

PGCE (QTS)

Teacher Education Programmes

Generic Student Handbook

Provider Led

Provider Led (Part Time)

School Direct PGCE (QTS)

Academic Year 2019/19

Disclaimer

We have made every effort to ensure the content of this handbook is up to date as of 18 July 2019. It may become necessary to make material changes to your programme, including changes to the modules and delivery of your programme. Such changes may be required for financial, regulatory or academic reasons including (but not limited to); industrial action, insufficient student numbers on a particular module or programme, change in government policy, withdrawal or reduction of external funding, the requirements of the quality code of the Quality Assurance Agency or a change of law. If you will be affected by such changes, Goldsmiths will endeavour to notify you as soon as possible or to publish such changes on its webpages.

We do not accept liability for the accuracy or reliability of any information contained within third party publications referred to or signposted to in this handbook.

Student Contract

You are required to enrol at the beginning of your programme of study at Goldsmiths, to re-enrol annually and to follow the relevant procedure (available upon request) if you decide to withdraw from your studies. By enrolling, you are entering into a contract with Goldsmiths. More information about your contract can be found online at www.gold.ac.uk/governance/student-contract.

Your contract is made up from many key documents provided to you either before, during or after your studies with us.

The terms and conditions provided to you with your offer letter are very important and set out some of the key terms governing our relationship with you.

Force Majeure- matters outside of our control impacting on the student contract

A key term of the contract is referred to as a 'force majeure' clause. Goldsmiths endeavours to take all reasonable steps to provide educational services including teaching, examination, assessment and other related services, set out in its prospectuses and programme literature (**'Educational Services'**). However, except where otherwise expressly stated, Goldsmiths regrets that it cannot accept liability or pay any compensation where the performance or prompt performance of its obligations to provide Educational Services is prevented or affected by 'force majeure'. 'Force majeure' means any event which Goldsmiths could not, even with all due care, foresee or avoid. Such events may include (but are not limited to) war or threat of war, riot, civil strife, terrorist activity, industrial disputes (including strike action, and actions short of strikes), natural or nuclear disaster, adverse weather conditions, interruption in power supplies or other services for any reason, fire and all similar events outside our control.

EQUALITY AND DIVERSITY POLICY
IN
THE DEPARTMENT OF EDUCATIONAL STUDIES

This statement is signed on behalf of all students and staff within the Department of Educational Studies. Everyone is expected to uphold its principles through their activities in the Department in relation to module and curriculum content, participation in meetings, and the establishment of systems, procedures, pastoral care, learning and teaching.

1. The Department values all members of staff and every student, creating an inclusive ethos and culture in which diversity is valued and human rights are respected, so that all members are enabled to achieve to their potential and contribute to the life of the Department.
It follows that no student or staff member of the Department shall be discriminated against on grounds of gender and gender identity, race, ethnic or cultural identity, national origin, religious belief, disability, status (including marital, parental or job status), age, sexual orientation, socio-economic class, or a combination of these.
2. All students and staff in the Department are entitled to the following rights:
 - To work in an environment that is free from discrimination and harassment;
 - To be treated with respect and dignity;
 - To be treated equitably, acknowledging people's different experiences, emotions, strengths and needs;
 - To be able to express informed and supported opinions, within the law, and debate these seriously and respectfully;
 - To be given support and encouragement to develop within their role in the Department.
3. The Department and its members are committed to the promotion of social justice and equality in every aspect of their work.
4. In pursuit of the above students are encouraged to make use of the opportunities provided by the Department to participate in constructive discussion about:
 - Their programme of study;
 - The learning environment;
 - Pastoral care;
 - Equality and social justice.
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Maggie Pitfield

Maggie Pitfield

Head of Department

July 2019

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A Welcome Message from the PGCE (QTS) Leadership Team

As you begin your PGCE (QTS) programme it is important to recognise that you are embarking on an exciting, challenging and rewarding journey. The programmes you are enrolling on are well established and have been designed to provide you with the knowledge, skills and understanding necessary to make the first steps in what we know will be a rewarding career.

You join the programme at Goldsmiths as we approach our 116th anniversary as a Teacher Education institution. We are proud of the history that Goldsmiths and its Teacher Education Partnership has played in the development of thousands of teachers in that time, significant numbers of whom have gone on to become innovative teachers, school leaders and academics.

The Vision and Mission of the Teacher Education Partnership

Supporting the development of Exceptional Teachers for World Class Schools

The Partnership believes that to achieve this vision and to make a difference to the life chances of young people it needs to be committed to:

- **Promoting Reflection:** to develop a strong sense of identity that is built upon a close connection between research and experience.
- **Recognising Inclusivity:** to be rights respecting and recognise and challenge the political, social, economic and cultural dimensions of practice.
- **Celebrating Creativity:** to take informed risks and use imaginative and innovative strategies to support learning.
- **Developing Confidence and Engagement:** to participate fully in steering the course of the profession locally, nationally and globally.

Over the next year we hope that you will be enriched by the experiences offered by the Teacher Education Partnership at Goldsmiths of which you are now a member. We also hope that this relationship will be one that extends well beyond your Initial Teacher Education.

I. The PGCE (QTS) Programme Handbooks and Key Information.

By enrolling, you are entering into a contract with Goldsmith. More information about your contract can be found online at <https://www.gold.ac.uk/governance/students/student-contract/> and the Goldsmiths Academic Manual which can be downloaded from <https://www.gold.ac.uk/media/docs/gam/Academic-Manual.pdf>

The information you will receive about the PGCE programme will be organised into six handbooks.

- **Generic Student Handbook** – The purpose of this handbook is to: introduce you to the Department of Educational Studies; provide an overview of the PGCE (QTS) programme; provide details of policy and processes that underpin the programmes and to signpost support that you may find of use during your Teacher Education.
- **Assessing Students on School Experience Handbook**- to support all aspects of school experience student teacher assessment and provide a tool to support you in tracking your progress.
- **Subject Handbook**– contains information specific to your subject area (Secondary). For students following primary pathways it will include details of the sessions you will receive across the curriculum. You will find these booklets on our Virtual Learning Environment (Learn.gold).
- **School Experience Handbook/s**- this contains information that will be essential for your time in school. For secondary students this will include a subject specific supplementary section. It will be supplemented with Induction and Orientation tasks.
- **Reflective Practice Record** - this is the document you will use to collate your reflections and support you in finding links between theory and practice and record progress against the Teachers' Standards.
- **Professional Development Portfolio**- this resource will support you in collating evidence of your progress against the eight Teachers' Standards.

There are other important sources of information you can access to provide further information:

Student Services: here you will find information to assist you during your time as a student at Goldsmiths. Our staff is available to offer help and support with many of the practical elements of student life. www.gold.ac.uk/student-services/.

Primary Programme Team		
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I.2 Goldsmiths Site Map



I.3 Glossary of terms used across PGCE Programmes

Term	Explanation
PGCE	Post Graduate Certificate In Education (Level 7) or Professional Certificate in Education (Level 6)
QTS	Qualified Teacher Status
Goldsmiths-Centred / Provider Led students	A student recruited by Goldsmiths and whose training is solely administered and managed by the University.
School Direct (SD) student	A student recruited by a school partner of the University. The school placement structure may differ for these students
School Direct Foundation/Standard Programme	(Secondary Only) A School direct programme which will largely follow the same training structure as Goldsmiths-centred pathway.
School Direct Enhanced Programme	This is a School direct programme with schools who provide more of the taught training Programme. This includes all Primary School Direct and some Secondary School Direct.
SPIRE	Studies and Professional Issues and Research in Education
PCM	Professional Coordinating Mentor

2. Programme Overview

2.1 Term dates

When in school Student Teachers will follow the term dates of their school. If there any issues or concerns with regards to these dates, please liaise with your University Tutor or Programme Leader.

Autumn Term Assessment Phase (AP 1)	<p>Friday 6th September 2019 to Friday 20th December 2019 (or the end of the school term)</p> <p>Reading Week for PGCE (QTS) programmes is in line with the School half term: Monday 21st October- Friday 25th October 2019</p>
Spring Term Assessment Phase 2 (AP2)	<p>Monday 6th January to Friday 3rd April 2020 (or the end of the school term)</p> <p>Reading Week for PGCE (QTS) programmes is in line with the School half term: Monday 17th February – Friday 21nd February 2020</p>
Summer Term Assessment Phase 3 (AP3)	<p>Primary Pathway: Tuesday 20rd April to 3rd July 2020 Secondary Pathway: Tuesday 20rd April to 19th June 2020</p> <p>Reading Week for PGCE (QTS) programmes is in line with the School half term: Monday 25th May to Friday 29th May 2020</p>
<ul style="list-style-type: none"> • School Direct Salaried Students usually begin when the school term starts and will continue until the end of the summer term. • Secondary PGCE students following the part-time route may continue teaching until the end of the summer term in school. <p>We reserve the right to extend these dates should we feel additional evidence is needed for progress against the standards.</p>	

2.2 Assignment final submission dates

Module	Primary	Secondary
SPIRE	Friday 10 th January 2020	Friday 10 th January 2020
Subject/ Curriculum Studies	Friday 17 th April 2020	Wednesday 22 nd April 2020

Please note that University procedures need to be followed should there been mitigating factors that prevent you from meeting these deadlines and that **no extensions to these dates will be agreed with individual tutors.**

2.3 Primary and Secondary PGCE (QTS) Programme Aims

The Goldsmiths PGCE (QTS) Programme aims to:

- Develop in students the knowledge, skills and understanding necessary to become a responsible professional who can make positive and informed contribution to education;
- Engage students in practical and theoretical enquiry as a key element in their development as teachers;
- Enable students to reflect on their personal and professional development and respond positively to change;
- Provide the experiences necessary to meet the Teachers' Standards for the award of Qualified Teacher Status.

Further information regarding the specific Knowledge and Understanding can be found on our Programme Specification Outlines which can be accessed from:

Primary: <http://www.gold.ac.uk/pgce/primary/>

Secondary: <http://www.gold.ac.uk/pgce/secondary/>

2.4 Programme Structure and Overview of Modules

All students enrolling on the PGCE (QTS) programme will study at master's level (level 7) but you will exit the programme with either:

- A **Post Graduate** Certificate in Education (QTS) which is a Level 7 qualification or
- A **Professional** Graduate Certificate in Education (QTS) which is a Level 6 qualification.

The qualification you achieve will depend upon the outcomes of your two academic assignments. All modules need to be passed to graduate with a PHCE (QTS) qualification.

The modules offered are as follows:

Module	Level	Credits
Subject/ Curriculum Studies	6 and 7	30 credits
Studies in Professional Issues and Research in Education	6 and 7	30 credits
School Experience	6	60 credits
	Total	120 credits

Module credits attained at level 7 may be used as a springboard for further master's study at Goldsmiths, University of London. Each module is summarised below, with more detail on each available in the relevant follow up section in this handbook.

3. Calendar of all PGCE Programmes

In this section you will find calendars of the year that indicate when you will be in school and when you will be at University. Please ensure that you refer to the correct calendar – they differ slightly depending on which PGCE route you follow.

3.1 Overview

The PGCE programme for all students will start as indicated above in September. The programme continues until the middle of July for Primary programme and the end of June for the Secondary programme. It is important to note that Salaried School Direct students will continue in their school after this time and students following a part-time pathway will continue into the next academic year as appropriate.

During the programme student teachers need to have sufficient time in school to enable them to demonstrate that they have met all the standards for QTS. The school based training programme has been designed to meet the requirements of the Department of Education and includes a minimum of 120 days of school experience. However, Goldsmiths reserves the right to extend time on the programme if the student needs additional time to meet these standards.

Students are strongly advised not to make arrangements (holidays, work etc.) for the period straight after the stated end point of their programme in case additional days are required.

What will my day be like?

University sessions are normally timetabled between 9am and 4pm Monday to Friday however it is important to note that across all aspects of the programme you will be expected to engage with your own professional learning outside of these hours.

When in school you will be required to show flexibility and commitment to all aspects of your practice and it is usual for student teachers to spend a lot longer in planning, preparation and assessment activities outside teaching time. The usual school day is difficult to predict but you should be prepared to be in school by 8am.

Secondary students following the two year part-time PGCE (QTS) programme attend Subject Study modules in the first year of their training and SPIRE in the second year. At the beginning of the part-time programme students meet with their University tutor to plan their individual pathway.

3.2 Primary PGCE Programme Calendar

- School Direct Lead Schools have been made aware of this calendar but School Direct students are expected to ensure that school staff they are working with directly are kept fully informed of the key dates as outlined in this booklet.
- Provider Led students must also note that from time to time they will be asked to complete enrichment activities that will involve them missing days from their main school experience. They must ensure that they communicate these dates with school staff at the start of their school experience.

If you are unsure of which calendar you need to follow please speak to the Primary Programme Leader.

Primary Provider Led Calendar 2019-20						
	Mon	Tue	Weds	Thurs	Fri	
02/09/2019					Enrolment	
09/09/2019	GS	GS	GS	GS	GS	
16/09/2019	GS	GS	GS	GS	GS	
23/09/2019	GS	GS	GS	GS	GS	
30/09/2019	GS	GS	GS	GS	GS	
07/10/2019	GS	GS	GS	S	S	
14/10/2019	S	S	S	S	S	
21/10/2019	Half term					
28/10/2019	S	S	S	S	S	
04/11/2019	S	S	S	S	S	College Reading Week
11/11/2019	S	S	S	S	S	
18/11/2019	S	S	S	S	GS	
25/11/2019	S	S	S	S	S	
02/12/2019	S	S	S	S	S	
09/12/2019	S	S	S	S	S	
16/12/2019	S (T)	S (T)	S (T)	S (T)	S (T)	SPIRE Tutorials
23/12/2019	Christmas					
30/12/2019	Christmas					
06/01/2020	GS (T)	GS (T)	GS	GS (T)	GS (T)	AP I Tutorials : SPIRE submission 10.1.20
13/01/2020	GS	GS	GS	GS	GS	
20/01/2020	GS	GS	GS	GS	GS	
27/01/2020	S	S	S	S	S	
03/02/2020	S	S	S	S	S	
10/02/2020	S	S	S	S	S	
17/02/2020	Half term					College Reading Week
24/02/2020	GS	GS	GS	GS	GS	
02/03/2020	GS	GS	GS	GS	GS	
09/03/2020	S	S	S	S	S	
16/03/2020	S	S	S	S	S	
23/03/2020	S	S	S	S	S	
30/03/2020	S	S	S	S	S	
06/04/2020	Easter					
13/04/2020	Easter					CS submission 10.4.20
20/04/2020	S (T)	S (T)	S (T)	S (T)	S (T)	AP 2 Tutorial
27/04/2020	S	S	S	S	S	
04/05/2020	S	S	S	S	BH	
11/05/2020	S	S	S	S	S	
18/05/2020	S	S	S	S	S	
25/05/2020	Half term					
01/06/2020	S	S	S	S	S	
08/06/2020	S	S	S	S	S	
15/06/2020	S	S	S	S	S	
22/06/2020	S	S	S	S	S	
29/06/2020	GS	GS	GS	GS	GS	AP 3 Tutorial

Goldsmiths: Primary School Direct Calendar 2019-20

	Mon	Tue	Weds	Thurs	Fri	
02/09/2019					Enrolment	
09/09/2019	GS	GS	GS	GS	GS	
16/09/2019	S	S	S	S	S	
23/09/2019	S	S	S	S	S	
30/09/2019	S	S	S	S	S	
07/10/2019	S	S	S	S	S	
14/10/2019	GS	GS	GS	GS	GS	
21/10/2019	Half term					
28/10/2019	GS	GS	GS	GS	GS	
04/11/2019	S	S	S	S	S	College Reading Week
11/11/2019	S	S	S	S	GS	
18/11/2019	S	S	S	S	GS	
25/11/2019	S	S	S	S	GS	
02/12/2019	S	S	S	S	GS	
09/12/2019	S	S	S	S	S	
16/12/2019	S (T)	S (T)	S (T)	S (T)	S (T)	SPIRE Tutorials
23/12/2019	Christmas					
30/12/2019	Christmas					
06/01/2020	S (T)	S (T)	S (T)	S (T)	S (T)	AP I Tutorials : SPIRE submission
13/01/2020	S	S	S	S	S	
20/01/2020	S	S	S	S	S	
27/01/2020	S	S	S	S	S	
03/02/2020	S	S	S	S	S	
10/02/2020	S	S	S	GS	GS	
17/02/2020	Half term					College Reading Week
24/02/2020	GS	GS	GS	GS	GS	
02/03/2020	GS	GS	GS	S	S	
09/03/2020	S	S	S	S	S	
16/03/2020	S	S	S	S	S	
23/03/2020	S	S	S	S	S	
30/03/2020	GS	GS	GS	GS	GS	
06/04/2020	Easter					
13/04/2020	Easter					CS submission 10.4.20
20/04/2020	S (T)	S (T)	GS	S (T)	S (T)	AP 2 Tutorial
27/04/2020	S	S	S	S	S	
04/05/2020	S	S	S	S	BH	
11/05/2020	S	S	S	S	S	
18/05/2020	S	S	S	S	S	
25/05/2020	Half term					
01/06/2020	S	S	GS	S	S	
08/06/2020	S	S	S	S	S	
15/06/2020	S	S	S	S	S	
22/06/2020	S	S	S	S	S	
29/06/2020	GS	GS (T)	GS (T)	GS (T)	GS	AP 3 Tutorial

3.3 Secondary PGCE (QTS) Programme Calendar

Provider Led students and School Direct Foundation and Standard route students attend all University sessions. Please ensure that you refer to the correct calendar – they differ slightly depending on which PGCE route you follow. If you are unsure of which calendar you need to follow please speak to your subject tutor.

- Subject Studies sessions (SS) are spent in phase and subject specific groups and largely with your group or subject tutor.
- All students (Provider Led and School Direct) following the full time route attend SPIRE sessions. Where there are SPIRE/Professional Studies and Subject Studies on the same day this has been indicated
- Professional Studies (PS) sessions will ask you to engage with relevant academic and professional literature and will enhance your experience in school.
- School Direct students following the enhanced route will attend the Professional Studies module which runs in their school cluster. These sessions may take place at a different time.

Students following the part-time route will plan their progression through the programme with their University tutor. However, part-time students are required to attend the scheduled subject studies workshops in the first year of study and the scheduled SPIRE workshops in the second year.

Secondary Provider Led / School Direct foundation and Standard routes										
	Mon		Tue		Weds		Thurs		Fri	
02/09/2019									Induction day	
09/09/2019	SS	PS	SS		SPIRE	SS	SS	SS	SS	SS
16/09/2019	SS	SPIRE	SS		SPIRE	SS*	SS	SS	SS	SS
23/09/2019	SS	SPIRE	SS		SPIRE	SS*	SS	SS	SS	SS
30/09/2019	SS	SPIRE	SS		school		school		school	
07/10/2019	SS	SPIRE	SS		school		school		school	
14/10/2019	SS	SPIRE	SS		school		school		school	
21/10/2019	Half term									
28/10/2019	school		school		school		school		SPIRE	SPIRE
04/11/2019	school		school		school		school		PS	PS
11/11/2019	school		school		school		school		SS	SS
18/11/2019	school		school		school		school		PS	PS
25/11/2019	school		school		school		school		SS	SS
02/12/2019	school		school		school		school		PS	PS
09/12/2019	school		school		school		school		SS	SS
16/12/2019	school		school		school		school		school	
23/12/2019	Christmas									
30/12/2019	Christmas									
06/01/2020	SS	SS	SS	SS	SS	SS*	school		SS	SS
13/01/2020	school		school		school		school		SS	SS
20/01/2020	school		school		school		school		SS	SS
27/01/2020	school		school		school		school		SS	SS
03/02/2020	school		school		school		school		SS	SS
10/02/2020	SS	SS	SS	SS	SS	SS*	SS	SS	school	
17/02/2020	Half term									
24/02/2020	school		school		school		school		school	
02/03/2020	school		school		school		school		school	
09/03/2020	school		school		school		school		school	
16/03/2020	school		school		school		school		school	
23/03/2020	school		school		school		school		school	
30/03/2020	school		school		School/AP2 tutorials		School/AP2 tutorials		School/AP2 tutorials	
06/04/2020	Easter									
13/04/2020	Easter									
20/04/2020	SS	SS	SS	SS	SS	SS	school		school	
27/04/2020	school		school		school		school		school	
04/05/2020	school		school		school		school		BH	
11/05/2020	school		school		school		school		school	
18/05/2020	school		school		school		school		school	
25/05/2020	Half term									
01/06/2020	school		school		school		school		school	
08/06/2020	school		school		school		school		school	
15/06/2020	SS	SS	SS	SS	SS	SS*	Prof studies	SS	SS	SS

University days: SS – subject studies, SPIRE – studies in Professional Issues and Research in Education, Prof studies – Professional studies
‘School’ indicates a school experience day

School Direct Enhanced Pathway 2019-20										
	Mon		Tue		Weds		Thurs		Fri	
02/09/2019									Induction day	
09/09/2019	SS	PS	SS		SPIRE	SS	SS	SS	SS	SS
16/09/2019	SS	SPIRE	SS		SPIRE	SS*	SS	SS	SS	SS
23/09/2019	SS	SPIRE	SS		SPIRE	SS*	SS	SS	SS	SS
30/09/2019	SS	SPIRE	SS		school		school		school	
07/10/2019	SS	SPIRE	SS		school		school		school	
14/10/2019	SS	SPIRE	SS		school		school		school	
21/10/2019	Half term									
28/10/2019	school		school		school		school		SPIRE	SPIRE
04/11/2019	school		school		school		school		school	
11/11/2019	school		school		school		school		school	
18/11/2019	school		school		school		school		school	
25/11/2019	school		school		school		school		school	
02/12/2019	school		school		school		school		school	
09/12/2019	school		school		school		school		school	
16/12/2019	school		school		school		school		school	
23/12/2019	Christmas									
30/12/2019	Christmas									
06/01/2020	SS		SS	SS	SS	SS*	school		SS	SS
13/01/2020	school		school		school		school		school	
20/01/2020	school		school		school		school		school	
27/01/2020	school		school		school		school		school	
03/02/2020	school		school		school		school		school	
10/02/2020	SS	SS	SS	SS	SS	SS*	SS	SS	school	
17/02/2020	Half term									
24/02/2020	school		school		school		school		school	
02/03/2020	school		school		school		school		school	
09/03/2020	school		school		school		school		school	
16/03/2020	school		school		school		school		school	
23/03/2020	school		school		school		school		school	
30/03/2020	school		school		School/AP2 tutorials		School/AP2 tutorials		School/AP2 tutorials	
06/04/2020	Easter									
13/04/2020	Easter									
20/04/2020	SS	SS	SS	SS	SS	SS*	school		school	
27/04/2020	school		school		school		school		school	
04/05/2020	school		school		school		school		BH	
11/05/2020	school		school		school		school		school	
18/05/2020	school		school		school		school		school	
25/05/2020	Half term									
01/06/2020	school		school		school		school		school	
08/06/2020	school		school		school		school		school	
15/06/2020	SS	SS	SS	SS	SS	SS*	Prof studies	SS	SS	SS
University days: SS – subject studies, SPIRE – studies in Professional Issues and Research in Education, Prof studies – Professional studies 'School' indicates a school experience day										

4. Overview of Modules

Module	Overview	Further information
<p>Studies in Professional Issues and Research in Education (SPIRE)</p>	<p>The programme is underpinned by the SPIRE module. This module will support your understanding of wider issues relating to teaching in an urban context.</p> <p>The SPIRE module provides an opportunity for you to:</p> <ul style="list-style-type: none"> • Demonstrate a critical and in-depth engagement with key philosophical-theoretical debates • Effectively plan and conduct an extended personal inquiry into an educational issue demonstrating sophisticated and in-depth reflective and evaluative skills related to professional practice • Demonstrate an in-depth examination of the relationship and tensions between theory and practice within the area of the inquiry • Demonstrate an understanding of the role of research in an educational context • Critically assess scholarly work relevant to your area of investigation, deconstructing key concepts and evaluating the implications for professional activity • Present a focused, coherent critical and rigorous academic essay that uses relevant and sustained research from a range of appropriate sources with correct and appropriate use of scholarly procedures. 	<p>SPIRE Primary and Secondary pages on learn.gold</p>
<p>Professional Studies</p>	<p>These sessions are designed to enable you to develop your understanding of the role of the teacher within the broad field of education.</p> <p>You will have opportunities to engage in discussion and share your reading and experiences as you examine the underlying principles and values that inform current debates about education. These sessions will support the development of your understanding of the practical application of these.</p> <p>The sessions will include input from both University tutors and teaching professionals from our partnership schools and you will be encouraged to make explicit links between theory and practice. In addition you will have the opportunity to develop key generic skills essential to classroom teaching.</p>	<p>Professional Studies pages on Learn.gold</p>

Module	Overview	Further information
<p>School Experience</p>	<p>Your school experience will allow you to develop as a reflective practitioner in a professional environment. It provides an opportunity to gain first-hand experience of teaching and to draw on the knowledge and understanding developed in other modules.</p> <p>In school, you will have the opportunity to observe and work alongside experienced teachers before taking responsibility for teaching classes on your own.</p> <p>Your school experience is divided up into 3 Assessment Phases (AP1, AP2, and AP3). At the end of each Assessment Phase a profile is completed and you need to demonstrate that you have made the required progress to move onto the next Assessment Phase.</p>	<p>School Experience Handbook/s</p> <p>Assessment of Students on School Placement</p>
<p>Secondary Subject Studies</p>	<p>In this module, you will have the opportunity to reflect on your own and observed pedagogies and relate these to different aspects of your subject. We place a strong emphasis on active and collaborative learning with many opportunities to learn from each other, to discuss and reflect with your fellow students.</p> <p>Through the Subject Studies module you will be supported to develop your critical awareness of a variety of approaches, learning strategies and innovative materials appropriate to the secondary classroom.</p>	<p>Subject Studies Handbooks</p> <p>Subject Studies Pages on learn.gold</p>
<p>Primary Curriculum Studies</p>	<p>This module, will provide opportunity for you to enhance your own understanding of Primary/Early Years education and will enable you to focus upon an area that is of specific interest to you or the schools you are working in.</p> <p>At the start of the module students will select one of the following:</p> <ul style="list-style-type: none"> • Learning Theories and Child Development (School Direct only) • Early Years Education • Modern Languages • Mathematics in Action • Modern Languages • Children’s Literature • Special Educational Needs 	<p>Curriculum Studies Pages on learn.gold</p>

5. Professional Expectations

From day one of the programme we expect our student teachers to adhere to the same professional expectations as qualified teachers. In this respect the programme is unlike most other University programmes and it is important that you understand the full implications of this requirement. If a student teacher is found to be in breach of these expectations the University may terminate their training programme and have them de-registered from the NCTL, which means an effective bar on entry to the profession.

Attendance and Punctuality

Please refer to the processes for addressing concerns with regard to attendance accessible form:

<https://goldmine.gold.ac.uk/PoliciesForms/Documents/Advice%20and%20information/Academic%20Progress%20Committee%20Flowchart.pdf>

In line with professional expectations, we require maximum attendance for all modules and school based training to fulfil the requirements for the award of PGCE with QTS.

- If you are unable to attend a timetabled session must notify the University tutor, or an appropriate member of the staff, of the reason for absence.
- If you are unable to attend during a period of School Experience or engage with any aspect of School Experience, you **must** follow the procedures of the school, as well as inform your University tutor, of the reason for absence.

Should there be concerns with regards to your attendance either in school, or at University:

- If we have concerns about your attendance or punctuality this will be raised as a cause for concern in writing (Letter 1) and a meeting will be held to discuss the best way forward. You will be required to make up the time you have missed.
- Should your attendance or punctuality still give cause for concern, a serious notice of this concern will be issued to you in writing (Letter 2) and a meeting will be held to discuss the ongoing issues. You may be placed on probation as a result of this meeting.
- If, following these steps there continues to be of concern, you will be placed upon probation (Probation letter sent), this may result in you being referred to the Academic Progress committee.

Concerns with attendance in school may result in your placement being terminated by the school.

If you do not attend any part of the course without appropriate cause, the Head of ITE may, after due consultation, present the case to Student Services to consider terminating your status as a student. In the case of School Direct students, the Head of ITE will contact the lead and partner school to explain why training is being withdrawn.

Working with others

It is also important that you develop a professional manner in relation to your work with others on the programme and staff in the University, in schools, local authorities and other institutions. The Teachers' Standards (TS8 and Part 2) relate directly to your ability to work with others, take advice from others and fulfil the professional responsibilities of a teacher in the workplace. In practice this means:

- Taking responsibility for your own actions, including seeking advice when needed – not finding reasons to explain away a failure to tackle something, or waiting to be asked if you need help;
- Taking responsibility or helping to forge effective training relationships – not ignoring problems or concerns;
- Liaising with all colleagues in a respectful and polite way – not issuing orders to technicians or support staff;
- Demonstrating positive engagement with advice from mentors, University tutors, and other colleagues who offer you feedback on your teaching and other aspects of your training.

It should be noted that where schools have concerns with your ability to form and sustain effective relationships with staff it could result in a placement being terminated.

Netiquette

It is important to remember that emails and comments on websites exist long after you have sent them, they might be read by many people and will create an impression of you as a student teacher. You must remember that, apart from the general guidance about being polite and reasonable in electronic communications, communications this year could be read by people who also have a role in assessing you against the Teachers' Standard for professionalism.

Please adhere to these very basic guidelines:

- Do not post anything online or in an email that you wouldn't be prepared to say face to face to the reader(s)
- Do not add anything to any website that you wouldn't be prepared to leave on your desk – it's easy for people to forward comments to others, to read comments not intended for them etc.
- Remember people cannot see your facial expressions or hear your tone of voice in an electronic communication. Before you send an email or submit a comment to a discussion area make sure you have checked it through and that it cannot be misinterpreted.
- Never write anything that does not adhere to the general rules of professional etiquette. This means you should not discuss third parties in a way that may lead someone to identify them and you should not disclose information that is confidential or sensitive.
- Think about when it is appropriate to use a University online discussion area (which will be read by many people including staff), and when you might be best advised to save comments for informal conversations with your fellow students.
- Do not assume that emails will be read or responded to immediately.
- You are fully responsible for your online footprint, if you have concerns regarding this please talk to your University tutor as soon as possible. You should ensure all your social media accounts are private.
- Be aware that browsers such as Chrome will try to automatically connect across devices. School internet is monitored and you should take care that you do not have multiple tabs open on your browser.

Young people and the Internet

It is inappropriate to engage with school students you are teaching on Facebook or other similar social networking site or to communicate with them via your personal email (some schools do use email submission for work and you should check the rules about this carefully). You are advised neither to sign up students in school as contacts on such websites nor to accept such invitations from them. You should also think carefully about whether it is appropriate to establish such contact with colleagues in school – remember you must manage a professional relationship with these colleagues.

When using the Internet as a teaching resource and when giving young people access to computers as part of your teaching you should be aware of the school's policy on the use of the Internet. You should be aware of the range of risks that have been identified in relation to young people using the Internet, for example:

- Being groomed by adults
- Cyber-bullying
- Accessing pornographic, violent, racist or other unacceptable material
- Accessing misleading advice or inaccurate information
- Being subject to advertising or persuasion by others

Children can also be perpetrators, and as a teacher you should guard against creating opportunities for students to:

- Bully others
- Upload inappropriate material
- Download illegal material or file share illegally
- Provide misleading advice

Professional attire in the workplace

Schools generally will have a dress code for all teachers and you are expected to conform to this. There may well be variations on the dress code in certain subject areas where there is a practical dimension to teaching (e.g. Early Years, PE, Art and Design, Design and Technology, Science). In some cases the code might extend to aspects such as removing certain types of piercing or hiding tattoos.

If you are in doubt about what is acceptable or not, or where there may be issues around religious observance it is important that you raise these with the Mentor or Professional Co-ordinating Mentor (PCM) at the school and with your tutor and, where appropriate your School Direct lead school as soon as possible.

A failure to adhere to the professional expectations of a school outlined above may lead to a notice of concern and ultimately a failure on school experience.

Communication with Goldsmiths

You are advised to read the Student Charter which sets out the standards of service that the University aims to provide. It also sets out what the University expects of you. The quality of service that we believe you are entitled to expect is, therefore, balanced with responsibilities placed on you as a student. Both are intended to ensure that you gain maximum benefit from your time with us.

Goldsmiths will communicate with you in a variety of ways. Formal correspondence, which includes information on enrolment, fees, and assessments, will be sent to you by letter. This means that it's very important that you provide us with your up to date contact information. Please ensure that any changes to your term-time or home address or telephone details are kept up-to-date on your MyGoldsmiths account. You can check and update the details on your account by logging in.

It is very common for us to contact you by email and you are advised to check your Goldsmiths email account regularly.

Joining a Union

We strongly advise all student teachers to become a student member of a teacher union. Information about the different teaching unions is available during the induction week. Membership of all the three major unions is usually free during the training year.

Data Protection

We have a duty of care to ensure that your data is kept securely in line with the requirements of data protection legislation. In addition to the data held by central college the department will hold the following for the stated legitimate reasons.

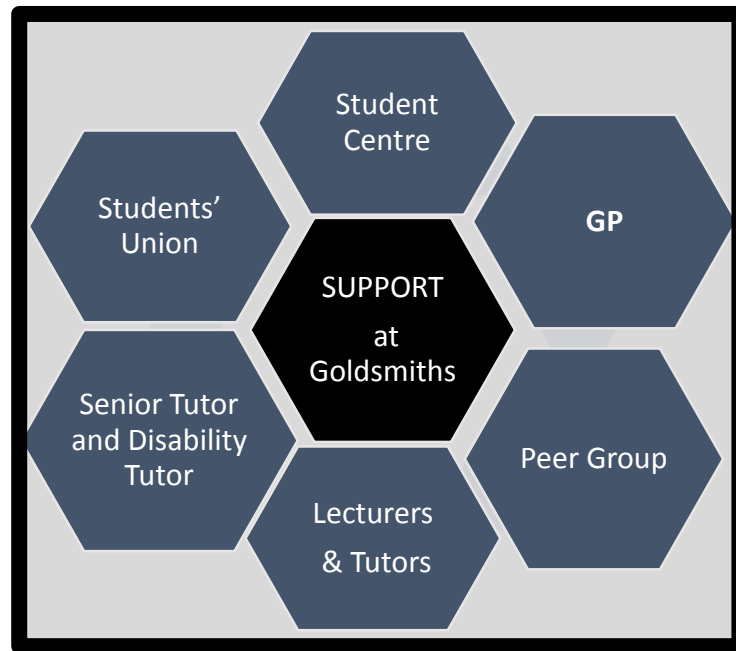
Data Held	Purpose	Length of time held after completion of the programme
Contact Information and Employing School Destination Information	<ul style="list-style-type: none">• For maintaining contact and locating suitable school placements• For tracking into NQT year• To share with regulatory body	5 years
Outcomes data	<ul style="list-style-type: none">• To share with regulatory body• To inform Self Evaluation planning• To track and provide relevant intervention• For purposes of moderation	5 years
Induction Year Profile	<ul style="list-style-type: none">• To share with Regulatory Body• For training purposes for staff	5 years
Notifications of Concern and Notifications of serious concerns	<ul style="list-style-type: none">• To track and provide relevant intervention	5 years
Assignments and Assignment feedback	<ul style="list-style-type: none">• For purposes of moderation	2 years
Student Teacher References	<ul style="list-style-type: none">• To share with employers upon request	5 years

6. Supporting Your Mental Health Wellbeing

The PGCE is an intensive programme. During the nine months that you are with us you will experience a range of emotions.

You might feel euphoric at the start and then begin to feel overwhelmed - a bit like an emotional rollercoaster. You will experience times when you think: “Yes *I can do this*,” and moments when you think; “*I can’t do this, I want to give up*.” In our experience feeling like this is not uncommon.

At Goldsmiths there is a variety of support within the department of Educational Studies and within the main university- see diagram below:



Goldsmiths has subscribed to an **online self help programme** called SilverCloud. It is a free online self-help programmes you can complete in your own time to support you with stress, anxiety and depression. <https://www.gold.ac.uk/students/wellbeing/silvercloud/>

The **Student Centre** can help with all aspects of being a student at Goldsmiths. It is based in RHB 117, Richard Hoggart Building. You can call them on: 020 7919 7050 or you can email them: studentcentre@gold.ac.uk.

The **wellbeing service** is housed there. They offer a drop-in service. They offer support for personal issues affecting study, mental health difficulties, extenuating circumstances, counselling, goal setting and planning, signposting and referrals. <https://www.gold.ac.uk/students/wellbeing/>

All students are allocated a **personal tutor**. In addition to a personal tutor there is a Senior Tutor- a role which I hold. I have overall responsibility for the pastoral care of all the PGCE students. I work alongside your personal tutors and heads of programme to support you.

Your personal support network?

Who do you call on when you need support? Think about your family, friends and wider community. They are all going to be important for you during your PGCE year. They can be there when you need a boost. They can be there when you need feeding. They will be there to make sure you look after yourself. Don't underplay their importance. So start building that community of support now.

Recognising when you might need support

1. You stop wanting to wash and attend to your hygiene needs.
2. You become more aggressive and angrier with everyone.
3. You start to behave uncharacteristically.
4. You find it hard to concentrate and/or sleep.
5. You become withdrawn, tearful or moody
6. You start to abuse substances such as alcohol, drugs, food etc.
7. You constantly seek reassurance from friends, tutors or family.
8. Your personal relationships start to breakdown
9. People comment on the fact that you speak hurriedly, and they ask you to slow down
10. You appear unfocussed and start to miss deadlines.

Remember:

- It is 'normal' to feel a bit anxious- you are about to embark on a new career trajectory.
- It is okay to make mistakes and not be perfect
- Do ask for support if you need it

AND

Take time for yourself.

During the induction week I will introduce you to some strategies to support you with managing the times when you start to feel vulnerable. Look out for the ANTs and CATs! I look forward to meeting you all in September.



Sue Dixon, Head of Teacher Education (CPD) <https://www.gold.ac.uk/educational-studies/staff/dixon/>

7. Formative and Summative Assessment

To be awarded either a Post-Graduate or Professional Certificate in Education (PGCE) and for a recommendation for the award of QTS, you must satisfy the Board of Examiners that you have reached a satisfactory standard in all parts of the PGCE programme, including the standards specified by the Department for Education.

It is important that you engage with the Student Assessment Regulations which will provide further information relating to all aspects of assessment. These can be accessed from

<http://www.gold.ac.uk/governance/assessmentregulations/>

7.1 Overview of Assessment

Formative assessment	Summative Assessment
<p>This will be carried out at Goldsmiths during seminars, audits, peer/ self-assessed presentations, group activities and Directed Activities, to aid progression</p> <p>Formative assessment will be carried out by your Mentor, University Tutor and other stakeholders during School Experiences.</p>	<p style="text-align: center;">SPIRE (4,000 to 5000 words or equivalent)</p> <p>This piece of work is designed to engage you in a critical study of theory, classroom and school-based practice around key educational issue/s.</p>
	<p style="text-align: center;">Curriculum/Subject Studies (4,000 to 5000 words or equivalent assignment.)</p> <p>This piece of work is designed to engage you in a critical study into the nature of your subject or area of enhancement. You will be expected to discuss and link theoretical and practical educational issues</p>

The assessments for all modules are compulsory and no final award or recommendation will be made where there are incomplete marks received.

Professional Development Portfolio (PDP)

You are required to keep a Professional Development Portfolio through the programme. This will be the document that is used to assess whether you have gathered sufficient evidence across all of the Teachers' Standards to be recommended for Qualified Teacher Status.

The PDP includes information and documentation regarding all aspects of your programme and this builds through the course of your training. In some subject areas students maintain their PDP on Mahara.

A full list of the contents is available on the PDP section on learn.gold

7.2 Academic Assessments

7.2.1 Electronic Submission of Assignments

All students are asked to submit their assignments electronically via the relevant portal on learn.gold

Please ensure that you:

- complete the cover page found in the relevant section of learn.gold;
- Paste your assignment into the template;
- Make sure that you insert your student number in the header section;
- Save the file as your student number question number e.g. 33123490 and the theme of your assignment.
- Ensure that this file can be opened by your tutor using MS word (save in rtf or doc format)
- Upload your assignment template via the relevant icon.

7.2.2 Written Assignment Guidance

Before submitting your assignment you must check the following:

- Your assignment is written in Standard English;
- It has been proof-read beforehand for spelling and grammatical errors. Using a spell checker on the computer is not enough and can be unreliable;
- It should be written in continuous prose (not note form).
- Clarity of expression is an important aspect of the presentation.

Note: direct quotations are **not** considered part of the word count.

Presentation Guide

- All assignments require a cover page.
- The requirements for the title page are: student teacher's name, title of programme, title of assignment, subject tutor's name, date the assignment is due, date submitted.
- Typed assignments should be double spacing. Long quotations (over two lines) should be typed in single spacing and indented.
- Leave a space between paragraphs. Indentation of paragraphs is not required
- A margin (approx 4 cm) is required on the left-hand side of each page, with at least 2 cm on all other edges. Arial size 11, plain type is the required font.
- Type or write on one side of the paper only.
- Clearly and correctly compile and format the Reference List on a separate page.
- Number the pages of the assignment in the bottom right corner, except the Cover Page and ensure that your student number is on every page.
- You should include your student number on every page of the assignment.
- Information about Harvard referencing can be found on learn.gold

7.2.3 Extension/Late Submissions Requests

Students who are unable to meet a submission deadline may be able to apply for extenuating circumstances to be taken into account, if their circumstances meet the criteria. These criteria relate to serious illness, bereavement and other unavoidable and significant problems. For a full list of the circumstances that are likely to be accepted, see the Extenuating Circumstances section of learn.gold.

If you think that you meet the criteria, you may apply for extenuating circumstances to be taken into account. You should download the **Application Form** and submit it with the required evidence within five working days of the submission.

University regulations state that work submitted after this time, where mitigation is not accepted will be marked 0%. **A non- submission grade means that an assignment has not been handed in at all. This counts as a non-valid attempt.**

Students with a disability may have been granted an assessment reasonable adjustment support agreement (RASA) that allows them to apply for a short term deferral if their managed long term condition is worse at the time a submission is due. Students who are entitled to deadline adjustments through a Reasonable Adjustment Support Agreement (RASA) should download the *Deadline Adjustment Request form* from the *Educational Studies Deadline Adjustment Requests* page and upload it via the appropriate Submission Portal.

These students should also contact the department's Senior Tutor (see below) to discuss and agree an adjusted deadline:

Sue Dixon (s.j.dixon@gold.ac.uk)

Please note that if you feel that you are unable to meet a deadline due to ongoing condition please contact the senior tutor as soon possible.

Students experiencing personal difficulty may find it helpful to contact the Student Wellbeing team - further information about the services they provide can be found on the Student Wellbeing webpage or they can be contacted direct by email wellbeing@gold.ac.uk

Feedback and annotated copies of assignment will also be returned on the same portal as submissions on the date advertised.

7.2.4 Resubmission of work that does not meet the criteria

- If your work has not met the criteria for M level at the first attempt you will need to resubmit.
- If after a second attempt your work has not met the criteria for M level it will be remarked using the H level criteria and a pass or fail grade will be indicated.
- It is college regulations that all resubmitted work will be capped at 50%.

7.2.5 Plagiarism

You are reminded that all work submitted as part of the requirements for any examination of the University of London must be expressed in your own words and incorporate your own ideas and judgments.

Plagiarism is the presentation of another person's thoughts or words as though they were your own. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form.

Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgments, you must refer to that person in your text, and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your tutor if you are in any doubt about what is permissible.

7.2.6 Generic Level 7 (master's level) grading criteria

80-100%

You show evidence of outstanding relevant reading and highly advanced grasp of current major issues in the field. This knowledge has been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence demonstrate highly sophisticated reasoning and are exceptionally clear, well-focused and cogent, considered to be of quality suitable for publication. You have demonstrated that you have achieved the specific learning outcomes of the module to an exceptional level. The work is very well written with accurate and appropriate referencing.

70-70%

You show evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge has been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence demonstrate sophisticated reasoning and are clear, well focused and cogent. You have demonstrated that you have achieved the specific learning outcomes of the module to an excellent level. The work is very well written with accurate and appropriate referencing.

60-69%

You show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. You demonstrate an ability to relate this reading to your particular educational field and you have clearly understood and assimilated the relevant literature. You have demonstrated that they have achieved the specific learning outcomes of the module to a very good extent. The work is well written with accurate and appropriate referencing.

50-59%

You show clear evidence of knowledge and understanding but there may be little development of ideas, critical comment or methodology. There is reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that you have grasped fundamental concepts and procedures in the field. You have demonstrated that you have achieved the specific learning outcomes on the module adequately. The work is well written with accurate and appropriate referencing.

30-49% (fail)

You have not demonstrated to a satisfactory extent that you have read and understood the essential texts of the module. There are weak and inaccurate answers to questions. There is confusion and incoherence and unfocused comment on the literature. You have demonstrated that you have not achieved the specific learning M Level outcomes for the module adequately. The work is written to a satisfactory level with accurate and mostly appropriate referencing.

10-29% (bad fail)

A bad fail represents a significant overall failure to achieve the module learning outcomes, reading is limited or restricted to non-academic texts and key concepts are inadequately discussed.

1-9% (very bad fail)

A very bad fail indicates a submission that does not attempt to address the module learning outcomes. It shall be deemed a non-valid attempt.

0%

Failure to submit or a plagiarised assessment.

7.2.7 Generic Level 6 (honours level) grading criteria

Pass

You show some evidence of knowledge with some development of ideas and a degree of analysis. There is evidence of an understanding of key concepts and procedures and the appropriate use of methodology. There is reference to relevant reading, though not necessarily extensive. You have demonstrated that you have achieved the specific H level learning outcomes of the module. The work is written to a satisfactory level with accurate and mostly appropriate referencing.

Fail

There is limited evidence of knowledge and understanding with little or no development of ideas or analysis. You show limited understanding of key concepts and procedures and/or inappropriate use of methodology. There is inadequate or no reference to relevant reading. You have not met the learning outcomes of the module adequately. The work is sometimes lacking clarity of written style and/or incorrect scholarly procedures.

7.3 Assessment on School Experience

A grade against each of the Teachers' Standards will be agreed with you at three assessment points across the year.

Assessment Phase 1	End of the Autumn term
Assessment Phase 2	End of the Spring term
Assessment Phase 3	End of the Summer term

Note: Secondary students following the part-time route will complete the assessment phases at dates agreed with their University tutor.

At each point you will be asked to reflect upon your progress against each of the Teachers' Standards and you will be required to liaise with mentors and tutors to allocate a grade for your overall experience in school to that point. To proceed to the next Assessment Phase you must display minimum engagement with the grade descriptors for the Teachers' Standards which can be found in the Assessing Students on Placement booklet.

You will be formatively assessed on an ongoing basis through regular observations by University Tutors and school mentors. Targets will be set for your own professional development and we ask that you take an active role in this process.

Unsuitability to Commence Practice

- Any alleged case of unsuitability for the commencement of School Experience and other school based work shall, in the first instance, be dealt with promptly by discussion between the student and the relevant tutor, referring to the Head of Initial teacher Education (ITE) if either the staff member or the student deem it necessary to do so. A written record of the discussion will be made
- If the Head of ITE believes the student is still not ready to commence his / her School Experience, then he / she shall write formally to the student, outlining the reasons for the concern about the student's progress, with a copy being sent to the Senior Tutor of the Department of Education of Goldsmiths College. The student will then be normally be given two weeks to address any such issues
- This shall be followed, if necessary, by a letter (issued by the Head of Department, not less than two weeks after the letter from the Head of ITE) to notify the student of a recommendation to the Student Review Committee (the Committee) that the student be dismissed from the programme.
- If such notification is given, the Committee shall convene without delay and, in consultation with the Head of ITE and the Head of the Department, shall either permanently dismiss the student from the College or decide that the student shall be permitted to continue with the programme. A student whose permanent dismissal has been decided shall have the right of appeal, but may not continue on his or her school experience until and unless the appeal is upheld.
- Notification of the decision shall be sent to the Head of Enrolments and Records who shall, if necessary, act thereon.

7.3.1 Not Making Expected Progress on School Experience

The Notification of Concern process

If your progress does not meet the expected standards for a student teacher, **in most circumstances**, you will be given a formal warning that you are not making the required progress for this stage in the programme in writing this is referred to as a Notice of Concern (Not Making Required Progress). Targets will then be set and agreed with you and you will be given an opportunity to demonstrate progress toward these in a set time frame which will be no less than 5 working days.

If it is felt that you have made sufficient progress with these targets within this time frame you will proceed with your practice. However, if it is felt that there is limited evidence of sufficient progress against the targets within the time frame a Notice of Serious Concern will be issued. This is a written notification of the concern that reviews in more detail the targets and outlines how they need to be demonstrated. A time frame of no less than 5 working days will be set for you to show progress against these targets. A copy of the NOSC will be given to you, your mentor/s; the PGCE Programme Leaders and the Moderating tutor from the University. Where applicable it may also be shared with a representative from the School Direct Lead School.

Please make sure that you are clear about the targets set in both the Notification of concerns and the Notification of Serious concerns and how you will be expected to approach them.

Once the NOSC is issued a Moderating Tutor from Goldsmiths will contact you and your mentor to arrange to assess your progress. They will outline in this communication how they will assess the targets and the evidence they will need to see. Please let them know in advance of any mitigating factors that they need to take into consideration before the NOSC Moderation.

There are two possible outcomes of the NOSC Moderation Visit:

1. If targets are met, the school experience will continue but note that the content of the Notice of Serious Concern will continue to be monitored.
2. If the NOSC targets are felt not to have been addressed at a sufficient level you will be informed the end of the moderating visit. **The school placement will be ended at that point.**

Should this be the case, you will then be required to meet with either the Programme Leader or Head of Teacher Education who will discuss with you the outcome of the NOSC. They will also liaise with key staff and consider any mitigation presented.

What happens following this?

A Progression Panel, held in the spring and summer terms will review all cases of failure on a School Experience module. You will be invited to submit a formal written representation to the Chair of this panel. This should be limited to two sides of A4 and should cover:

- Mitigating factors encountered during school experience; such factors should be supported by independent evidence; and/or
- Procedural defects (e.g. inadequate training provision in school, lack of supervision, failure to follow procedures).

This board will consider and confirm grades for all students as well as, in the case of placement issues, studying evidence to establish whether there are exceptional circumstances that deem that a reassessment opportunity should be offered.

Where there is evidence of exceptional circumstances, the student may be allowed to re-sit the School Experience module, this may be in the next academic session. In the case of School Direct Salaried students, this opportunity may only be granted where the partner school is agreeable to the arrangement and where funding by the partner school or the student is guaranteed.

Conditions may be set that must be fulfilled prior to the commencement of the retake e.g. health checks, completion of relevant tasks / assignments, new DBS checks etc. Students will generally be required to pay all additional charges for the re-registration module, including costs of supervision, assessment and payments to the placement school. In exceptional cases some charges may be waived.

There shall be no further reassessment if a student fails the re-sit of a School Experience.

The availability of a retake opportunity depends upon the availability of a suitable placement. The University will make reasonable efforts to offer and organise a re-sit placement in a timely manner. Where a student declines a re-sit placement offered to them, the offer will be withdrawn and a fail grade recorded for the School experience module.

7.3.2 The Termination of a School Placement

In certain circumstances schools may no longer feel that they can support the student teacher to make the required progress. This might be due to a range of reasons including but are not limited to:

- staffing changes;
- the specific requirements of individual students;
- breakdown in the relationships between mentor and student or
- serious professional concerns relating to Child Protection.

If this is the case it may result in the School Placement being terminated without following the steps listed above for failing a placement. Should this rare situation occur, the school will inform the student and will inform Goldsmiths in writing outlining the reasons for the termination of the placement.

Once this communication is received, it will be forwarded to you and you will be then be called into Goldsmiths to meet with either the Programme Leader or Head of Teacher Education. This meeting is to find out further details about why the placement was terminated and is the initial opportunity for you to present your perspective of the situation. You may bring a friend, family member or representative from the Student Union into this meeting.

The outcome of this meeting and subsequent investigation could lead to the following recommendations being made:

- The recommendation of a new school to complete or retake the assessment phase;
- Progress to be referred to the progression panel for further consideration or
- In the most severe cases, it could lead to the start of the process of dismissal from programme.

If your situation is recommended for further consideration of the Phase Progression Panel you will be required to present an overview of your perspective to share with the chair of the panel. This written overview should be no more than two sides of A4. (see the notes above regarding the Progression Panel).

7.3.1 Transition to NQT Year

The University provides an Induction Year Profile (IYP) for you to complete at the end of your final school placement. This will be completed with your school mentor and University tutor. This document enables you to summarise your areas of strength and particular aspects of teaching you have enjoyed, as well as areas you may need support with during your NQT year. The document also provides information for the University about your first appointment.

Towards the end of AP3 you start to complete the IYP in discussion with your school mentor. There is also a transition day when you are able to visit the school where you will undertake your NQT year. You may use this opportunity to discuss your induction year targets. The IYP is uploaded to learn.gold and discussed with their University tutor in the final tutorial.

The University is required to maintain contact with trainees and track their progress during the first few years of teaching. Goldsmiths has long history of maintaining contact with trainees through the alumni association as well as the many professional development courses and Masters programmes. The IYP strengthens the contact we maintain with our students.

8. What if things do not go to plan?

8.1 Programme Interruption, Withdrawal and Dismissal

It may be that you are considering withdrawing or interrupting your studies, if this is the case you must urgently meet with one of the following:

- Your Subject Tutor
- Alison Griffiths (Head of Teacher Education)
- Sue Dixon (Head of Teacher Education: Senior Tutor)
- Una Coyne (Primary PGCE Programme Leader)
- Liz Morrison (Secondary PGCE Programme Leader)

It may be that you are unable to undertake all the requirements of the course, if this is the case you will be required to attend a review meeting with the Programme Leader and/or the Head of Teacher Education. The purpose of this meeting will be to understand the issues you are facing and to agree, where possible, a course of action to be followed.

8.1.1. Interruption

The meeting may lead to you requesting, or being required to, interrupt your studies for an appropriate period of time to be determined by the Head of Teacher Education and/or Programme Leader and, where applicable, the School Direct partnership.

If you are given the opportunity to interrupt it is your responsibility to find out about the financial/visa implications. Information about this can be obtained from Student Services. You must ensure that you follow the guidance provided by the University.

Except in exceptional circumstances, students are not permitted to interrupt in their final term of study.

You may only re-commence your studies and school-based training when the Programme Leader, Head of Teacher Education and, where applicable, the School Direct Lead school are satisfied that any issues that caused the interruption have been resolved satisfactorily.

Note that any return to the programme will be dependent upon a suitable school-experience placement being approved by the University. **Where a student declines a suitable placement offered to them, the placement offer will be withdrawn and a fail grade will be recorded for the School Experience module.**

Interruptions of study for School Direct Salaried students are handled differently. An interruption for these students is only possible where the School Direct partnership agrees to the interruption and where the student interrupts from all aspects of study for an agreed period of time. The process outlined above shall then be followed once the student is in a position to resume their studies.

8.1.2 Withdrawal

If you are considering withdrawing from the programme you must make an appointment as soon as possible to see one of the following:

- Alison Griffiths (Head of Teacher Education)
- Sue Dixon (Head of Teacher Education: Senior Tutor)
- Una Coyne (Primary PGCE Programme Leader)
- Liz Morrison (Secondary PGCE Programme Leader)

Students are entitled to withdraw from the Programme at any point. If you decide to withdraw from the programme the relevant withdrawal form must be completed and returned to the department. You will be signposted to this during the meeting with the staff listed above and will be guided as to your next steps in relation to the processing of your withdrawal. You will need to discuss any financial/visa

implications with the Student Services to ensure you are fully informed of the implications of your withdrawal.

8.1.3 Dismissal

Goldsmiths reserves the right at any time to dismiss from the programme any student teacher whose progress or conduct raises serious concerns about their suitability for teaching. Dismissal would normally be preceded by adequate written warnings, with targets set and monitored.

9. Accessing Student Services

For all Matters relation to Students services please refer to the following website:

<http://www.gold.ac.uk/students/>

Advice

Student Services offers an advice service for UK, EU and international students. The student advisers provide confidential advice, information and guidance to all students on general welfare issues including debt and money management, housing benefits and well-being and personal safety. Advice is also offered to international students in immigration matters in accordance with the OISC code of standards.

Assessments

The Assessments Office is responsible for the maintenance of assessment data and management of the assessments, progression and completion process.

This requires co-ordination of all assessment arrangements including:-

- Production of examination timetables
- Provision of agreed reasonable adjustments for assessment of students with a disability
- Liaison regarding intercollegiate assessment arrangements
- Central submission of Programme work
- Arrangements for late summer retakes
- Printing of examination papers
- All processes relating to written examination arrangements and all aspects of the results process.

In addition, the Assessments Office is require to liaise with academic departments on examination policy and examination irregularities and provides training to departments for the results process

Chaplaincy

The Chaplains welcome anyone who wants someone to talk to, or just be with, regardless of how small or big your issue or feelings may seem to you. The Multi-Faith Prayer Room is available for everyone for quiet and prayer.

Counselling

The Counselling Service provides students with a supportive, non-judgmental and confidential environment in which to explore nay emotional, psychological or study problems they may be encountering.

Disability Support

The Disability Team are based within Student Services. The Disability Team is there to support and advise you if you are facing (or potentially facing) disabling barrier.

Enrolment, Records and Archives

The Enrolments and Records Office is responsible for the planning, co-ordination and execution of all aspects of the enrolment process at the start of the session. The Office is responsible for the collection and maintenance of all curriculum and student data held in both the Student Records System and the Student Archive, and is responsible for examination of research degrees (MPhil/PhD). The Office is able to respond to staff, student or alumni enquiries with regards student status, council tax, banking, travel discounts, and visa applications. Confirmation of studies and/or award are available on request. The Archives Office is able to provide additional copies of transcripts or confirmation of award to alumni (subject to payment of the appropriate fee). See Transcripts and Archives.

Fees

The Fees Office is responsible for the collection of student tuition fee payments, advising students on Student Finance Direct (England) assessment issues, assessing students fee status (i.e. eligibility for home/EU or overseas fees), the distribution of Student Loan Company payments and administering the Goldsmiths Bursary scheme. The office also administers USA, Canadian and other overseas loans student loans and career development loans. The fees office gives general advice to students and University staff on all matters relating to tuition fees and funding.

Student Funding

The Student Funding Team provides both current and prospective students with information and guidance on student funding. In giving information and guidance the Team aims to equip students to make decisions about their progression on programme.

10. Monitoring and Quality Assurance

We believe that the monitoring of the PGCE Programme must be a constant, ongoing process if the high quality of our training is to be maintained and enhanced. Establishing rigorous and consistent Quality Assurance procedures is not only an Ofsted but also a Goldsmiths requirement. Our MQA procedures are designed to address the evaluation of the quality of the PGCE programme, monitoring consistency across the subjects and age phases and feeding to improvement planning.

Monitoring of the programme is facilitated through:

- Partnership strategic and steering groups;
- Programme meetings;
- Informal and formal feedback from student teachers and subject mentors;
- Partnership meetings: Subject Mentors, Professional Co-ordinating Mentors.

Evidence to support improvement planning is gained through:

- External examiners reports;
- Student programme evaluations and meetings of the Staff Student Consultative Committee;
- Subject mentors' evaluation at the end of the programme;
- Analysis of online questionnaires;
- Ofsted inspections;
- External data, eg. Performance profiles that will enable benchmarking of certain aspects of performance, analysis and comparison with other providers. These sources include data on: gender; age; ethnicity; disability; qualifications, pass/fail/withdrawn rates, employment and data on the destinations of NQTs.

University tutors are responsible for collecting and reporting the evidence relating to their subject/ age phase, summarising the main issues for their subject's development and the incorporation of these into a development plan.

The Head of Teacher Education is responsible for collecting evidence that relates to the programme as a whole, identifying issues of generic concern from subject specific evidence and action plans for and summarising the main issues for Programme development and for incorporating these into an annual Self Evaluation Document.

The Staff Student Consultative Committee (SSC)

The SSC consists of student teacher representatives from each of the subject areas/primary teaching groups and members of departmental academic staff. The Committee meets twice during the Programme. It has two main functions:

- To act as a forum for discussion of the overall programme, as a channel for feedback, and to provide students an opportunity to make suggestions about the content and organisation of the programme and the partnership with Schools.
- To act as the means of monitoring by student teachers and managing the gathering of student teachers' experiences and evaluations of the Programme.

If you would like to act as representative for your subject/ teaching group on this committee please liaise with the Head of Primary/ secondary programmes.

11. Guidance for student teachers who wish to register concerns

The complaints procedure at Goldsmiths can be found at:

<http://www.gold.ac.uk/governance/appealsandcomplaints/studentcomplaints/>

It is important for you to voice personal concerns, but also to try to present a fair and balanced picture of the quality of the Programme in a professional manner. Specific problems should be raised with University Tutors and/or subject mentor for a confidential discussion. Concerns may also be raised with the Head of Teacher Education or Programme Leader. If matters are still not resolved, student teachers can arrange to see the Head of Department.

Where possible, action will be taken as soon as is feasible. In the interests of fairness, University Tutors must take into consideration:

- Other student teachers' previous experiences in that placement
- Student teachers' own particular circumstances
- Any particular constraints on the subject mentor (e.g. an Ofsted inspection or a large number of newly qualified staff)

Student teachers are further invited to register any concerns arising in relation to the Department's Equal Opportunities Statement.

For further information please contact

Contact

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Head of Teacher Education a.griffiths@gold.ac.uk

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Primary Programme Leader u.coyne@gold.ac.uk

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