SECTION A: PGCE (I) MODULE CONTENT & ASSIGNMENT DETAILS

MODULE 1: Contexts

1.1 Purposes of the School Curriculum

Although it may be concealed under the surface of everyday activity, every teacher has a philosophy of teaching. This opening Unit aims to bring the philosophy which is hidden in your own classroom practice out into the open. As well as asking you to consider actual and possible purposes for education, this Unit will also encourage you to think about different ways in which the curriculum may help to realize educational aims.

1.2 Understanding Educational Systems

In the previous Unit, you considered the hidden assumptions which underpin any teacher's practice. In this Unit, we would like you to think more about some of the ways in which the varying attitudes of teachers in different countries might present problems for an international course like this one. The aim of the Unit is to consider some of the difficulties involved in transferring teaching techniques and recommendations of good practice from one culture or nation to another.

1.3 Understanding the Classroom

In this Unit, you will consider the ways in which a stimulating and safe learning environment can be established. You will be involved in observation of classrooms using two approaches. The first is an observation negotiated with a classroom teacher where you will explore individual children's engagement in learning activities. The second will involve a multimodal approach, exploring a range of foci (modes), which contribute to building up the teaching and learning environment. The aim of the Unit is to help you to develop an understanding of the value of different types of classroom observation as a means of teacher professional development.

MODULE 1 STUDY GUIDE: 'CONTEXTS'

As you complete the activities in the Module 1 Units, please indicate in very general terms, in the 'comment' column below, how you felt about each activity.

In preparation for your Skype tutorial discussion about Module 1, you should identify two or three activities which you found particularly interesting, significant or challenging. After discussion about these activities during the tutorial, your tutor will sign off the Module sheet to indicate satisfactory completion.

Before the Module can be fully signed off on the Student Database, you will also need to pass the Module 1 assignment.

ACTIVITY	*SUGGESTED TIMING*	*COMMENT*
INTRODUCTORY UNIT		
Activity 1: Discussion Board	Variable timing	
Activity 2: Autobiographies task	40 minutes	
Activity 3: Reflective Journal	Variable timing	
UNIT 1: PURPOSES OF THE SCHOOL CURRICULUM		
1.1.1 Changing curriculum principles	20 minutes	
1.1.2 The hidden curriculum	35 minutes	
1.1.3 Ivan Illich	30 minutes	
1.1.4 What should the education system…?	25 minutes	
1.1.5 Your own country's curriculum…	40 minutes	
1.1.6 The purposes of one curriculum subject	30 minutes	
1.1.7 Education and the Knowledge Age	35 minutes	
UNIT 2: UNDERSTANDING EDUCATIONAL SYSTEMS		
1.2.1 Crossing cultures	30 minutes	
1.2.2 Educational wiki	Variable timing	
1.2.3 Key issues in your educational setting	50 minutes	
1.2.5 Exploring links	35 minutes	
1.2.6 Rafi.ki	40 minutes	
UNIT 3: UNDERSTANDING THE CLASSROOM		
1.3.1 The value of observation	25 minutes	
1.3.2 Observing two pupils	50 minutes	
1.3.3 Three further influential factors	20 minutes	
1.3.4 Creating a positive classroom ethos	30 minutes	
1.3.5 SEAL	25 minutes	

1.3.6 Pupil grouping and the learning environment	30 minutes	
1.3.7 Multimodal semiotic analysis	25 minutes	
1.3.8 Classroom observation	25 minutes	
MODULE 1 ASSIGNMENT:	3000 words	

MODULE 1 ASSIGNMENT

The Module 1 assignment offers you an opportunity to reflect upon the activities which you completed in the first three course units. These activities allowed for some 'blue skies' thinking about the purposes of education and they grounded your thinking in the development of an understanding of ways in which a stimulating and safe learning environment can be established within classrooms. You are asked to write 3000 words on the subject of **My ideal classroom within my ideal school.**

- What experience would the pupils in your ideal classroom have of the school day?
- What would be the nature of teaching and learning (pedagogy) in the ideal classroom?
- How would your school's curriculum fulfil its aims?
- What qualities would your school aim to encourage in its pupils?
- What kinds of knowledge and values would pupils develop?
- How would the teachers engage in improving classroom practice?

N.B.

1. You are not being asked to answer all of these questions or in this order. The questions above are simply triggers for your thinking but you must focus on both your ideal classroom and your ideal school as part of the assignment.
2. The assignment is based on the module activities and so the reflective journal will be of help in writing, as will the reading you completed. You need to make sure you make reference to the prescribed reading and any other reading you have done to support your account.
3. Your account of **My ideal classroom within my ideal school** needs to be an informed one, with some notion of the strengths and weaknesses of what is being proposed, not purely based on personal opinion.

In writing the assignment, you should make reference to some of the ideas already discussed in the module and any others which you find independently.

- You could make reference to ideas on educational values from the chapter by Mike Bottery which we discussed in one of the introductory seminars.
- You could make reference to the ideas of John White on curriculum aims in a changing society or the ideas of Paulo Freire on banking and problem-solving education.
- You may well wish to refer at some point to the ideas of Ivan Illich or to the chapter on the hidden curriculum by C.J.Marsh.
- You could explore and reference Trilling and Hood's ideas on ways in which the Knowledge Age changes educational aims.
- In your account of the ideal classroom, you might make use of material from the chapters by Kress et al., Kutznick et al., Hargreaves and Moyles.

Your assignment will be assessed according to Masters level criteria and you will need to use the Harvard system of referencing. Further details are available in section D of this guide.

In order to be successful in this first assignment,

- your writing will need to be well organised and skilfully written.
- you will need to show originality in the explanation of your ideal classroom and school and their underlying principles, justifying your ideas with thoughtful and critical arguments.
- you will need to show that you have understood the practical applicability of theoretical ideas in the background reading, and

- you will need to accurately reference this material when you use it in support of your judgements and arguments.

The importance of the reflective journal in assessment of module 1

You are expected to use a reflective journal on the course, as explained more fully online in Module 1, Unit 1, activity 3. This will contain reflective writing about course issues and classroom observations. It will also support you in completing the assignment for module 1.

Your tutor will be in contact with you early in this first module to discuss how you are coping with the activities and your reflective journal writing. It is important that you keep up to date with your reflective journal and submit it on time prior to submitting your assignment.

In summary the reflective journal is important because:
- its content will support you in completing your assignment;
- the feedback you receive about it via Skype/email will inform the discussions with your tutor on the module 1 assignment.

Support in writing the assignment

You are entitled to:

- a Skype/email tutorial providing you with feedback on your reflective journal and discussing your plan for your assignment;
- written feedback and guidance from your tutor on a 'near complete' draft of your assignment. (It is important to submit this to your tutor at least 5 working days before the final submission date if you are to get the feedback and to act on this.) *Please note that this feedback is only given for the assignment for module 1 and not for subsequent modules.*
- written feedback on the final version of your assignment which will inform your writing of future assignments.

MODULE 2: Understanding Learning

2.1   Motivation for Learning

In this Unit, you will consider motivation as an aspect of learning. You will be introduced to ideas from the writing of Bruner and Maslow and will be asked to reflect on the reciprocal relationship between educational theory and classroom practice. You will also be encouraged to explain your personal theory of learning in the light of a general introductory discussion.

2.2   Theories of Intelligence

There are few topics in the field of educational psychology which attract greater interest and controversy than 'intelligence'. In this Unit, you will be asked to offer your own views of the concept as a basis for critically evaluating Howard Gardner's theory of multiple intelligences. After comparing his ideas with traditional theories of intelligence, you will consider some implications of his views for classroom practice.

2.3   Skinner and Piaget

There are many possible approaches to learning theory in the classroom. In this Unit, you will be introduced to the work of behaviourist, B.F.Skinner, and cognitive-interactionist, Jean Piaget, each of whom represents a major family of 20th century learning theory. You will be asked to read some of the original writing of each psychologist and make up your own mind about the value of their respective ideas for classroom practice.

2.4   Vygotsky

In this Unit, you will be introduced to Vygotsky's social theory of mind and its implications for classroom teaching. In his short life, Vygotsky (1896-1934) offered an alternative to Piaget's model of the child as a 'lone scientist' in arguing that infants are born as social beings and that all learning is social. He believed that "we become ourselves through others". The Unit will encourage you to explore some of Vygotsky's central ideas in relation to your own work in the classroom.

MODULE 2 STUDY GUIDE: 'UNDERSTANDING LEARNING'

As you complete the activities in the Module 2 Units, please indicate in very general terms, in the 'comment' column below, how you felt about each activity.

*You do not need to complete every activity in this module. You **must** complete the whole of Unit 1, 'Motivation for Learning'. Please then complete the first three activities in each of Units 2-4. Finally, choose one of Units 2-4 to complete to the end.*

In preparation for your Skype tutorial discussion about Module 2, you should identify two or three activities in your chosen Units which you found particularly interesting, significant or challenging. After discussion about these activities during the tutorial, your tutor will sign off the Module sheet to indicate satisfactory completion.

Before the Module can be fully signed off on the Student Database, you will also need to pass the Module 2 assignment, 'Learning in Theory and Practice'.

ACTIVITY	SUGGESTED TIMING	COMMENT
UNIT 1: MOTIVATION FOR LEARNING		
2.1.1 Why are theories of learning important?	20 minutes	
2.1.2 Your own learning	20 minutes	
2.1.3 Intrinsic and extrinsic motivation	30 minutes	
2.1.4 Value of intrinsic motivation	15 minutes	
2.1.5 Maslow's Hierarchy of Needs	40 minutes	
2.1.6 Pupil motivation in English schools	55 minutes	
2.1.7 Your own draft theory of learning	40 minutes	
UNIT 2: THEORIES OF INTELLIGENCE		
2.2.1 What do you mean by intelligence?	15 minutes	
2.2.2 Intelligence tests	25 minutes	
2.2.3 Gardner's Critique	30 minutes	
2.2.4 Going Deeper	45 minutes	
2.2.5 Implications for Teaching	40 minutes	
2.2.6 Critique of MI Theory	35 minutes	
2.2.7 Assessing multiple intelligence	30 minutes	
UNIT 3: SKINNER AND PIAGET		
2.3.1 Behaviourist Family of Learning Theory	50 minutes	
2.3.2 Criticisms of behaviourism	35 minutes	

2.3.3 Cognitive Family of Learning Theory	30 minutes	
2.3.4 Assimilation and Accommodation	45 minutes	
2.3.5 Piaget's genetic epistemology	25 minutes	
2.3.6 Piaget's theory of stages	50 minutes	
2.3.7 Criticisms of Piaget	45 minutes	
UNIT 4: VYGOTSKY		
2.4.1 Vygotsky's central ideas	30 minutes	
2.4.2 Egocentric Speech	35 minutes	
2.4.3 The ZPD	30 minutes	
2.4.4 Neo-Vygotskian pedagogy	30 minutes	
2.4.5 Scaffolding	35 minutes	
MODULE 2 ASSIGNMENT: "Learning in Theory and Practice"	3000 words	

MODULE 2 ASSIGNMENT: "Learning in Theory and Practice"

When you have completed the readings, tasks and activities in at least two of the Module 2 Units, you will be required to write and submit a formal essay of approximately 3,000 words. In this essay, you will need to draw widely from the Module's content areas and show evidence that you understand how the theoretical issues raised relate to teaching and learning in your own subject area or classroom.

Background

The aim of this assignment is to provide you with an opportunity to explore how children learn in your subject or classroom. A possible starting point could be to reflect on yourself as a learner: you might consider the practices, conditions and opportunities under which you feel learning has been most effective for you.

You are asked to propose your own focus and title for the assignment, but please make sure that you discuss it with your tutor, and have it approved, before you begin writing. Whichever theory you choose to study, you are encouraged to treat it critically. You are also encouraged to read the writings of your chosen theorist in the original.

This is not intended to be a purely theoretical essay in which you discuss theory divorced from practice. Conversely it is not intended that you should be purely descriptive, merely talking about something you saw, did or could imagine taking place in the classroom. In your writing, try to demonstrate the inextricable links between theory and practice.

Assignment

Relate an aspect of your classroom practice to an important area of learning theory in order to deepen your understanding of the ways in which children learn.

You should give an example of some practical teaching and provide an analysis of the theory that underpins this teaching.

Include reference to your own personal theory of learning which you will be developing at the end of each Unit.

Your assignment could include, as appendices, examples of children's work, copies of relevant lesson plans and any associated resources.

Assessment

Your assignment will be assessed according to Masters level criteria and you will need to use the Harvard system of referencing.

In order to successfully complete the assignment,
- You will need to show that you have understood the practical applicability of theoretical ideas.
- You will need to show originality.
- You will need to provide thoughtful and critical arguments.
- Your writing will need to be well organised and skilfully written.
- Your referencing of supporting literature will need to be accurate.

MODULE 3: Approaches to Teaching

3.1   Planning for Learning

In this opening Unit to Module 3, the key issues of teacher preparation and planning for learning will be addressed. After discussion of the importance of lesson planning, two distinctive levels of planning will be considered:

- *medium term planning,* which could take the form of a unit of work, explaining an outline of what is to be covered over a period of a few weeks,
- and *short term planning* - the individual lesson plan.

3.2   Collaborative Learning

Although the traditional whole-class approach to classroom teaching has many benefits, there is also plenty of research evidence to show that cooperative learning can promote higher levels of achievement than instructional or transmissive methods of delivery. Collaborative approaches to learning can promote higher attainment, greater self-esteem, and more positive classroom relationships. In this Unit, you will explore ways of managing and organising effective collaborative learning, particularly through the medium of group work.

3.3   Issues in Assessment

In this Unit, you will consider several purposes for assessment and a range of assessment methods. Key distinctions in the field of assessment theory will be evaluated and applied to the context of your own school and classroom. You will be asked to compare the political context of school assessment in England and Wales with assessment approaches in your own country. You will then go on to explore the principles of Assessment for Learning (AfL), a formative approach to assessment which has been developed at King's College, London, by a team of researchers led by Paul Black and Dylan Wiliam. This exploration will give you an opportunity to deepen your understanding of key concepts in the theory of pupil assessment and to critically evaluate AfL's recommended approaches in the context of your own classroom.

3.4   Managing Classroom Behaviour

The central argument of this Unit is that classroom behaviour will successfully promote learning when it is built around a 'no blame' approach and a positive classroom ethos. Where lessons have become a struggle for survival, with teachers developing activities primarily to control and contain, pupils are unlikely to learn effectively. The Unit aims to assist you in reflecting upon your classroom management skills and to support you in developing positive approaches to behaviour management.

3.5   Learners as Individuals

This Unit will introduce you to the principles of classroom differentiation which aim to offer all pupils a fair chance to experience academic success and equality of educational opportunity. The Unit argues that effective teachers will differentiate their teaching to meet the needs of all pupils, including the more able, those with special educational needs and those who are learning English as a second language. It is also suggested that teachers need to take account of the varying interests, experiences and achievement of boys and girls from different cultural and ethnic backgrounds.

MODULE 3 STUDY GUIDE: 'APPROACHES TO TEACHING'

As you complete the activities in the Module 3 Units, please indicate in very general terms, in the 'comment' column below, how you felt about each activity. You do not need to complete every activity in this Module. We would like you to complete the first three activities from each of the Units and then complete two of the Units of your own choice right till the end.

In preparation for your Skype tutorial discussion about Module 3, you should identify two or three activities which you found particularly interesting, significant or challenging. After discussion about these activities during the tutorial, your tutor will sign off the Module sheet to indicate satisfactory completion.

Before the Module can be fully signed off on the Student Database, you will also need to pass the Module 3 assignment, 'Reviewing a Lesson Sequence'.

ACTIVITY	SUGGESTED TIMING	COMMENT
UNIT 1: PLANNING FOR LEARNING		
3.1.1 Importance of Effective Planning	25 minutes	
3.1.2 "Internalised planning"	15 minutes	
3.1.3 Planning issues for inexperienced teachers	25 minutes	
3.1.4 Medium-term planning	60 minutes	
3.1.5 Short-term planning	20 minutes	
3.1.6 Structuring lesson plans	20 minutes	
3.1.7 Designing lesson activities	30 minutes	
3.1.8 Using the internet to plan	25 minutes	
3.1.9 Review of your own planning	25 minutes	
3.1.10 Continuity and Progression	30 minutes	
UNIT 2: COLLABORATIVE LEARNING		
3.2.1 Value of Group Work	20 minutes	
3.2.2 Ground Rules for Group Work	35 minutes	
3.2.3 Teacher's role in group work	20 minutes	
3.2.4 The 'Snowball'	30 minutes	
3.2.5 Extending your repertoire	25 minutes	
3.2.6 Planning for Group Work	60 minutes	
3.2.7 Reflection	40 minutes	
UNIT 3: ISSUES IN ASSESSMENT		
3.3.1 Formative and summative assessment	25 minutes	
3.3.2 Norm and criterion referencing	40 minutes	

3.3.3 Assessment for Accountability	30 minutes	
3.3.4 AfL Research Project	25 minutes	
3.3.5 Questioning and Wait Time	50 minutes	
3.3.6 Feedback through Marking	30 minutes	
3.3.7 Problems of comment only marking	20 minutes	
3.3.8 Self and Peer Assessment	40 minutes	
3.3.9 Review of AfL	35 minutes	
3.3.10 Learning Theory	60 minutes	
UNIT 4: MANAGING CLASSROOM BEHAVIOUR		
3.4.1 Rewards and sanctions	30 minutes	
3.4.2 Preventative … approaches	15 minutes	
3.4.3 Five golden rules	15 minutes	
3.4.4 Acceptable… behaviour	Variable timing	
3.4.5 School behaviour policy	50 minutes	
3.4.6 Key principles of Behaviour 4 Learning	35 minutes	
3.4.7 How theories explain behaviour	35 minutes	
3.4.8 B4L Website	15 minutes	
UNIT 5: LEARNERS AS INDIVIDUALS		
3.5.1 Pupil Grouping	30 minutes	
3.5.2 Key issues in differentiation	25 minutes	
3.5.3 Defining differentiation	15 minutes	
3.5.4 Task, outcome and support	25 minutes	
3.5.5 Differentiation in your classroom	20 minutes	
3.5.6 Scaffolding for differentiation	25 minutes	
3.5.7 Four Case Studies	30 minutes	
3.5.8 Your own case studies	50 minutes	
MODULE 3 ASSIGNMENT: "Reviewing a Lesson Sequence"	3000 words	

MODULE 3 ASSIGNMENT: "Reviewing a Lesson Sequence"

The Module 3 assignment invites you to think critically about the relationship between classroom planning and teaching. We would like you to write about 3000 words on ways in which you could improve and develop the teaching of a lesson sequence in your own classroom.

Section One: A proposed lesson sequence (about 250 words)

Start by selecting a topic which you are planning to teach. Present your initial ideas for this topic as the opening section of your assignment. It is not necessary to produce lesson plans in this section or a formal scheme of work. It is sufficient simply to outline what you wish to cover with some general ideas about possible approaches. It is difficult to say exactly how long the chosen topic should last but, for primary teachers, we would expect it to cover a significant part of one week's work and, for secondary teachers, activity in your subject area over a fortnight. In other words, there should be enough scope for significant review and development. If you are in any doubt about what would be suitable for this part of the assignment, get in touch with your tutor.

Section Two: Critical evaluation of your lesson sequence (about 750 words)

Using any of the theoretical perspectives which have been presented in Module 3, critically evaluate your proposed lesson sequence. What are its strengths and in what ways could it be improved? Justify how the proposed sequence of lessons reflects good practice in teaching and learning by drawing on materials in the module, for example, in relation to planning, group work, assessment or differentiation. You should write at least 750 words in this section, making specific reference to some of the readings which you have been asked to study in the Module 3 units.

Section Three: Developing the lesson sequence (about 500 words)

Once you have actually taught your lesson sequence, rewrite those parts which could be most effectively changed or improved. Make a list of the key developments which you would like to make in the light of your classroom practice and what you have learned from it. In this section, you do not need to give reasons for these changes.

Section Four: Reflective Commentary (about 1500 words)

In the assignment's final section, you should write a reflective commentary on the different ways in which your proposed curriculum changes are underpinned by pedagogical theory. Again, significant reference should be made in what you write to the readings which you have undertaken during this Module and any other readings which you might find yourself. You do not necessarily need to make reference to material from every Unit in the Module and you might, in this concluding section, make a more in-depth analysis of key areas which have interested or inspired you. You should write at least 1500 words in this section.

Assessment

Your assignment will be assessed according to Masters level criteria and you will need to use the Harvard system of referencing.

In order to successfully complete the assignment,
- your writing will need to be well organised and skilfully written;
- you will need to show originality in the explanation of your curriculum developments;
- you will need to justify their underlying principles with thoughtful and critical arguments;
- you will need to show that you have studied and understood a range of theoretical ideas in the background reading;
- and you will need to accurately reference this material when you use it in support of your judgements and ideas.

MODULE 4: School Inquiry

4.1   Teacher as researcher

Throughout the three previous Course Modules, you have been asked to engage in a range of forms of reflective practice. You have gathered various kinds of evidence as a basis for systematic examination of your own teaching. This in itself could be seen as a form of classroom research. In this Unit, you will be learning more about the methodology of systematic classroom research in preparation for your own study of an aspect of education in your own classroom or school.

4.2   Planning a Practitioner Research Project

As a final activity in the PGCE(I) course, we would like you to engage in some research activity as part of your professional practice. Forms of practitioner research could be an excellent vehicle both for critical reflection and the improvement of practice, throughout your career. As a starting point for this cycle of professional development, we would like you to plan and implement a research project in your own classroom or school.

MODULE 4 STUDY GUIDE: 'SCHOOL INQUIRY'

As you complete the activities in the Module 4 Units, please indicate in very general terms, in the 'comment' column below, how you felt about each activity.

In preparation for your Skype tutorial discussion about Module 4, you should identify two or three activities which you found particularly interesting, significant or challenging in Unit 1.

You should also discuss your plan for your School Inquiry with your tutor during the Skype tutorial, as explained in Unit 2. You should have submitted your Assignment Proposal Form to your tutor in advance.

In the checklist below, suggested timings refer only to the amount of time which should be spent in writing. The suggested timings do not include minutes spent on reading or other forms of study or preparation.

ACTIVITY	SUGGESTED TIMING	COMMENT
UNIT 1: TEACHER AS RESEARCHER		
4.1.1 Key issues in classroom research	30 minutes	
4.1.2 Practitioner or Action research?	15 minutes	
4.1.3 Quantitative and qualitative research	30 minutes	
4.1.4 Validity	15 minutes	
4.1.5 Reliability	15 minutes	
4.1.6 Triangulation	15 minutes	
4.1.7 Possible methodologies	90 minutes	
4.1.8 Mixed method approaches	25 minutes	
UNIT 2: PLANNING A PRACTITIONER RESEARCH PROJECT		
4.2 Assignment Proposal Form	Variable timing	
MODULE 4 ASSIGNMENT: "School Inquiry"	3000 words	

MODULE 4 ASSIGNMENT

For your final assignment, we would like you to write a report based on a practitioner research inquiry into a classroom or school-wide issue. Suggested length is around 3000 words.

The assignment will be formally assessed in relation to Masters level criteria. You will be assessed on:

- Your knowledge and understanding of key issues within the inquiry
- Your organisation of research evidence and other material
- The criticality of your report and its depth of analysis
- Your ability to draw implications from your research for professional practice
- The quality of your presentation and the accuracy of your referencing and language.

More detailed guidance on these criteria can be found in the Course Guide.

Choosing a Topic

Your first task is to choose a topic which you want to research in depth.
You will need to choose either a classroom or a school-wide issue.

You could research any ideas or questions raised in the IPCE so far in relation to your own classroom. On the other hand, you might prefer to investigate some whole-school issue such as an aspect of your school's pastoral system, the role of the form tutor, anti-bullying initiatives or some aspect of health education. It may be that there is a particularly distinctive feature of your own school which would be an ideal topic.

Having decided upon a focus, your next priority will be to work out a research question or questions. Perhaps you could start by writing a paragraph about your chosen field of inquiry and why you think it is worthy of investigation. The main research questions could well then emerge out of this paragraph.

Reading Around the Topic

If appropriate, you will next need to read any school or departmental policy documentation related to your chosen area. You might also need to cast your investigations more widely and set the school policy in the context of national and/or government strategy reports. You may want to compare approaches between your school or department and those of other schools or agencies.

You will also need to read widely using library and internet resources. Use the University of Nottingham's e-library gateway as a source of electronic resources. This will ensure that you underpin your school-based research with sound theory, based on current and relevant information.

Planning the Research

Once you feel sufficiently well grounded in the literature and documentation, you will need to draw up an outline proposal. The sources of data upon which this proposal can be based should relate closely to your research question(s).

The most common sources of data in teacher research are likely to be pupils, teachers, parents, and other adults working with pupils. Common documentary sources might be pupil reports, school records, written policies, inspection reports or government publications.

Having identified key sources and a research question, you will need to refer back to Unit 4 module 1 to think about and choose suitable methodologies. You will also need to work out a research timetable for the collection and analysis of data. A clear plan and timeline

will ensure that nothing important has been missed out and that you can accommodate your research activity within your main work commitments.

Once you have finally settled on an issue or topic, you should complete the proforma 'School Inquiry Proposal Form' and send/email this to your tutor for approval. Your tutor will return this sheet within a week, indicating where it is suggested that you (re)develop your ideas.

Module 4 School Inquiry Proposal Form

To provide us with a sufficiently clear understanding of your proposed assignment for Module 4, and to confirm that you have thought through a number of key issues and consulted other sources where necessary, please write something in all of the following sections. (You can expand the boxes!)

1   Topic and proposed title if you have one already:

2   What is the problem, issue or question that you are seeking to address?

3   Why is it important that this problem / issue / question be addressed? (Why might other people be interested in the outcomes of your work, and who might they be?) [1]

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[1] You might consider:
'personal experience with an issue; job-related problems; the need for increased understanding and debate about an issue; documented evidence in the literature of a gap in knowledge; establishing a new line of thinking or practice; and assessing an issue from the perspective of an understudied or marginalised group or population' (Cresswell, J [1998], *Qualitative inquiry and research design. Choosing among five traditions.* Thousand Oaks: Sage).

4   How do you propose to address your stated problem / issue / question?
    (e.g. critical review of literature? Small-scale research study [if so, state
    proposed methods of data production]?)

5   What 'story' do you think you may be able to tell?

6   What literature have you consulted and do you plan to use in conducting
    the work? (Please give full bibliographic references of what at this stage you
    consider to be the most relevant sources)

7   What ethical issues may arise in relation to your proposed assignment and how
    do you plan to deal with these?

8   What is the relevance of your proposed assignment to your own professional
    context and/or to the subject of educational leadership?

SECTION B: COURSE DETAILS

COURSE PROTOCOLS

1. Each student is entitled to a face-to-face tutorial during the Introductory Week.
2. As the main form of contact between students and tutors during the online phase of the course will be email, both students and tutors should check regularly for emails and should normally respond within a week at the latest.
3. Emails will only be sent by tutors and course administrators to University email addresses.
4. Tutors will archive all email correspondence with students.
5. In addition to routine email exchange, each student is also entitled to tutorial contact for each of the four course modules. This could take the form of a Skype audio or video conversation, Skype chat, phone call, email or even a face-to-face tutorial where circumstances permit.
6. If students wish to phone or Skype their tutors, they should fix a mutually acceptable time for the call well in advance.
7. Tutors will keep records of online contact on the appropriate forms and share these with students where possible.
8. Module assignments will normally be marked within 3 working weeks of receipt. Comment will be made on each script and general feedback will be supplied on the standard marking format (see appendix 2).
9. We evaluate all our courses in order to improve the student experience, and all students will be expected to complete and submit an evaluation form at the end of each module, as well as a final course evaluation.

COURSE TIMETABLE

The course should normally be completed within 12 months of the Introductory Week, although it is possible to extend by up to a further 6 months under exceptional circumstances.

However quickly or slowly you manage to complete the work, we would advise you to compare your progress against these suggested deadlines. If you fall behind, your tutor will get in touch to discuss any problems.

Week 1	INTRODUCTORY WEEK
Week 9	Submit Module 1 Process Work
Week 12	Submit Module 1 Assignment, 'My ideal classroom within my ideal School'
Week 18	Submit Module 2 Process Work
Week 22	Submit Module 2 Assignment, 'Learning in Theory and Practice'
Week 37	Submit Module 3 Process Work
Week 41	Submit Module 3 Assignment, 'Reviewing a Lesson Sequence'
Week 45	Submit Module 4 Process Work
Week 50	Submit Module 4 Assignment, 'School Inquiry'
Week 51-52	COURSE EVALUATION & ASSESSMENT

SECTION C: READING LISTS

Below you will find details of recommended books for use during your work on each of the four course modules. If you are in a position to purchase books for yourself, we would recommend the following as core texts.

RECOMMENDED CORE TEXTS

Module 1:
Curren, R. (ed.) (2007) *Philosophy of education. An anthology.* Malden: Blackwell. *(£20 from Amazon.co.uk)*

Module 2:
Wood, D. (1998) *How children think and learn* (2nd edition) Oxford: Blackwell. *(£18 from Amazon.co.uk)*

Module 3:
Pollard, A. (2008) *Reflective teaching: evidence-informed professional practice* 3rd Ed. London: Continuum.   *(£24 from Amazon.co.uk)*

Module 4:
Wellington, J. (2000) *Educational research. Contemporary issues and practical approaches.* London: Continuum   *(£20 from Amazon.co.uk)*

GENERAL READING LIST

The following books are recommended as wider reading material to support your study. Extracts from some of these titles are already available online and, as hard copies, in the Module Readings Booklets. As indicated below, some of the titles are available through the University of Nottingham library catalogue, UNLOC, as 'ebooks'. Links to ebooks can be made through the online reading lists at http://www.nottingham.ac.uk/library/gateway.php *where you will need to type in the module codes in order to gain access.*

Module 1: Aims of Education (Module Code: XX4PI1)

Barrow, R. & Woods, R. (1988) *An introduction to philosophy of education, 3rd edition.* London: Routledge, 1988. (Available as ebook)

Bottery, M. (1990) *The morality of the school : the theory and practice of values in education.* London: Cassell.

Curren, R. (ed.) (2007) *Philosophy of education : an anthology.* Oxford: Blackwell.

Freire, P. (1996) *Pedagogy of the oppressed, translated by Myra Bergman Ramos.* London: Penguin.

Hamm, C. M. (1989) *Philosophical issues in education : an introduction.* London: The Falmer Press.   (Available as ebook)

Kress, G. et al. (2005) *English in Urban Classrooms. A multimodal perspective on teaching and learning.* Abingdon: RoutledgeFalmer.

Kutnick, P. et al (2006) *Pupil Grouping Strategies and Practices at Key Stage 2 and 3: Case Studies of 24 Schools in England.* Brief No: RB796. Nottingham: DfES.

Marsh, C.J. (2004) *Key concepts for understanding curriculum*. London: The Falmer Press.   (Available as ebook)

Moyles, J. (Ed.) (2007) *Beginning teaching , beginning learning in primary education. 3rd edition.* Buckingham: Open University Press.

White, J. (1982) *The aims of education restated*. London: Routledge & Kegan Paul.

White, J. (1997) *Education and the end of work : a new philosophy of work and learning*. London: Cassell. (Available as ebook)

White, J. (2007) *What schools are for and why; edited by Ruth Cigman*. Philosophy of Education Society of Great Britain.

Module 2: Understanding Learning (Module Code: XX4PI2)

Burman, E. (2008) *Deconstructing developmental psychology 2nd edition*. London: Routledge. (Available as ebook)

Donaldson, M.C. (1984) *Children's minds*. London: Fontana.

Gardner, H. (1999) *Intelligence reframed : multiple intelligences for the 21st century*. New York: BasicBooks.

Harris, M. (2008) *Exploring developmental psychology: understanding theory and methods*. London: Sage. (Available as ebook)

Illeris, K. (2007) *How we learn: learning and non-learning in school and beyond*. London: Routledge. (Available as ebook)

Illeris, K. (ed.) (2008) *Contemporary theories of learning*. London: Routledge.

Jordan, A., Carlile, O., Stack, A. (2007) *Approaches to learning : a guide for teachers*. Maidenhead: Open University Press (Available as ebook)

Rutherford, A. (2009) *Beyond the box: B.F.Skinner's technology ofbBehavior from laboratory to life, 1950s-1970s*. University of Toronto Press.

Meadows, S. (2006) *The child as thinker : the development and acquisition of cognition in childhood, 2nd edition*. London: Routledge. (Available as ebook)

Moll, L.C. (ed.) (1990) *Vygotsky and education : instructional implications and applications of sociohistorical psychology*. Cambridge University Press.

Piaget, J. (1977) *Science of education and the psychology of the child ; translated from the French by Derek Coltman*. Harmondsworth: Penguin Books.

Richelle, M. (1995) *B.F. Skinner : a reappraisal*. Hillsdale: Laurence Erlbaum Associates.

Skinner, B. F. (1993) *About behaviorism*. London: Penguin Books.

Van der Veer, R. & Valsiner, J. (eds.) (1994) *The Vygotsky reader*. Oxford: Blackwell.

White, J. (2006) *Intelligence, destiny, and education : the ideological roots of intelligence testing*. London: Routledge. (Available as ebook)

Wood, D.J. (1998) *How children think and learn : the social contexts of cognitive development*, 2nd edition. Oxford: Blackwell.

Module 3: Approaches to Teaching (Module Code: XX4PI3)

Black, P. et al. (2003) *Assessment for learning : putting it into practice.* Maidenhead: Open University Press. (Available as ebook)

Cowley, S. (2006) *Getting the buggers to behave, 3rd edition*. London: Continuum.

Hart, S. (ed.) (1996) *Differentiation and the secondary curriculum : debates and dilemmas, with contributions by Sharon Camilletti.* London: Routledge. (Available as ebook)

Hewitt, D. (2008) *Understanding effective learning : strategies for the classroom*. Maidenhead: Open University Press. (Available as ebook)

Kyriacou, C. (2007) *Essential teaching skills, 3rd edition*. Cheltenham: Nelson Thornes.

McNamara S. and Moreton G. *Understanding differentation: A teacher's guide*. London: David Fulton.

Muijs, D. & Reynolds, D. (2005) *Effective teaching : evidence and practice*. London: Sage.

O'Brien, T. (2006) *Promoting positive behaviour*. London: David Fulton Publishers.

Petty, G. (2004) *Teaching today : a practical guide, 3rd edition*. Cheltenham: Nelson Thornes Ltd.

Pollard, A. (2008) *Reflective teaching : effective and evidence-informed professional practice.* London: Continuum.

Module 4: School Inquiry (Module Code: XX4PI4)

Bell, J. (2006) *Doing your research project : a guide for first-time researchers in education, health and social science, 4th edition*. Maidenhead: Open University Press. (Available as ebook)

Bryman, A. (2004) *Social research methods*, 2nd edition. Oxford University Press.

Campbell A., McNamara O. and Gilroy P. (2004) *Practitioner research and professional development in education.* London: Paul Chapman Publishing. (Available as ebook)

Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education, 6th edition*. London: Routledge. (Available as ebook)

Hopkins, D. (2008) *A teacher's guide to classroom research, 4th edition*. Maidenhead: Open University Press. (available as ebook)

Kumar, R. (2005) *Research methodology : a step-by-step guide for beginners, 2nd edition*. London: Sage.

Opie, C. (ed.) (2004) *Doing educational research : a guide to first-time researchers*. London: Sage.

Robson, C. (2002) *Real world research : a resource for social scientists and practitioner-researchers*, 2nd edition. Oxford: Blackwell.

Wellington, J. J. (2000) *Educational research : contemporary issues and practical approaches*. London: Continuum.

SECTION D: ASSIGNMENT WRITING

You might not have written an assignment for a long time and might need some help in gaining confidence to complete this task. These are suggestions which you might like to follow:

- make sure that you have the topic clearly defined in your own mind. If you are not clear about what you are writing about then you will have difficulty expressing yourself in the assignment. It might be helpful to list the major issues and then plot links between them so that you have a web of ideas with lines or key words to show the relationship between them. Such a link may be a causal one, a contrasting one (…on the other hand…) or further evidence of the points you have been making.

- your assignment should have an introduction which outlines the issues and the scope of the piece. The central sections are the ones in which you examine those issues with evidence from your reading, observations and practical work in schools. The assignment should finish with a conclusion which summarises the main points, including a personal view if appropriate.

- ask for support before it is too late. Your tutor will be able to advise you. Additional support is also available on WebCT. Your student colleagues can also be a source of support; ask them to read a draft of your assignment and to give you some feedback.

Referencing

We expect students in the School of Education to use the Harvard system of referencing in all assignments.

References from books and journals

References in the text of an assignment should consist of the author's name followed by the date of the work: e.g. 'Smith (1990) states' or 'a number of authorities (Smith 1990; Smith and Wilson 1992) argue that …'

Quotations should indicate the page number of the quotation.

The complete references should be listed alphabetically at the end of the assignment, under the heading **References**. Give the author's name and initials, followed by the date of the work in parenthesis.

Titles of articles should be given in roman, lower case, apart from the initial letter of the first word, and not in quotation marks. Names of journals should be italicised (or underlined), followed by the volume number (Arabic), part number and page numbers: eg

Bruner, J.S. (1973) Organisation of early skills action, *Child Development* 44 (1), 1-11.

Titles of books should be underlined or italicised: eg

Bernstein, B. (1971) *Class, codes and control*, London: Routledge and Kegan Paul.

Where more than one work by the same author has appeared in the same year, each should be indicated by the date followed by a, b, c, in both text and references: eg Smith (1990a).

References from electronic sources

Electronic sources should be cited as follows: Author's last name, initial(s). (Date of work, if known.), Title of work. Title of complete work [protocol and address] [path] (date of message or visit). So a World Wide Web reference could be: e.g.

Light, M. (1997) A Level History, *UK School History Resources Newsletter.* Http://www.liv.ac.uk/~evansjon/humanities/history/index.htm (14 June 2000)

Further guidance

Note that although we expect School of Education students to use the Harvard system, it is *not* the standard University of Nottingham system. For further guidance on the Harvard system, our Information Services referencing guide refers students to:

Fisher, D. and Hanstock, T, (2006) *Citing references.* Nottingham: Nottingham Trent University, 5th edition. http://www2.ntu.ac.uk/llr/library/citingrefs.htm#cit (31 July 2007)

See the plagiarism section of this booklet for guidance on how to use accurate referencing to avoid plagiarism.

Ethics in research and writing

When carrying out research for assignments you will need to consider carefully the ethics of the work you are doing. You will also need to think about how you report your work within proper ethical boundaries. The School of Education has adopted the *Revised Ethical Guidelines of the British Educational Research Association* (BERA, 2004), which states that all educational research should be conducted within an ethic of respect for:
- the person
- knowledge
- democratic values
- the quality of educational research
- academic freedom

The following are standard ethical procedures that you should adhere to:

- fully informed consent
- anonymity
- confidentiality
- non-traceability
- protection of participants' welfare
- respect for knowledge
- sensitivity to difference
- participants' right to withdraw from research

There is clearly a lot more that can be said on each of these and should you wish to know more you could visit the website of the British Education Research Association. You can see how some of these will be more difficult to comply with than others, especially as the person who will mark your assignments knows where you are writing about. However, the principle should still apply and professional judgement and sensitivity are required at all times to ensure that you respect the confidentiality of information schools share with you as part of the training process. Of particular interest for your written work are issues of confidentiality and anonymity.

Confidentiality and anonymity

As a rule there should be *no reference made to the actual names of pupils, parents, and teachers* in written work. Sometimes it will be appropriate to name schools, at other points it will be better to anonymise them.

Plagiarism

Plagiarism is a very serious offence and has the status of being one of the most harshly judged forms of academic dishonesty. All cases of suspected plagiarism will be investigated by staff, and, if proven, will lead to disciplinary procedures being applied. You should remember that plagiarism is not limited to the submission of another student's work, but includes the unacknowledged transcription of a significant degree of material from books, journals and web-based sources. You therefore need to pay careful attention to the advice given on referencing in the following section. More detail is included below. You will have received some documentation regarding this at registration. Further information in respect of the University policy and procedures can be found in the Quality Manual at http://www.nottingham.ac.uk/quality-manual/assessment/offences.html

Each time you submit an assessed piece of work, you will be asked to sign the coversheet to confirm that you have complied with the University's regulations on plagiarism.

Notes

It is an academic offence to commit any act whereby a person seeks to obtain for him/herself, or for another, an unpermitted advantage with a view to achieving a higher mark or grade than his/her abilities would otherwise secure. The following are examples of such an academic offence:

(i) Plagiarism

The substantial use of other people's work and the submission of it as though it were one's own (i.e. without acknowledgement) is regarded as plagiarism.

Within the School of Education the concept of plagiarism also applies to the use in an assignment or thesis of material which has previously been submitted as part of an earlier assignment without acknowledgement, even when that work is the student's own. While reference to or summary of earlier work is permissible if acknowledged, wholesale reproduction of paragraphs or passages is unacceptable.

(ii) Fabrication of results

It is an academic offence for a candidate to claim either to have carried out experiments, observations, interviews or any form of research which he/she has not in fact carried out or to claim to have obtained results which have not in fact been obtained.

Avoiding Plagiarism - Departmental Guidelines on Acknowledgement:

The University defines plagiarism as indicated in points (i) and (ii) above. The following are examples of the minimum acceptable standards for acknowledgement of sources using the passage below.

The School as an Educative Centre:

Schools as educative centres should be experimental stations for ideas and cooperative processes, not for continual operational and competitive experiment. Ideas and values must drive our organisations sand systems, and not the other way round. In the curriculum designed for the children and in our interaction with the public, there needs to be a continual reminder and emphasis on reflective thinking and a sharing of questions and dilemmas. (West 1993: 153)

---

a) The acceptable use of quoted material using quotation marks:

West (1993: 153) states that "ideas and values must drive our organisations and systems, and not the other way round".

(b) The acceptable use of paraphrase and the way to cite paraphrased material e.g.

West (1993) argues that values and ideas should govern our school organisations rather than the reverse whereby the system dominates the issue of values.

Or

It has been argued that.................... (West, 1993)

(c) The preferred style of referencing a source:

West, S. (1993) Educational Values for School Leadership. London: Kogan Page

(d) Referring to your own work:

I have discussed West's (1993) concept of the school as an educative centre elsewhere (YOUR NAME, YEAR). In that discussion, I pointed out that the..............

(e) Referencing your own work (or that of another student):

NAME. YEAR. Title. Unpublished MA assignment, University of Nottingham

Action on Plagiarism and the Fabrication of Results:

When tutors or examiners suspect plagiarism, or the fabrication of results in any work that forms part, or all, of a unit of assessment, they shall report the matter to the ITE Director.

A meeting takes place with the student, ITE Director and administrator to discuss the offence. If the plagiarism is acknowledged by the student a mark of zero is awarded and a resubmission date is given to the student. The resubmitted work can only be given a maximum mark of 40.

The student is informed in writing of the outcome.

The University's suggested possible punishments for plagiarism are:

(a) awarding a mark of zero for the piece of work, examination or examination question which is the subject of the academic offence, or for the assessment of the module as a whole;

(b) withholding the award of credits for any piece of assessment for the module, or for the module as a whole;

(c) a fine of up to any amount;

(d) suspension from the University;

(e) expulsion from the University

SECTION E: GUIDANCE ON ASSESSMENT

Submission of process work and assignments

- Each piece of formally assessed written work should be submitted in one of the templates available in the Assignment section of WebCT.
- There are separate templates for the four module assignments and for what we call the 'module process work', i.e. written response to the activities in each Unit and Module.
- Once complete, each template should be submitted to the tutor through the Assignment section in WebCT.
- Work will only be accepted after the deadline if a late submission form (Appendix 1) has been completed by the student and agreed by tutor and course leader **in advance** of the deadline.
- Assignments submitted after the deadline without a late submission form may, according to University regulations, be subject to a 5% reduction in mark for each day of lateness.

Assessment of process work and assignments

It is necessary to complete process work in preparation for each module assignment. Assignments will be commented upon on the PGCE(I) Feedback Assessment Sheet (see Appendix 2) and each assignment will receive an unmoderated grade, based on the PGCE(I) marking criteria (see appendix 4), and subject to amendment through internal moderation or subsequently by the Examinations Board. Feedback and unmoderated grade will be available as soon as possible after the work has been marked and will be returned to the student through WebCT.

All students are entitled to detailed feedback on a first draft of the first assignment prior to resubmission as long as that draft has been submitted in advance of the Module 1 assignment deadline. Tutors cannot offer similar feedback to first drafts of the subsequent three assignments but can enter into discussion about the planning process.

Procedure and Guidance on Failing an Assessment

Internal Moderation of Assessment. All work graded Fail will be second marked by another tutor. All failed and distinction assignments plus a sample of work assessed at pass standard are subject to second marking for the purposes of internal course moderation. Where first and second markers differ they will agree a final provisional mark for recommendation to the Examination Board. Exceptionally, a third marker may be involved in the moderation process. Final moderated grades will be made available on the portal for students to view after the Examination Board.

Reassessment: Students who fail a module may be granted one further opportunity to submit assignments with a view to progression. At the discretion of the Course Leader, the form of the re-assessment may be different from the first attempt, provided that it tests the same learning outcomes.

Status of Re-assessment marks: Students should note that although re-assessed marks count towards Progression, only original marks are used in the classification of Certificates, Diplomas and Degrees. For example, a student may achieve 63 on re-assessment but only 38 at the first attempt. It is the 38 mark that will be used when calculating award classification.

Procedures for Failed Assignments

Work that is recorded as a fail by first and second markers will be made available to External Examiners in line with Regulations. In order to facilitate formative feedback on failed work to students, the Chair of the Examinations Board will authorise notification of

the failed mark subject to confirmation by the Examinations Board. Release of provisional marks will be formally notified under reserved business at the appropriate course committee.

A standard Resubmission of Work proforma (see Appendix 3) is completed which records the following:

- the points of action needed to be taken in order for the work to achieve a PASS grade
- the agreed date for resubmission

A copy of this sheet is held by both the tutor and the student teacher. Where resubmission occurs, tutors will record this on the mark sheet.

Where a piece of work is failed **twice** (following the resubmission procedure) the following will apply:

- normally students will be deemed to fail the course
- however, in this circumstance, the External Examiner may require a *viva voce* examination to take place. If the External Examiner were to judge a student's understanding of the area of work to be satisfactory in the *viva voce* examination, then the student will be allowed to proceed notwithstanding the failed piece of work
- in the event of an unsatisfactory performance in the *viva voce* examination, the student will be deemed to have failed the course
- the School operates the standard University procedure for appeal against termination of courses.

In the case of plagiarism the work will automatically fail and the University's regulations on plagiarism will be applied.

Award Classifications

Postgraduate Certificates will be awarded with Merit to candidates who achieve a final credit-weighted mark of at least 60 (where Programme Specifications allow for the award with Merit) and with Distinction to candidates who achieve a final credit-weighted mark of at least 70.

Borderline zones for awards are: 69 Borderline Distinction; 59 Borderline Merit; 49 Borderline Pass (Masters); 39 Borderline Pass for PG Certificate Award.

When discussing a borderline case, decisions to raise or maintain the averaged mark will be based upon:

- looking for a rising profile within marks across the modules passed for the award
- extenuating circumstances forms

Please note: no modules are compensatable. You must pass each module in order to achieve the final award.

APPENDIX 1

The University of Nottingham
School of Education

PGCEI REQUEST FOR PERMISSION FOR LATE SUBMISSION OF COURSEWORK

SECTION A

Name of Student: _____

Extension requested for submission of: _____
(Dates to be agreed with Personal Tutor)

Reasons for request and required length of extension (in days):

SECTION B

Please ask the appropriate mentor/tutor to write below in support of your request:

Tutor's Signature: _____

After Section A and B have been completed, please email this form to the PGCEI Administrator. Permission must be obtained before the submission date.

SECTION C

Permission granted: _____ (Signature of Course Leader)

Date on which work must
be submitted: _____

APPENDIX 2

PGCE(I) ASSESSMENT FEEDBACK SHEET

The University of
Nottingham
School of Education

	Module Code
Student Name: _____	
Assignment Title: _____	
Marking tutor: _____ (1st / 2nd)	**PASS / FAIL**

CRITERIA	Sub-criteria S – strength D – area for development	
Organisation	planning & preparation	
	structure	
	focus & relevance	
Knowledge and understanding	breadth & depth of understanding	
	criticality	
	argumentation & analysis	
Application	ideas well grounded	
	creativity and originality	
	links to professional practice	
Presentation, language and referencing	presentation & referencing	
	technical accuracy	
	clarity of expression	
Overall comments and advice		

Signature:_____   Date:_____

APPENDIX 3

The University of
Nottingham
School of Education

Postgraduate Certificate Education (International)

Resubmission of Work

The tutor is to complete the first section and then discuss this with the student. Both student and tutor should sign the sheet after agreeing upon what should be done to get the work up to a PASS standard and importantly the date by which this must be resubmitted. The tutor's copy of the sheet must be included in the front of the resubmitted and remarked piece of work. Only one resubmission is allowed per piece of work. Students are required to submit both the original piece of work with this form <u>and</u> their resubmission for consideration by the Internal Assessment panel and the External Examiners.

Name of Student Teacher:
_____

Name of Tutor:
_____

Nature of the Work:
_____

Stage 1

The following points of action need to be taken in order for the work to achieve a PASS grade:
Agreed date for resubmission:

Signature of Student:	**Signature of Tutor:**

Stage 2

Where an individual piece of coursework has been resubmitted, please grade the work accordingly.

Grade following resubmission: please circle

☐ Pass

☐ Fail

Comments by first marker

Signed: ……………………………………………………………………………………

Comments by second marker

Comments by External Examiner (where necessary).

Signed: ……………………………………………………………………………………..

Recommendation of External Examiner:

☐ Pass

☐ Fail

Signed (External Examiner) ………………………………………………………………..

Request for a Suspension to the Period of Registered Study
Postgraduate Taught Courses

Please read the accompanying Notes for Guidance before completing this form

Student Name................................. **School**...

Academic Tutor(s)...

Period of Suspense Requested...

Please describe below (adding an additional sheet if necessary) the circumstances that have led you to request a suspension to your period of registration and attach supporting documentation (for example, medical evidence). As part of your case you should explain how your studies have been, or will be, affected and for what period of time.

Signed (Student)... **Date**..........................

Name in Block Capitals...

When completed this form should be returned to Jaki Parkin.

I certify that to the best of my knowledge the information provided is true, and support the request for suspension.

Signed (Academic Tutor)....................................... **Date**..........................

Name in Block Capitals...

Notes for Guidance
Request for a Suspension to the Period of Registered Study

This form should be used for applications for suspensions to a period of registration.

Procedure

1 All applications should be submitted to the School of Education, Course Secretary. The aim will be to notify you of the outcome of your application within two weeks.

2 Where at all possible applications for a suspension should be made in advance. Retrospective applications will only be considered in exceptional circumstances.

3 All applications require the support of your Academic Tutor.

Important

Students may, for a variety of reasons, want to suspend their course of study. Students should make their suspension request to their School, and it is for the School to decide whether or not to allow the suspension, so long as proper regard is given to the guidance below. Suspensions should be agreed by the Course Director. The Academic Registry or equivalent should be informed as soon as a suspension has been agreed.

The considerations to be applied by the School in making this decision should include:

whether suspension is inevitable due to injury, illness, or unavoidable family commitments; or

the reasons cited by the student indicate that it would genuinely be in their best academic, financial, or personal interest to suspend their studies; and

significant syllabus changes are not likely to occur during the period of suspension such as to make it difficult for the student to resume their studies.

Schools may wish to consider or request supporting evidence from medical or counselling services before agreeing to a suspension of registration. Schools should always remind students of the need to consult their funding body before suspending their registration, and remind them that the University is not able to guarantee the resumption of any external grant or loan.

A suspension of registration may begin immediately in cases where a student's absence from the University is unavoidable or urgently required. In all other cases, the suspension of taught course students must begin from the end of a semester (i.e. after the end of the examinations attached to that semester) so that there is a clearly identifiable point at which a return to studies should occur.

Suspensions should not be granted just before the start of examinations simply as a means of allowing students to avoid (or postpone) failure in a number of modules, as this would provide these students with an unmerited advantage.

A suspension should, wherever possible, be for a definite period. Where it would seem insensitive to designate a date of return to studies, the student may be informed that the suspension is for an indefinite period but subject to review. In this case, the Academic Registry or equivalent should be informed by the School on an annual basis whether the suspension is continuing.

In some cases, it may be appropriate to require a student to provide medical certification of fitness to return to study before allowing re-registration to occur.

School of Education   The University of Nottingham

Use of the PGCEI Tutorial Record Form

During the course, you will participate in a number of tutorials which could take several forms as this is a distance learning course. It will be your responsibility to log all tutorials with your personal tutor.

During the introductory week you will participate in a face to face tutorial in which you will be introduced to your tutor and will have the opportunity to identify personal needs and issues.

Once you have completed and submitted Module 1 Process Work, you may request a tutorial for feedback, which will prepare and assist you in completing the Module 1 Assignment. This entitlement will apply for all assignments.

When requesting a tutorial:

a)   please ensure that you are well prepared – having thought about the process work which you have submitted and begun to prepare for the formal assignment.

b)   bring a printed copy of the tutorial record form to make notes as your tutor gives feedback.

c)   when you request a tutorial, remember that you will need to give yourself time afterwards to complete or amend your assignment in the light of the feedback and advice you receive.

d)   give your tutor advance notice – who will also have to prepare! Tutorials can only be arranged by formal appointment.

e)   Tutors do have other commitments – it may not always be possible to arrange the tutorial at your ideal time. Try to be flexible.

APPENDIX 6

School of Education

The University of
Nottingham

PGCE(I) Tutorial Record Form

Student's name:

Supervisor(s):

Module Title:

Date: **Length of tutorial:**

Summary of discussion including action to be taken by student

Advice on Process Work and Module Assignment

FURTHER CONTACT AGREED (IF RELEVANT):

We agree that the statements above are a correct record of the supervision session.

Student: ....   **Tutor:** ....

Copies should go to: 1. Student   2. Supervisor   3. PG Office

Please lodge the completed and signed form in the student's file, where it must be available for monitoring and appeals purposes, if required.

APPENDIX 7

MARKING CRITERIA FOR PGCE(I) MACRO INDICATORS AND SUPPORTING EVIDENCE

LEARNING OUTCOMES				MACRO CRITERIA	DISTINCTION		MERIT		PASS (MASTERS)		PASS (CERT / DIP) FAIL at (MASTERS)		FAIL (CERT / DIP)	
					AVAILABLE MARKS									
K/U	I	P	T		78	73	68	63	58	53	48	43	38	33
			√	**PRESENTATION, REFERENCING, LANGUAGE** **Evidence**: presentation conventions, proofreading, referencing, style, clarity of expression	Demonstrates easy familiarity with the conventions of the academic community; handles language skilfully.		Demonstrates concern for presentation and technical accuracy; writes well		Demonstrates good awareness of technical conventions, though there may be some minor inconsistencies and errors; generally clear.		Demonstrates satisfactory awareness of technical conventions, though there may be some minor inconsistencies and errors; there may be some unclear statements.		Does not demonstrate a satisfactory grasp of academic conventions governing presentation and / or style and /or referencing; linguistic errors may impede easy comprehensibility.	
	√		√	**ORGANISATION** **Evidence**: structure, focus and relevance	Demonstrates high level of skill in selecting, synthesising and organising material.		Demonstrates the ability to select and organise material effectively.		Demonstrates a satisfactory level of organisational ability		Demonstrates an adequate level of organisational ability but there may be minor irregularities.		Does not demonstrate sufficient control of material; lack of selectivity results in lack of clarity.	
√	√	√	√	**KNOWLEDGE & UNDERSTANDING** **Evidence**: breadth, depth, argument, analysis, reflection, criticality	Demonstrated broad and detailed knowledge of the topic and evidence of criticality in relation to theory and / or practice.		Demonstrated broad knowledge of the topic and evidence of criticality in relation to theory and/or practice.		Demonstrates adequate knowledge of the topic and the capacity to analyse and reflect on theory and practice		Demonstrates generally adequate knowledge of the topic and some capacity to analyse and reflect on theory and practice		Does not demonstrate sufficient knowledge and understanding of topic; little evidence shown of independent thought.	
√	√	√	√	**APPLICATION** **Evidence**: consideration of applicability of theory/research - and constraints; originality	Demonstrates the ability to draw implications from theory/research for professional practice and explore these critically and in depth. Demonstrates considerable originality in knowledge or creation.		Demonstrates the ability to draw implication from theory/ research for professional practice and explores these critically. Demonstrates originality in knowledge and application or creation.		Demonstrates the capacity to apply theory to practice and the ability to adapt or innovate.		Demonstrates some limited capacity to apply theory to practice and the ability to adapt or innovate.		Does not demonstrate convincingly the ability to relate theory to practice. Does not consider implications for professional practice, or does so only superficially.	