PGCE Secondary Handbook

Assessment

2016-2017

Programme Leader: Julie Buckland [Julie2.Buckland@UWE.ac.uk](mailto:Julie2.Buckland@UWE.ac.uk)

Assignment 1 PD Module Leaders Paul Ryan & Laura Evans [Paul2.Ryan@uwe.ac.uk](mailto:Paul2.Ryan@uwe.ac.uk) [Laura14.Evans@uwe.ac.uk](mailto:Laura14.Evans@uwe.ac.uk)

Assignment 2 SKfT Module Leader Joan Foley [Joan.Foley@uwe.ac.uk](mailto:Joan.Foley@uwe.ac.uk)

Assignment 3 CBE Module Leader Mark Jones [Mark7.Jones@uwe.ac.uk](mailto:Mark7.Jones@uwe.ac.uk)

Assignment 4 PP Module Leader Simon Huson [Simon.Huson@uwe.ac.uk](mailto:Simon.Huson@uwe.ac.uk)



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Assignment Submission

Submission is to ACESAT is either online through blackboard or a hardcopy can be submitted or posted to the Coursework Hub (A block) at times stipulated. This information will be posted to Blackboard.

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| **Module**  **Code** | **Module** | **Credits** | **Level** | **Hand in** | **Resubmission** | **Marked by** |
| UTXGRS-30-3 | Professional Development | 30 | Module taken at level 3 | Wednesday 26 October  2016 | Wednesday  14 December 2016 | University Tutor |
| UTXGRT-30-3 | Professional Practice (PP) | 30 | Module taken at level 3 | On going | W/C  12 June  2017 | Placement school/University Tutor |
| UTXGRU-30-M | Subject Knowledge for Teaching (SKfT | 30 | Module taken at M level or level 3 | Wednesday 15 February 2017 | Wednesday  5 April  2017 | University Tutor |
| UTXGRV-30-M | Classroom-Based Enquiry (CBE) | 30 | Module taken at M level or level 3 | Wednesday 31 May 2017 | Wednesday  28 June  2017 | University Tutor |

1. Module Outline: Professional Development (PD) UTXGRS-30-3

The Professional Development module focuses on the professional attributes, behaviours and practices which are essential for any practitioner wishing to enter the teaching profession. Trainees have lectures on a range of specialist topics, from Subject Tutors and from external specialists, supported by mixed-subject PD group seminars, led by a member of the Tutor Team. This allows trainees to work collaboratively with others from a broad range of subject backgrounds, with a diverse range of experience and views to share.

Learning Outcomes

On successful completion of this unit, trainees will be able to:

1. Demonstrate high levels of engagement, personal scholarship and commitment to transforming their own practice within professional learning communities through critical reflection to ensure effective practice

2. Articulate the relationship between policy, learning theories and practice recognising that effective teaching requires ongoing reflection, enquiry, evaluation and re-conceptualisation

3. Know how to manage behaviour effectively to promote learning

4. Recognise how to deal with any potential barriers to learning

5. Demonstrate a commitment to the transformation of the life chances of all young people and be able to interpret and respond to the complex contextual factors relating to young people’s learning, development and potential

6. Demonstrate the capacity to become an outstanding educator through critical engagement with the knowledge, understanding and skills of teaching and learning and the accountability for their learners’ attainment, progress and outcomes

7. Implement strategies to deepen learners’ knowledge and understanding in a range of key skills including communication, literacy, numeracy and ICT

8. Be able reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose

9. Systematically evaluate their own practice responding well to constructive feedback from colleagues in order to improve their teaching and learners’ attainment.

Outline Content

The module focuses on the development of critical understanding, analysis and evaluation of, the following areas:

* Statutory responsibilities of teachers; statutory assessment and data gathering requirements
* Teachers’ Standards and other requirements set by external professional bodies
* Theories of learning and reflective practice
* Current and forthcoming national curriculum and other educational policies and initiatives
* Behaviour management, classroom organisation and the teaching environment
* Special Educational Needs and Disabilities
* English as an Additional Language
* Black and Minority Ethnicity
* The pastoral role of the teacher
* Working with parents, carers and wider communities; inter-professional collaboration
* Safeguarding, child protection and e-safety
* Preparing for induction and future on-going professional development

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| **Assessment Summary** | **Professional Development Module UTXGRS-30-3** |
| This assignment requires you to plan, carry out and then reflect on a learning activity undertaken with pupils either in a learning situation with young people or in the Autumn Placement.   1. Produce in advance of the teaching and learning activity a plan that identifies the learning objectives, the learning outcomes, the relevant content and the teaching and learning strategies and assessment approaches you will use. 2. Carry out the activity. 3. Write a critical reflection on the activity and annotate your plan with your evaluation | |
| Presentation of the Assignment | |
| Your assignment should contain:  A written reflection on the learning activity that draws upon an early experience of formal planned teaching that includes the following:   * an outline of the activity with reference to the context and the planned learning objectives/outcomes; * a reflection on how far your subject knowledge and awareness of subject pedagogy/learning theories informed your planning and teaching; * an evaluation of how well the activity met the learning outcomes and the learning needs of all pupils, including SEND and EAL as appropriate, and how you measured that through the use of some monitoring and assessment strategies; * reference to relevant literature, recent research and inspection evidence.   The learning activity to include:   * The plan, with reflective annotations evaluating the learning activity; * The teaching resources used; * Samples of the pupils’ work in written or visual form annotated with some feedback, where appropriate.   Additionally you must produce a coherently written submission, in a tidy and readable form which:   * uses appropriate presentation/word processing software * uses standard English including spelling, punctuation and grammar * Includes a bibliography and use of the UWE Harvard system for referencing * avoids plagiarism. | |
| Word count or equivalent | |
| The critical reflection, including appendices, represents 4,500 words. Part 1 has a word count of 3,000 words and the appendices are equivalent to 1,500 words. | |
| Assessment Criteria | |
| The assignment is required to show that you have demonstrated you can:  AL3: Conceptual domain  The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.  BL3: Literature domain  The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.  GL3: Action domain  The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.  You are required to meet all the criteria. | |

2. Module Outline: Professional Practice (PP) UTXGRT-30-3

The Professional Practice module consists of the all the teaching placements across the year. These placements provide the opportunity to develop, evaluate, review and refine both subject-specific teaching practice and professional attributes.

Learning Outcomes

On successful completion of this unit, trainees will:

1. Demonstrate through a range of professional evidence that the Teachers’ Standards have been met at a level appropriate for a teacher at the point of recommendation for the award of Qualified Teacher Status, through successful completion of teaching practice in educational settings

2. Demonstrate comprehensive subject and pedagogical knowledge in relevant subject and curriculum areas

3. Establish and maintain high expectations for learning and behaviour, overcoming barriers for learning, creating inclusive learning environments and helping all learners to achieve their maximum potential

4. Plan for and adapt their teaching in response to the strengths, needs and interests of learners through formative monitoring of learners’ progress

5. Communicate confidently and effectively with colleagues, actively demonstrating a commitment to collaborative and cooperative working in a range of formal and informal educational settings

6. Demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour

7. Take a proactive approach to their own professional development and make a positive contribution to the school community.

Outline Content

A range of appropriate experiences in partnership settings, which will include attending serial days, intensive ‘immersion’ weeks, and blocks of sustained teaching experience.

Schedule of formal and informal meetings with school/college based practitioners and University tutors to reflect on progress and co-construct targets for on-going professional development.

Formal and informal observations of teaching and subsequent feedback.

Training review days to monitor and accelerate trainee progress.

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| **Assessment Summary** | **Professional Practice Module UTXGRT-30-3** |
| This practice-based module requires trainees to maintain:   1. a professional teaching file for all planned teaching and learning activities which helps trainees to develop thoughtful planning, systematic record keeping and careful evaluation; 2. a Professional Development Portfolio which helps trainees to keep a record of their reflection on their practice. | |
| Presentation of Evidence | |
| During placements trainees are required to keep a teaching file for all planned teaching activities. The purpose of this file is to help them to maintain a high standard of teaching by means of thoughtful long and medium term planning, individual lesson plans, systematic record keeping and careful evaluation and reflection. It will also enable teachers, tutors and external examiners who may observe the trainee in the classroom to see individual lessons in the context of previous work and medium and future plans.  The trainees will be provided with detailed guidance on how to organise their file into sections but generally it will be as follows:   * general placement information (e.g. telephone number, times of lessons, placement policies and so on; * a section for each class, containing: schemes (or units) of work or learning; * lesson plans and evaluations for all lessons in chronological order; * records of pupil progress and attainment; * a section for the tutor group or learning family; * a section for other school based training records.   Detailed guidance for planning schemes of work and individual lessons will be provided in UWE subject sessions and by the Subject Mentor on placement. | |
| Word count or equivalent | |
| Not applicable | |
| Assessment Criteria | |
| The module requires the trainee to at least meet the Teachers’ Standards (2013) to be recommended for QTS.  In addition:   * All materials produced for use in school/ teaching placements must: * be written in a tidy and readable form * use appropriate presentation/word processing software * use standard English including spelling, punctuation and grammar * pay due heed to issues of confidentiality   Trainees are required to meet all criteria. Note that the teaching file will be reviewed regularly both in placement and at UWE in conjunction with discussion of the trainee’s progress in relation to the Teachers’ Standards. Deadline 16 June 2017.  DEa | |

**3. Module Outline: Subject Knowledge for Teaching (SKfT)UTXGRU-30-M**

The Subject Knowledge for Teaching module helps trainees to consolidate, develop and enhance their subject knowledge in order to broaden and deepen the subject and curriculum knowledge they bring with them to the classroom. There are opportunities for seminars, workshops, peer-teaching and group study.

Learning Outcomes

On successful completion of this module trainees will be able to:

1. Demonstrate excellent subject specialist knowledge for teaching and of the relevant national curriculum requirements and/or other specifications appropriate to the subject(s), age and ability of those they are trained to teach.

2. Demonstrate the necessary pedagogical skills and knowledge to design, plan for and teach sequences of lessons as appropriate to meet the diverse needs of all learners in the relevant subject(s).

3. Work effectively as an independent, self-motivated and self- critical learner demonstrating the capacity to engage in self-critical reflection on their own learning leading to purposeful target setting and personal professional development.

4. Critically discuss and analyse principles underpinning young people’s learning within the relevant specialist subjects and curriculum.

5. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy in personal and professional and, where appropriate, specialist subject contexts.

6. Evaluate and justify approaches to curriculum design across the relevant age phases of training.

7. Apply distinctive teaching approaches to engage and support all learners and promoting the value of scholarship.

8. Know how to use subject specific language accurately and consistently in order to help learners to develop knowledge, skills and understanding in the relevant subject(s) specialism.

Outline Content

The module focuses on the development of critical understanding, analysis and evaluation of, the following areas:

* Subject specialist and subject pedagogical knowledge
* Subject specialist National Curriculum and public examination specifications and assessment requirements
* Current national educational policy, curriculum and priority agendas, including: preparation for teaching learners with Special Educational Needs and Disabilities; preparation for teaching in a diverse society, including Black and Minority Ethnic learners and learners for whom English is an Additional Language; Behaviour management; developing high standards of literacy; safeguarding and ‘e-safety’
* Ofsted frameworks for inspection, use of statistical data and planning for school improvement
* Academic reading, writing and critical analysis appropriate for Master’s level.

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| **Assessment Summary** | **Subject Knowledge for Teaching: UTXGRU-30-M** |
| The assignment requires you to create a portfolio which identifies a new, under-developed or unfamiliar area of subject knowledge and to demonstrate the development of your subject knowledge for teaching and, where appropriate, professionally relevant materials for teaching in your chosen area.  Separate subject guidance will be issued by the Subject Tutors. | |
| Presentation of the Assignment | |
| Your assignment should be presented as a structured portfolio of subject specialist, professionally relevant material to meet the specified assessment criteria as stated below, to include a written rationale/evaluation.  Additionally, you must (where relevant) produce a coherently written submission, in a tidy and readable form which:   * uses appropriate presentation/word processing software * uses standard English including spelling, punctuation and grammar * includes a bibliography and use of the UWE Harvard system for referencing * avoids plagiarism. | |
| Word count or equivalent | |
| The Structured Portfolio is equivalent 5,000 words overall. | |
| Assessment Criteria | |
| This assignment will be assessed against the following criteria:  ALM: Conceptual Domain  The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.  CLM: Contextual Domain  The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study and is able to critically engage with the contextual significance.  HLM: Negotiated Domain  The assignment demonstrates that the student can develop their subject specific knowledge, understanding and skills of relevance to their teaching role and critically reflect on their subject knowledge development, and use this to inform their understanding of the pedagogy of their subject.  In some cases trainees will be advised to submit the assignment at Level 3. The relevant criteria are:  AL3: Conceptual Domain (Core)  The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.  CL3: Contextual Domain  The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study.  HL3: Negotiated Domain  The assignment demonstrates that the student has developed subject specific knowledge, understanding, and skills, can appropriately reflect on subject knowledge development and has an understanding of the pedagogy of the relevant specialist subject.  You are required to meet all the criteria for your route (either M Level or Level 3 as appropriate). | |
| Submission of the Assignment | |
| Submission date: Wednesday 15 February 2017 by 2.00pm | |
| Resubmission of the Assignment | |
| Resubmission date: Wednesday 5 April 2017 by 2.00pm | |
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4. Module Outline: Classroom Based Enquiry (CBE) UTXGRV-30-M

The Classroom-Based Enquiry module consolidates and develops further the critical and contextual understanding instilled through the SKfT module, whilst also introducing the important training strand of practitioner as researcher. Additional lectures, tutorials and workshops are provided, to enable all trainees to plan, carry out and evaluate an action research project, in their placement setting.

Learning Outcomes

On successful completion of this module trainees will be able to demonstrate that they:

1.Understand the importance to continuing improvements in teaching practice and design and outcomes for learners, of engagement with data, research, literature and other professional sources.

2. Know how to plan and conduct a small-scale, classroom-based ‘action enquiry’ in a systematic and independent way using primary and secondary sources and appropriate ethical and methodological approaches;

3. Can articulate a rationale for how planned interventions in their subject teaching are informed by an understanding of how young people learn;

4. Are able to be self-critical and capable of adopting a critically ethical stance in relation to their practice and research;

5. Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support learners’ attainment.

Outline Content

The module focuses on the development of critical understanding, analysis and evaluation of, the following areas:

* Formative interrogation and use of data to improve pupil attainment.
* Practitioner classroom-based research: methodologies and methods; ethics; theory
* and examples of small-scale action enquiries.
* Evidence-based professional knowledge and professional learning communities.
* Current national educational policy, curriculum and priority areas
* Curriculum, pedagogy and assessment.

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| **Assessment Summary** | **Classroom-Based Enquiry UTXGRV–30–M** | | |
| The assignment requires trainees to identify, plan and carry out a small scale action enquiry to be undertaken with a class/group of young people. The Senior mentor in the school/college will provide formative feedback on the proposal for the enquiry and the annotated bibliography before the enquiry can begin. The final stage is a written evaluation of the completed enquiry. | | | |
| Presentation of the Assignment | | | |
| The assignment should be presented as a written evaluation of the enquiry with supporting appendices which include the completed proposal with the Senior Mentor’s formative feedback, annotated bibliography and materials relevant to the enquiry.  In order to plan and execute a small scale action enquiry, the trainee needs to carry out the following tasks. | | | |
| Task One - Leading to Presentation of Proposal: | | | |
| * Identify a theme or area of interest.\* * Refine the theme into a specific question to investigate. * Critically review a range of recent literature and research related to the theme. * Plan a small scale intervention to try out in the classroom. * Plan what evidence could be collected (e.g. student data, student feedback, observation) to show the situation before and after the intervention. * Prepare a proposal for the action enquiry: this should include the enquiry question; rationale for the intervention; and methods that will be used for collecting evidence at the beginning and end of the action enquiry process. * You will also hand in an annotated bibliography specifying literature that you have identified as highly relevant to the proposal theme and enquiry methods.   \* The theme for the action enquiry can be selected from the menu of topics linked to National priorities, and/or individual training needs and/or school improvement priorities. The theme selected can be negotiated with your Subject Mentor/SM/ UWE Subject Tutor. | | | |
| Useful Starting Points | | | |
| * Curriculum (e.g. personalisation, subject-specific approaches) * Pedagogy (e.g. personalisation, teaching and learning approaches) * Assessment (e.g. an Assessment for Learning strategy) | | * Provision for particular student groups: * Gifted and Talented; * Special Educational Needs/Disability (SEN/D); * English as an Additional Language (EAL); * Newly arrived students | * Literacy * Numeracy * Group work * Innovative use of ICT * Behaviour management * Cross-curricular working * Learning beyond the classroom * Outdoor learning |
| Task Two: Leading to Submission of a Written Evaluation | | | |
| * Collect evidence of the situation before carrying out the intervention. * Carry out the intervention. * Collect evidence during and after the intervention to inform evaluation of the impact. * Write up the action enquiry, including a critical analysis and evaluation of:   + the rationale for the action enquiry   + the action enquiry process including the methods used to collect evidence   + the impact of the intervention   + conclusions and recommendations for practice. | | | |
| Word count or equivalent | | | |
| A proposal with a clear rationale for a classroom-based ‘action enquiry’ outlining an intervention. The proposal is informed by an annotated bibliography (500-750 words): equivalent to 1,250 words.  A written evaluation of the classroom-based action enquiry process, critically reflecting on the implementation, effectiveness and impact of the classroom intervention: word count of 3,750 words. | | | |

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| Assessment Criteria: M Level |
| This assignment will be assessed against the following criteria:  ALM: Conceptual Domain (Core)  The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study. In addition, the student can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.  CLM: Contextual Domain  The assignment demonstrates that the student has an awareness of the significance of relevant  contextual factors (e.g. personal, class, school, national and policy) influencing the area of study and is able to critically engage with the contextual significance.  DLM: Research Domain  The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining the research process and critically analysing and evaluating research outcomes. |

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| Assessment Criteria: Level 3 |
| In some cases trainees will be advised to submit the assignment at Level 3. The relevant criteria are:  AL3: Conceptual Domain (Core)  The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories  CL3: Contextual Domain  The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study  DL3: Research Domain  The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.  You are required to meet all the criteria. |
| Submission of the Assignment |
| Deadline for discussion of proposal and annotated bibliography (500-750 words excluding titles): to be undertaken week commencing 13 March 2017.  Senior Mentor in school/college provides formative feedback on the presentation and annotated bibliography using the UWE template.  Presentation to UWE Subject Tutor during week commencing Monday 3 April 2017. This will include reviewing the intended research proposal and undergoing the university’s ethics approval process. The intended research must meet the university’s ethical protocols on order that the trainee may begin their research on return to placement.  Submission of written evaluation of small scale, classroom-based action enquiry process on  Wednesday 31 May 2017 |
| Resubmission of the Assignment |
| Resubmission of written evaluation of small scale, classroom-based action enquiry process:  Wednesday 28 June 2017 |

Classroom-Based Enquiry Assignment Guidance for Senior Mentors

The Classroom-Based Enquiry (CBE) assignment is designed to encourage trainee teachers to see themselves as researchers in their own classrooms, continually investigating their practice to increase their effectiveness. The assignment requires trainees to plan and carry out a small-scale enquiry by introducing and evaluating the impact of an intervention in their everyday classroom practice. The theme for the enquiry will be agreed with the SM, who will provide formative feedback on the trainee’s plan to support the trainee in carrying out the enquiry.

Assessment Overview

The assignment is assessed in two parts. SMs are responsible for formative assessment of the first part - the presentation of a proposal for a small-scale classroom-based enquiry accompanied by an annotated bibliography of relevant literature that will inform the enquiry.

It is anticipated that SMs will conduct this assessment through a discussion during the weekly SM meeting with the trainee/group of trainees and (where there is a group) that trainees will have the opportunity to listen to each other present their enquiry proposals and offer peer feedback.

The **SM will provide formative feedback** on the proposal and accompanying annotated bibliography, as a result of a discussion undertaken **week commencing 13 March 2017**. Prior to the meeting the trainee completes the top four sections of the template for that discussion. During the meeting the SM provides formative comments on the proposal in the relevant section to give back to the trainee.

This part of the assignment is designed to facilitate the trainee in planning and carrying out the enquiry successfully. Trainees will carry out the enquiry process during the second half of the summer placement.

Written feedback from the SM recorded on the proposal template should make clear what the trainee needs to do in order to carry out the enquiry successfully. If the trainee has proposed an unsuitable theme for the enquiry and/or the proposal is not clear or insufficiently planned, the SM written and verbal feedback will provide evidence of this, along with clear guidance for the trainee about how to adapt and improve the proposal in order to be able to carry out the planned enquiry.

The SM might deem it necessary to have a further discussion with the trainee for the following reasons:

* the trainee is absent or does not attend on the date set by the SM
* the trainee does not submit the template and/or the annotated bibliography
* the trainee needs to significantly adapt or prepare a new proposal.

**Trainees are responsible for uploading to their e-portfolio under assignment feedback the annotated bibliography and presentation feedback.** The trainee will also carry out a discussion with their UWE Subject Tutor to include the university’s ethical approval stage when back at university during the **week commencing** **Monday 3 April 2017.**

The second part of the assignment is a written evaluation of the small scale, classroom-based action enquiry process, critically reflecting on the implementation, effectiveness and impact of the classroom intervention. Trainees are required to submit this written evaluation (3,750 words) with the proposal template (completed by trainee and SM) and annotated bibliography as appendices by **31 May 2017** for assessment by the UWE Subject Tutor.

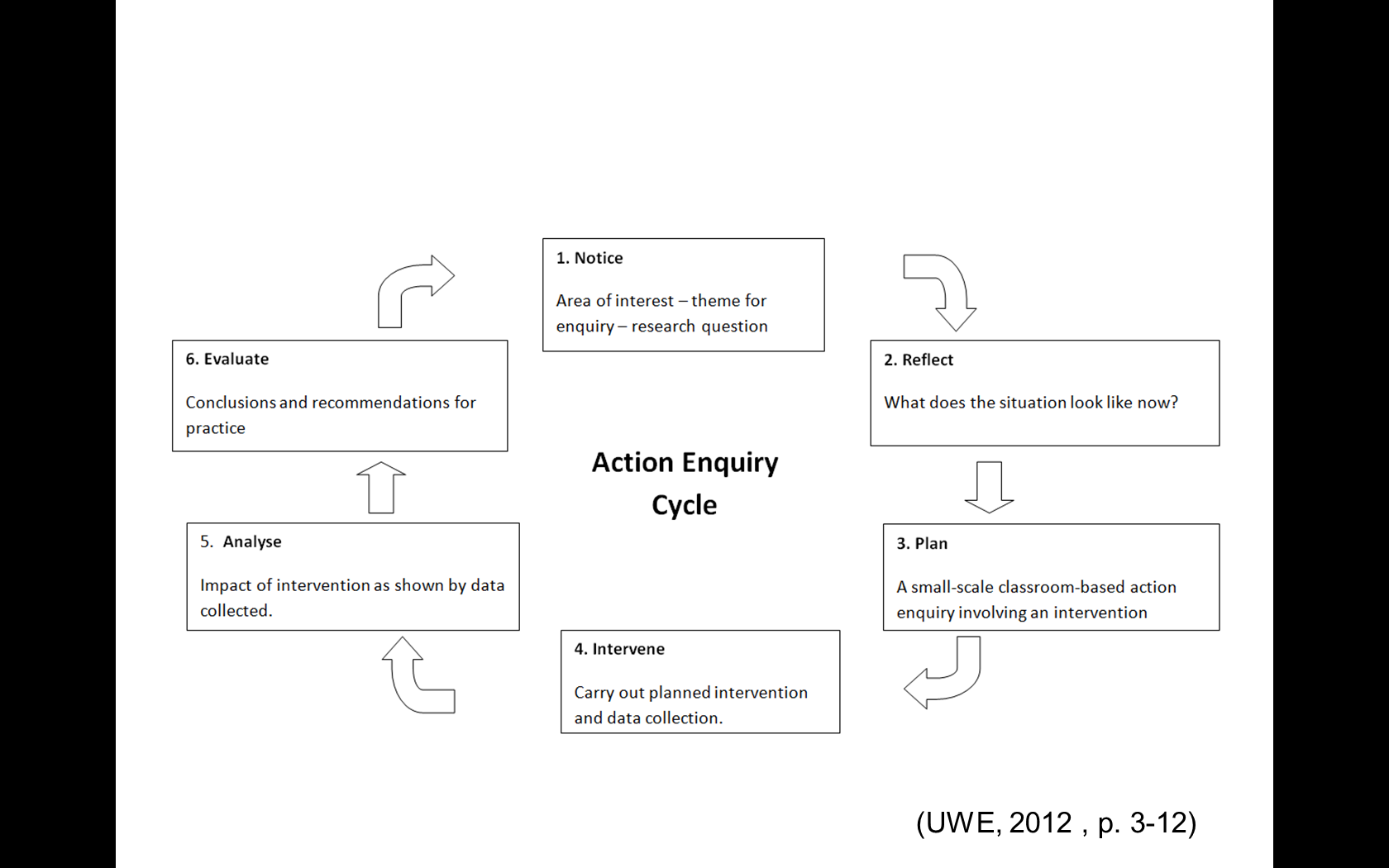
What themes could the enquiry investigate?

Trainees have been given a menu to inform their choice of theme for the enquiry. This includes i) dimensions of professional development towards meeting the Teachers’ Standards, ii) focusing on provision for the teaching and learning of particular groups of students, and iii) specific / priority areas of teaching and learning. Trainees are encouraged to seek the SM’s approval or negotiate their chosen theme.

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| Curriculum (e.g. personalisation, subject-specific approaches)  Pedagogy (e.g. personalisation, teaching and learning approaches)  Assessment (e.g. an Assessment for Learning strategy) | Provision for particular student groups:   * Gifted and Talented * Special Educational Needs/Disability (SEN/D) * English as an Additional Language (EAL) * Newly arrived students | Literacy  Numeracy  Group work  Innovative use of ICT  Behaviour management  Cross-curricular working  Learning beyond the classroom  Outdoor learning |

What is an action enquiry cycle?

An action enquiry cycle reflects one cycle of the research methodology called ‘Action Research’ (AR). This type of small scale research seeks to effect improvements rather than just describing a situation, although description is an essential part of AR. The cyclical diagram below outlines the stages that you can support the trainee with as they undertake the Classroom-Based Enquiry.



What is an annotated bibliography?

Trainees will already be familiar with how to cite references within the body of a written assignment and produce an accurate bibliography at the end.

For the CBE assignment we want trainees to produce an annotated bibliography to accompany their proposal which they will present to the SM. The bibliography should identify some key literature (books, articles, reports) that they have sourced which will inform their enquiry. This may be associated with the theme of the enquiry, the enquiry process, methods of data collection, or the planned intervention.

The annotated bibliography should be critical as well as descriptive and demonstrate that the trainee has engaged sufficiently with the literature cited in the bibliography to justify the relevance to their enquiry and make an accurate interpretation of the source.

For each book, chapter, journal or newspaper article in the bibliography, the trainee should outline the main topic of that text and how this will inform their planning and/or evaluation.

The annotated bibliography should be 500-750 words and it is the responsibility of the trainee to indicate a word count.

Exemplar Extract: Annotated Bibliography

Bartlett, S. and Leask, M. (2009) Improving your teaching: an introduction to practitioner research, reflective practice and evidence-informed practice. In. Capel, S., Leask, M. and Turner, T. eds. (2009) *Learning to Teach in the Secondary School A companion to school experience* 5th ed. London: Routledge, pp. 300-309.

The authors stress the phrase ‘evidence-informed’ practice which moves the teacher beyond reflective practitioner and encourages their use of research and data to critically reflect on their teaching. The chapter helped me to understand why practitioners often use action research. The chapter introduced the range of data collection methods available to teacher researchers and clarified for me the importance of keeping a research diary or reflective journal during the research process as a source of data. The definitions of quantitative and qualitative data (p.306) led me to realise that the latter would be the main source of evidence in my small-scale enquiry. Additionally, this chapter provided a useful table on ethical considerations which I adapted into a checklist to support my ethics statement in my proposal.

Black, P., Harrison, C., Lee. C., Marshall, B. and Wiliam, D. (2002) *Working inside the Black Box Assessment for Learning in the Classroom* London: nferNelson

This booklet was written based on research into assessment practices in six secondary schools in two local authorities and followed the Inside the Black Box (1998) publication. I found this booklet very accessible as it was aimed at classroom practitioners and presented strategies to support ‘Assessment for Learning’, for example approaches to questioning. Of particular relevance for my enquiry was the discussion about ‘open’ and ‘closed’ tasks and their relative inclusion in different subjects (p.17). In addition, the final section of the booklet reinforced for me the importance of discussion with colleagues during the implementation of new initiatives and changes in practice. This prompted me to discuss my proposed intervention with the class teacher and subject mentor.

Word count 243 words (excluding titles)

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| **Research Proposal: Classroom-Based Enquiry** | | | | | | | | | | | | | | | | |
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| Trainee | | |  | | | | | | Date | | |  | | | | |
|  | | | | | | | | | | | | | | | | |
| Theme | | |  | | | | | | Subject | | |  | | | | |
|  | | | | | | | | | | | | | | | | |
| Proposed Enquiry Question(s) | | | |  | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Proposed Intervention | | | | | | | | | | | | | | | | |
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| Ethical Considerations | | | | | | | | | | | | | | | | |
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| Data Collection Methods | | | | | | | | | | | | | | | |
| Observation | | | | | ☐ | Questionnaire | | ☐ | | | Video | | | | ☐ |
| Student Data | | | | | ☐ | Interview | | ☐ | | | Reflective Journal | | | | ☐ |
| Student Work | | | | | ☐ | Focus Group | | ☐ | | | Observation by other | | | | ☐ |
| Other: | |  | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Formative feedback on presentation of proposal *(completed by Senior Mentor)* | | | | | | | | | | | | | | Yes | No | |
| Is the enquiry question sufficiently focused? | | | | | | | | | | | | | ☐ | | ☐ | |
| Is the planned intervention appropriate and feasible? | | | | | | | | | | | | | ☐ | | ☐ | |
| Are the data collection methods appropriate and feasible? | | | | | | | | | | | | | ☐ | | ☐ | |
| Has the trainee followed appropriate ethical protocols? | | | | | | | | | | | | | ☐ | | ☐ | |
| Was an annotated bibliography of 500-750 words (excluding titles) produced? | | | | | | | | | | | | | ☐ | | ☐ | |
| Was the presentation coherent? | | | | | | | | | | | | | ☐ | | ☐ | |
| Is the action enquiry planned in sufficient detail to proceed? | | | | | | | | | | | | | ☐ | | ☐ | |
| Comments  *(please elaborate further on above and give advice to trainee about carrying out the enquiry)* | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Signed | (Senior Mentor) | | | | | | Date | | |  | | | | | | |



*Trainee to upload to PebblePad in Assignment Feedback (CBE)*

**Assessment Information**

Marking Criteria

For M Level assignments, we use the following criteria. The conceptual and contextual domains are assessed in both assignments. The SKfT assignment also assesses Subject Knowledge for Teaching, whilst the CBE assignment assesses Classroom-Based Enquiry research, instead.

|  |  |  |
| --- | --- | --- |
| Criterion | SKfT | CBE |
| ALM: Conceptual Domain (Core)  The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study. In addition, the student can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument. | ✓ | ✓ |
| CLM: Contextual Domain  The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, class, school, national and policy) influencing the area of study and is able to critically engage with the contextual significance. | ✓ | ✓ |
| DLM: Research Domain: Classroom-Based Enquiry (CBE)  The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining the research process and critically analysing and evaluating research outcomes. |  | ✓ |
| HLM: Negotiated Domain: Subject Knowledge for Teaching (SKfT)  The assignment demonstrates that the student can develop their subject specific knowledge, understanding and skills of relevance to their teaching role and critically reflect on their subject knowledge development, and use this to inform their understanding of the pedagogy of their subject. | ✓ |  |

Referencing Guide

Referencing is the technique used to direct readers of a piece of written work to the sources of information that have been used in the preparation of the written work.

If you wish to refer to something you have read, you must give a reference for this material. The University Library provides advice on managing references, see:

<http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx>

Confidentiality

Although Teaching Files are working documents, they also inevitably contribute to judgements made about professional competence. Trainees must therefore be prepared to make them available at all times, and would be well advised to ensure that they are well organised and able to be easily read. However, they are confidential between the trainee, the Subject Mentor, the SM and the University Tutors. The teaching file may be discussed or shown to others, for example an Ofsted inspector, with the trainee’s permission. They are strongly advised not to include anything in the file which could be construed as breaking the confidentiality of information which they have been given, or which could offend the sensitivities of others.

N.B. The names of schools or colleges, teachers or children, should always be kept anonymous in assignments.

Word Count Policy

The Word Count Policy is available here: <http://www1.uwe.ac.uk/aboutus/policies>. All word counts specified should be seen as an upper limit; there is no discretionary limit beyond the word count.

Assessment Offences

In order to ensure that all students are assessed fairly and equitably, it is important that markers are able to be sure it is your own work which is being assessed and that all your assessed work is done within the University rules and regulations. If a marker or invigilator believes that you have committed an assessment offence this will be reported and the allegation will have to be investigated. The University takes the committing of assessment offences very seriously. Action is always taken to investigate and follow through any such cases that are reported. The process and consequences can be found within the UWE Academic Regulations.

An assessment offence is defined by the University as ‘Passing off the work of others as one’s own including copying (reproducing or imitating), cheating, collusion (agreement to deceive, using words or ideas of colleagues or other students and passing them off as your own), plagiarism (stealing someone’s words or ideas and passing them off as your own) and other breaches of assessment or other examination regulations or procedures. Cheating, collusion and plagiarism are the use of unfair means of presenting work for assessment or of aiding another student to do so.

Plagiarism

Demonstrating that you have read a wide range of material (books, journals or other sources) in writing a piece of coursework is essential, but so is ensuring that you acknowledge that work properly through correct referencing i.e. the naming of authors/sources and the use of paraphrasing, quotation marks or indented paragraphs.

Collusion

You may be asked to work with other students on a project, in class or analysing data, it is essential that any work you hand in for assessment purposes is written up by you on an individual basis. The text and diagrams / pictures etc. you use must be your own. You must be particularly careful if you are sharing a computer with another student or passing information between yourself and others in an electronic format such as by disc or email that you do not use someone else’s words – or that they use your words.

Non-Compliance

It is important that you follow the instructions given to you by staff and adhere to the regulations of the University. For example, non-compliance could include taking unauthorised papers or items into an examination room or falsely claiming extenuating circumstances or late work.

<http://www1.uwe.ac.uk/students/academicadvice/assessments/assessmentoffences.aspx>

In addition to the academic regulations, students should pay particular attention to the IT Acceptable Use Policy as this defines what you can or cannot do for the protection of systems and of individual users.