropriate appendices should be included. They should be clearly annotated to indicate how they support your discussion and analysis. They should be clearly signposted within the text of the essay. Please do not include any material which is not referenced directly in the text.
References	Use the Harvard Reference system throughout. Use the guidance in this handbook..

Library and Learning Services

Whichever campus you study on, you will have access to the University Library at Newton Park. The Library is available into the evenings and at weekends in term time, complemented by 24/7 access to the Commons. There are collaborative work spaces and quiet study rooms in both areas.

The Library provides a growing collection of e-books and academic e-journals in addition to print books, CDs and DVDs. Key texts and journal articles are increasingly available in e-format, to ensure you have 24/7 access to them. The 'School Resources' collection has books and other resources to take out into schools.

PGCE Secondary is supported by a dedicated Subject Librarian with subject knowledge in your area. They provide training with online library resources and can offer advice to support your research. Help is also available through the Library online chat service.

For further information, including the catalogue, opening times, and contact details, please see the Library website. Follow the "My Subject" link to see subject specific information for Education students.

Unsuccessful Assignment Attempts – Further Support

If you are unsuccessful with your first attempt at Assignment 1 you must;

1. Book in to arrange a support session with the Writing and Learning Centre (WLC).
2. Inform your Academic Tutor (AT) of the time/ date of your appointment.

The Writing and Learning Centre offers help with academic writing, critical thinking and referencing. It is based in Newton Park Library and also offers support in Corsham Court and Sion Hill.

Students are welcome to bring their work to our Drop-in from 9.00-2.00 Mon-Fri or book a 1:1 appointment through the webpage (follow the link from the Library page). For students on placement or distance learners who cannot access help an email submission service is available. Email us at: wlc@bathspa.ac.uk.

The WLC also provides academic skills workshops. These include Academic Writing, Dissertation Writing, Time Management, Presentation Skills and Google Apps among others. Go to the webpage for more information and to book.

ASSIGNMENT PLANNING TEMPLATE

Name:

Assignment title:

Intended level of submission: Level 7

1.	**What is your main focus area?** Please choose a manageable focus from the options which is relevant for your context and remember it should link with impact on pupil progress/achievement
2.	**What published research, school or national policy documents will you be using to establish your framework and inform your study?** BSTs are reminded that a broad body of literature is helpful in establishing a secure context and to provide a framework.

Titles of reading already undertaken	*Possible further reading*

3.	**In the light of your initial reading, what are the key issues your assignment will address? (Try to keep this simple)**
4.	**How do you plan to develop your Case Study? (Only answer this for Assignment 3)** This will vary, dependent on the chosen focus. Possible approaches include interviews with staff with responsibility for areas relevant to your study, interviews with pupils, asking staff/pupils to complete a questionnaire, surveying school documentation, observing lessons and/or other school-based activities, etc. Remember in this assignment you are investigating IMPACT on pupil progress and attainment. It is important to include a realistic timescale, outlining what you plan to accomplish each week.
5.	**Briefly explain how your assignment will demonstrate links between theory and practice? For example Vygotsky and group work.**
6.	**What ethical issues do you need to take into consideration? Please note that additional information about ethics is available on page 22.** e.g. anonymity of schools, staff and pupils involved; sharing of information appropriately and on a 'need to know' basis.

PGCE Ethics Approval Form

Student name	
Title of the proposed research project:	
Number and type of proposed participants (e.g. 4 children aged 6-7)	
How is permission being sought from the participants and/or their parents/carers/teachers	
How is participants' anonymity to be preserved	
Describe the research methods proposed (e.g. interviews, questionnaires, classroom observations)	
List any ethical issues and potential risks associated with the research methods outlined above (e.g. confidentiality) and how you propose to deal with each of these	
Describe how your findings will be reported or disseminated and any ethical issues e.g. permission to use photographs	
List any resources you will include in your assignment submission which indicate your adherence to ethics procedures e.g. letters/emails of permission	
Signature of any participants as relevant	
Researcher's signature	

HOW TO CITE REFERENCES —
THE HARVARD SYSTEM

Introduction

When producing any piece of written work, it is essential that you acknowledge or cite all of your sources of information and the works you have used. This allows the reader to trace your original sources and satisfy him/herself that you have understood and reported them correctly. If you do not cite your sources clearly, there is a danger that you may be accused of plagiarism (stealing someone else's work and ideas) or poor academic practice.

There are many manuals and 'style sheets' describing different methods of citing references and you will come across examples of different practice in your reading.

Whichever system you use, any source to which you refer should be clearly identifiable in the list of references at the end of your work. These guidelines on the Harvard system provide advice on how to cite most of the common types of information. Further guidance can be found using a simple internet search.

The most up to date information regarding the Bath Spa policy for referencing written work can be found at:

http://www.bathspa.ac.uk/library/info-skills

A reference management site is also available to you (Refworks). As a Bath Spa student you can create an account and use it to generate reference lists. You can access this site and also the instructions for how to use it from the link above.

REFERENCES WITHIN YOUR TEXT
1 Each time you refer to a book, journal article or other information source you should normally give the author's surname and the work's year of publication. If the surname is a natural part of the sentence, give the year only in round brackets. If the surname is not a natural part of the sentence, then give the surname and publication year in round brackets. If you paraphrase or quote directly, you should also include the page number(s) within round brackets. For example:
Reynolds (1999: 205-225) outlines the significance of the Wik case for…
 When you want to refer to more than one item, separate them by a semi-colon:
Two recent works (Martin, 2003; Andretta, 2005) consider the generic approach…

2 When your sources are by the same author and published in the same year, you should distinguish between them in your text by placing a lower-case letter after the date:
It has been suggested (Brophy, 2005a; Brophy, 2005b) that university libraries should…

3 If a text has two authors, give the names of both in your text:
Attacks on art and cultural identity in Afghanistan, Iraq, Israel and the occupied territories have been recorded by Cruickshank and Vincent (2003).

4 If there are more than two authors, give the name of the first author and place *et al.* after it. This is an abbreviation from the Latin for 'and others'.
Social characteristics seen among socially excluded drug users in ten cities from nine European countries have been identified (March *et al.*, 2006).

5 If there is no personal author, give the name of any organisation or body involved in the place of the author, *e.g.*: Recent research by UNESCO (2006) suggests that…

6 If your source has no date, use the phrase 'undated'. If it is not clear who the personal or organisational author is, use 'Anon' as in the example below:

7 As with books and other sources, full details of internet sources are given in your list of 'References' at the end of your text. In your text give a clear link to these details, but do not include the web address. For example, if you want to cite The World Court of Justice website in your text, just put its name and date of publication, creation or copyright date: The World Court of Justice (2001). Note the date here is the date of publication/creation or copyright, and not the date you access the site.
The World Court of Justice (2001) sets out details of the two types of service…
You can see how the full reference with the web address would appear in your reading list in 2.6 below.
It has been suggested (Anon, undated) that the flood of 1607, that affected Redwick, was due to a tidal wave...

8 Secondary Referencing — citing a reference within a reference
Sometimes you will need to refer to an item that you have been unable to see. You should avoid this whenever possible, but, when it is necessary, make sure that you do not mislead your reader into believing you have seen the original piece of work if you have not. Thus, in the example below where you want to quote from Kennan, but have only read it in a book by Chomsky, use the phrase '*cited in*' to make this clear to your reader.
Kennan (1948) states 'We have about 50 per cent of the world's wealth, but only 6.3 percent of its population…' (*cited in* Chomsky, 1999:17).
Include your source — in this case, Chomsky — in your list of references. Do not list Kennan, as you have not read him.

2. REFERENCES AT THE END OF YOUR TEXT
At the end of your text, you should provide a list of 'References' that describes fully all the items **you have cited in your text**. This should be arranged in one alphabetical sequence by author's surname and, in some cases — usually internet sources, films, videos and DVDs — by title.
Do not include a separate bibliography of background reading which is not cited in the text with the Harvard scheme.

Books
For a book give the following details — usually available from the title page or its reverse:
Author(s) (Year of publication) *Title: subtitle.* Edition — if not first edition. City of publication: Publisher.
Author(s)/editor(s) — give names in the order they appear on the title page, and put the surname of the first, followed by the first name (or initials, according to how it appears on the title page). After editor(s), add *ed.* or *eds.* When you refer to more than one book by the same author, use a dash (—) or three short dashes (---) instead of the author's name to save you typing it again.
Haddon, J. (1973) *Bath*. London: Batsford. --- (1981) *Portrait of Avon.* London: Robert Hale.
Page numbers — when indicating the number of pages, use the abbreviation p. for a single page and pp. for inclusive pages.

A book by a single author
Reynolds, H. (1999) *Why weren't we told? a personal search for the truth about our history*. Harmondsworth: Penguin.

An edited book
Hallam, E. *ed.* (1989) *Chronicles of the crusades: eye-witness accounts of the wars between Christianity and Islam.* London: Guild Publishing.

A book with two authors

Cruickshank, D. and Vincent, D. (2003) *Under fire, people, places and treasure in Afghanistan, Iraq and Israel: an eyewitness account*. London: BBC Books.
(Note: You may use either 'and' or '&': this could read Cruickshank, D. & Vincent, D.
provided that you are consistent.)

A book with more than two authors

Give all authors. For example, list *Theatre histories: an introduction* by Phillip B. Zarrilli, Bruce McConachie, Gary Jay Williams and Carol Fisher Sorgenfrei as:
Zarrilli, P.B., McConachie, B., Williams, G.J. and Sorgenfrei, C.F. (2006) *Theatre histories: an introduction*. London: Routledge.

If there is no personal author

Give the name of any organisation or body involved in place of the author.
Institute of Food Science and Technology (1989) *Food and drink: good manufacturing practice.* IFST.

A book that is not a first edition

(Note that you should provide the information as given on the title page, *e.g.*: 3rd ed; Revised ed; New enlarged edition.)
Schonberg, H.C. (1998) *The lives of great composers*. 3rd ed. London: Abacus.

If the book is undated

Indicate this as follows. The same example has no personal or organisational author in which case 'Anon' is used.
Anon (undated). *St. Mary's, Redwick*. Unpublished Church
Pamphlet.

Reference books
Some reference books are normally referred to by their title.
The Oxford English Dictionary. (1989) 2nd ed. Oxford: Clarendon.
The New Encyclopaedia Britannica. (1997) 15th revised ed. London: Encyclopaedia Britannica.

e-books

Give the following details:
Author(s). (Year of publication) *Title: subtitle.* Edition — if a first edition. City of publication: Publisher and/or Host. (Series — if necessary) Available from: URL [ebook accessed date of access].

Chapters in books

Give the following details:
Author(s) of chapter. (Year of Publication) 'Title of chapter'. *In:* Author(s)/Editor(s) of book. *Title of book.* Edition — if not first edition. City of publication: Publisher, page numbers of chapter.
Soane, J. (1999) 'The renaissance of Dresden after 1985'. *In:* Clayton, A. and Russell, S. *eds. Dresden: a city reborn*. Oxford: Berg, pp.93-115.

Journal articles

Give the following details:
Author(s) of article. (Year of Publication) 'Title of article'. *Title of journal*, volume number, (issue/part number, if given), page number(s) of article, if given.
Spark, D. (2005) 'The man who tried to stop the Dresden raids'. *History Today*, 55 (3), pp.55-57.
If you read the article online add: [Online] Available from: full URL (site address)
[Accessed – *give actual date you visited the site*] or — if the article has been accessed through a database of articles (*e.g*. Academic Search Elite) — [online]
Available from: the database name (article number in round brackets), or, if one, the
stable URL.

McNair, B. (2003)) *News and journalism in the UK*. 4th ed. London: Routledge. Available from:
http://oldsite.bathspa.ac.uk/departments/library/ebooks/default.asp [e-book accessed 2. 5.2006].
Roggla, G. (2000) 'Prescription fiddle in Germany's Lower Saxony exposed'. *Lancet,* 356 (9231) p.746. [online]
Available from:
*Psychology and Behavioural Sciences Collection (*AN 3503893*)* [Accessed 4.4.2006].
Friedman, M. J. (1999) 'Congress, the president and the battle of ideas: Vietnam policy 1965-1969'. *Essays in History,* 41 (2) [Online] Available from:
http://etext.lib.virginia.edu/Journals/EH/EH41/Friedman41.html [Accessed 3.4.2006].

Reports, theses, and conference proceedings

Give details as you would for a book, with the following exceptions:

Reports

Add the report series and number(s) at the end. For example:
Matthews, G. (1996) *Disaster management in British libraries: project report with guideline for library managers*. London: British Library (Library and Information Research Report 109).

Thesis

After the title, add the award and the institution. For example:
Reid, F. (2005) *Have you forgotten yet?: shellshock, trauma and the memory of the Great War in Britain, 1914-1930.* PhD. thesis. Bristol: University of the West of England.

Conference proceedings

Follow the guidelines for journal articles in 2.4 above. For example:

Internet Sources

Give the following details. (For e-books and electronic journal articles follow the guidelines in 2.2 and 2.4 respectively).
Author(s)/editor(s) if given — if this is not given, enter the title. (The 'author' may be an organisation if no personal author is given.) (Year of publication or creation, if given) *Site name* [Online] Publisher or organisation, if any. Available from: full URL address [Accessed — *give actual date you visited the site*].
Revill, D.H. (1995) 'Developing a quality instrument'. *Proceedings of the Northumbria International Conference on Performance Measurement in Libraries and International Service.* First.
The World Court of Justice (2001) *The World Court of Justice: the alternative to wars, terrorism and politics* [Online] available from: http://www.worldjustice.org/ [Accessed 3.4.2006].

Newspaper articles

Give the following details:
Author(s) of article (if given) *or* Title of newspaper. (Year of publication) 'Title of article'. *Title of newspaper* (if not given above). Day and month of publication, page number(s) and column number in which the article begins — alphabetically in lower case.
Fisk, R. (2006) 'Another brick in the wall'. *Independent on Sunday*. 2 April, p.33a.

Film, DVD or video

Give the following details:
Title: subtitle, if any. (Year of first release) Medium (video, DVD or film); director. Length in minutes. Place of first release: Originating organisation/publisher (DVD release date in round brackets).
Place it alphabetically by title in the list of references. For films use the date of release in the country where the film was produced. Sometimes you will need to give the country, rather than city, where it was first released.
Jean de Florette. (1986) DVD; directed by Claude Berri. 116 minutes. France: AMLF (2001).
Heimat: a chronicle of Germany. (1984) DVD. [6 Disc special edition with an introductory booklet by David Parkinson]; directed by Edgar Reitz. 925 minutes. Munich: Edgar Rice Films Productions in association with WDR Cologne and SSB Berlin (2005).

Personal communications

The precise information required depends on whether you are citing an interview, telephone conversation, email or discussion list. Give the following details:

Interview

Author. (Year) *Interview with name of interviewee*. Date.
Sandbrook, M. (2006) *Interview with Nick Drew*. 22.5.2006.

Telephone conversation

Author. (Year) '*Telephone conversation with'* name of interviewee. Date.
Sandbrook, M. (2006) *Telephone conversation with Nick Drew*. 22.5.2006.

Email

Author. (Year) Email address of sender. *Subject. '*Email to' name of recipient, date sent. Email address of recipient
Sandbrook, M. (2006*)* m.sandbrook@bathspa.ac.uk *Library induction.* Email to Nick Drew, 22.5.2006. n.drew@bathspa.ac.uk

Discussion list

Author. (Year) 'Title of Discussion'. Date posted. Discussion list [Online]. *Location of Discussion List*. Available from: URL [Accessed – give actual date you visited the site].
Sandbrook, M. (2006) 'Use of Fishbone Diagrams'. 31.5.2006.
Discussion list [Online]. *Minerva.* Available from:
https://minerva.bathspa.ac.uk/webapps/portal/busstuds/diagramsmodule [Accessed 26.2.2007].
You should obtain permission before using this sort of information.

BIBLIOGRAPHY
Do not include a separate bibliography of background reading which is not explicitly cited in the text.

How do I know if an article is scholarly/academic?

General

An academic or scholarly article can be found in journals both online or in print. These articles are written by experts in a field of study and tend to be longer and more in-depth then articles you find in newspapers and magazines. Scholarly articles are also supported by references to other research on the subject under discussion. Before being published a scholarly article is brought before a panel of experts to be critiqued in order to ensure that the quality of the research is sound. In most cases the reviewers do not know who the author of the article is, so that the article succeeds or fails on its own merit, not the reputation of the expert.

How can I recognize an academic article?

Author

Authors of scholarly articles are experts in the field of study that they are discussing. When you are looking at a scholarly article, these authors' credentials tend to be listed. Usually the listing shows what organization the author is affiliated with (usually a University). Beware of confusing objective scholarly articles and Government Policy documents.

Audience

Authors of scholarly articles write their papers for scholars, researchers, and students. Therefore, they assume the reader has a degree of expertise when they are writing the paper and they use specialized terminology tailored to the field of study they are discussing.

References

Authors of scholarly articles are required to use previous research in their articles, along with citing that research both in-text and at the end of their paper. All scholarly articles will have a list of references at the end of the paper.

Abstract

The beginning of scholarly articles tend to have an abstract. This is a paragraph supplied by the author that summarizes the paper. Since scholarly articles are long, it is often useful to read the abstract and to make sure the article is pertinent to the topic you are discussing before you read further.

Bath Spa Reading Lists (Academic Journals)

We provide a list of suggested reading for each assignment. Subject-specific reading lists are also available on Minerva or form your academic tutor. You may also find this list of academic journals a useful starting point.

Assessment in Education

British Educational Research Journal

British Journal of Educational Studies

British Journal of Special Education

Cambridge Journal of Education

Curriculum Journal

Education

Educational Research

Educational Review

Educational Studies

Journal of Curriculum Studies

Journal of Education for Teaching

Journal of Educational Policy

Journal of Research on Technology in Education

Journal of Teacher Education

Oxford Review of Education

Professional Development in Education

Race, Ethnicity and Education

Reflective Practice

Review of Educational Research

Teacher Development

Teachers and Teaching: Theory and Practice

Teaching and Teacher Education

Research and Ethics

One of the most important issues in research is the informed consent of participants or, as is the case with pupils, that of their parent/ guardian. Some schools will have a policy in place and you have a professional obligation to find out about this and follow it. This will be important in assignment 3, in particular.

Documentary research

This involves finding evidence about the particular topic in such documents as government directives and requirements (National Curriculum, *Framework,* National Strategy for example), school policies, examination specifications, assessment objectives, lesson plans and evaluations, pupils' writing etc.. Such research may furnish you with the required data for your assignment, about which you will then need to do further reading from the literature, in order to reach your own supported conclusions.

Observation

This may involve careful noting of what you see and hear in lessons. As well as observing teachers talk and actions, look at the response of different pupils in terms of engagement with the learning.

Further Information Following Submission of Assignments

Moderation of Assignments

Each of your assignments are marked against the Level 7 criteria (as stated in this handbook), by either your Professional Studies Tutor or your Academic Tutor (depending on the assignment). The following information is taken from the Bath Spa University Assessment Policy document, available at;

https://www.bathspa.ac.uk/Media/quality-and-standards/Assessment%20Policyf-1.pdf

'Internal moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers, and an approach which enables comparability across academic subjects (in particular recognising that students may be studying more than one subject).

QAA Quality Code, Chapter B6 Assessment of Students

2.2.1 Internal moderation ensures that the marking of student assignments is rigorous, fair, reliable, consistent with the marking criteria, and that the grades/ marks awarded are at the appropriate standard.

2.2.2 For each module, internal moderation should be undertaken on a sample basis. The Moderator should be appointed by the Programme leader. The sample size is typically 10% or a minimum of 8 assignments taken from the full range of marks awarded. All failed assignments should be moderated. If 8 or fewer assignments are available, all of these should be moderated. Samples should be taken to represent student work at every delivery location (including modules delivered at partner institutions) and every mode of study.'

Transferring Your Marked Assignment In To Your PLPP

Once your assignment has been marked and you have accessed your assignment via Turnitin, you **must** transfer it in to the named folder within your PLPP. To do this, please follow the steps below;

1. Open your marked assignment in Turnitin

2.Click on the icon that looks like a printer (bottom left of screen)

3. Select 'Download PDF of current view for printing'

4. Save file in the computer's documents

5. Go to PLPP and upload file from your documents folder to Google Drive

What's Next?

Successful completion of the Postgraduate Certificate of Education means that you have 60 credits towards a Masters degree. You have the opportunity to use a range of evidence from your PLPP to support an additional assignment which will offer you another 30 credits bringing you up to 50% of a Masters degree. This would usually be completed over the summer immediately after the end of the PGCE course. The advantage is that you will have much of the evidence and thinking from your PGCE year. Once this additional assignment is completed successfully, the Professional Masters programme offers the opportunity to do a Research assignment and a Dissertation in the initial years of your career to achieve the full Masters degree.

A member of the PMP staff will come to discuss this assignment with you during term 3 so you have plenty of time to consider its value to you in your career.

ED7773-30 Reflective Case Study of Self

Level	7
Credits	30
Contact time	12 hours

Description
This module is designed for PGCE students who have already gained 60 credits and who wish to progress to the full Masters. The module uses the structure of a reflective case study of self in order to articulate the emerging values and beliefs that are held by the teachers and to identify the ways that they inform professional identity.
Online Syllabus & Teaching & Learning Methods
The module is structured around five questions: 1. What are my beliefs and values as a teacher and how have they been challenged and changed over the past year? 2. What are the implicit and explicit beliefs and values of the schools I have been / will be working in? 3. How do my values and beliefs relate to those held by the school? 4. How do my values and beliefs inform my professional identity? 5. What are the implications arising from this study and how will this influence my initial professional practice in my new school? The module will involve initial face to face seminars to prepare participants for development of the module. This will be followed by individual support which will comprise both/either face to face or electronic support. Electronic VLE resources and guided support materials will be available.

The Professional Master's Programme (PMP)

This is a brief introduction to the PMP. Further details can be found on the PMP virtual learning environment website for BSU, which is called 'Minerva' and can be found at: https://minerva.bathspa.ac.uk/ .

Programme Specification

The PMP aims to help you to recognise and defend good professional practice and to become competent in analysing, evaluating and restructuring your practice in changing circumstances[1]. It also aims to help you to identify ways of improving your own intended or current professional practice as well as those of colleagues through engagement in evidence-based practice

Learning Outcomes
By the end of the programme students' will have achieved the following outcomes:

Knowledge and Understanding:
- A systematically informed and updated professional understanding.
- A critical awareness of the current issues in your professional context.
- An appreciation of how differing perspectives are dependent on context.

Cognitive Skills:
- An original approach in the application of this knowledge with a practical understanding of research and enquiry techniques.
- The ability to evaluate critically current research and theoretical frameworks.

Practical and Transferable Skills:
- A comprehensive understanding of techniques applicable to your own research.
- The ability to reflect upon own professional practice; with a view to improving it.
- The communication of ideas through appropriate media.
- The management of time and work.
- The ability to work collaboratively and individually.
- Information and data handling.

Qualifications
There are four qualifications possible within the PMP:

Graduate Certificate (G Cert)   60 credits CATS, [30 ECTS]
Post Graduate Certificate (PG Cert)   60 credits CATS, [30 ECTS]
Post Graduate Diploma (PG Dip)   120 credits CATS, [60 ECTS]
Master of Arts Degree (MA)   180 credits CATS, [90 ECTS]

All qualifications carry national accreditation under the Credit Accumulation and Transfer Scheme (CATS) and European Union credits from the European Credit Transfer and accumulation System (ECTS). These are potentially transferable to other institutions, though you'll need to check their specific admission requirements.

If you register for a G Cert, PG Cert or PG Dip, you can transfer this credit if you decide to continue your journey through to a Masters Degree. You'll need to inform us in writing of your intentions if you decide to change your intended qualification.

Named Awards
All PMP qualifications are offered with specific Awards that indicate the particular career emphasis of the programme of study being followed. To qualify for a Masters Award route, a programme must include a minimum of 50% module credits relative to the chosen award title (i.e. 90 CATS credits). The chosen award should also be the principal focus of the final research project. Specific PMP award routes can be found in the separate PMP Award Handbooks and provide coherence to your study by linking different modules together under the same broad subject or specialist field category. However, most people joining the Professional Masters Programme without any specific career emphasis enrol onto the default part-time Educational Practice award title for the first stage 60 credits and then review their award title for the latter stages of the programme.

PMP Award Titles
Specific PMP award titles validated and available for the 2014/15 academic year are:

- Counselling and Psychotherapy Practice
- Early Childhood Studies
- Educational Leadership
- Educational Practice
- Mentoring and Coaching
- Specific Learning Difficulties/Dyslexia
- Teaching English to Speakers of Other Languages (TESOL)
- Vulnerable Learners and Inclusion

PMP Qualification and Award Title
Your final qualification will reflect the award title that you have selected.
For example:
Post Graduate Certificate in Early Childhood Studies.
Post Graduate Diploma in Specific Learning Difficulties/Dyslexia.
Master of Arts in Educational Leadership and Management

Duration of Study

For Part-time students, the normal duration for each of the award stages is one year – leading to a total of three years to complete a Master's. Full-time students can complete the full MA Ed in a year – further details of this award are available from cpdadmin@bathspa.ac.uk. We understand that many part-time students may already be in full-time employment, and so we allow a part-time registered maximum period of two years to complete the Post Graduate Certificate 60 credit and then a further two years to complete the Post Graduate Diploma. A further year is allowed for the completion of the dissertation. This allows a maximum duration of five years to complete a full Masters. If you need to take a break from your study then you can apply for deferment, either by suspending your studies (taking an open break referred to as intercalation), or continuing your registration and extending the period of time taken to complete an assignment.