

2019/20

Primary PGCE Course Handbook





It is my privilege to welcome you to the Centre for Teacher Education.

With my colleagues I am committed to ensuring that you have a world-class experience during your time as a trainee teacher within the Warwick Partnership with Schools. We provide a stimulating and welcoming learning community with clear links between our teaching and our research. You should find your time with us enjoyable and thoroughly rewarding. To get the best from your experience you need to participate fully, drawing from and contributing to our community both formally and informally. We are increasingly involving students in the various committees and meetings within the department. We want to hear your

views and such involvement does contribute to your professional development and growth.

This handbook is your programme guide. It is important that you read it thoroughly as it gives you information that will be invaluable to you during your programme both when at university and your time in school. The handbook contains different sections which will be relevant at different points in the academic year. We therefore recommend that you consult it regularly as it contains answers to the questions that will arise during the year.

Your academic studies will be enhanced if you participate in the diverse range of additional opportunities provided by the university which can be found on the university web site.

<https://warwick.ac.uk/>

We welcome the opportunity to engage with students to listen to your experiences whilst on the programme. During your induction we will ask you to consider volunteering for the Staff and Student liaison Committee (SSLC) which meets termly.

I look forward to welcoming you to a demanding and intellectually rigorous year, with many exciting opportunities.

With my very best wishes,

Kate Ireland

Director, Centre for Teacher Education

All statutory guidance and legislation referred to in this Handbook reflected the legal position at the time of printing. Any changes will be notified via the course website.

Contents

1. Departmental Information	6
1.1 Departmental Contact Details	6
1.2 Key contacts at the Centre for Teacher Education	6
1.3 Induction Weeks.....	7
1.4 Students' Union.....	7
1.5 Mobile phone policy.....	7
1.6 Requesting References	7
1.7 Degree Certificates and Transcripts.....	7
2. The Warwick PGCE (Primary and Early Years).....	9
2.1 Preface.....	9
2.2 The Goals of the Warwick PGCE.....	10
2.3 Primary PGCE- Summary of Key Events (for specific dates see Calendar).....	10
2.4 Expectations of Trainees.....	11
2.5 Roles and Responsibilities.....	13
2.6 Safeguarding Children and Young People	14
2.7 Teaching as a research-based profession	14
3. Course structure	15
3.1 An Overview of the Warwick Primary PGCE.....	15
3.2 The PGCE course year.....	15
3.3 Professional Studies Module	17
3.4 Subject Studies Module: Core Curriculum Studies	17
3.5 Subject Studies Module: Whole Curriculum Studies	17
3.6 Subject Studies Module: Specialisms.....	17
3.7 Professional Practice Module, including Teaching Experience	18
3.8 Ways of learning and ways of teaching.....	18
3.9 Your feedback on the course – completing Evaluations	20
4. Course Regulations.....	22
4.1 Primary PGCE	22
4.2 Early Years PGCE	23
5. Staff and Administration.....	25
5.1 Staff Details	25
5.2 Routines and administration.....	26
5.3 Absence and attendance.....	26
5.4 Withdrawals from the course	27
6. Assessment Procedures.....	29
6.1. Assessment of the Programme	29
6.2. Assessment of Professional Placements.....	30
6.3. Written assessments.....	32
6.4 Principles underpinning assessment on the PGCE.....	43
6.5 Teachers' Standards and the Warwick PGCE.....	44
6.6 Moderation and external examining.....	44
6.7 Assessment Criteria	45
6.8 Presenting assignments.....	48
7. Reviewing Your Progress on the PGCE	49
7.1 Assessment and progress: the review points.....	49

7.2	<i>The Professional Development Profile (e-PDP)</i>	53
7.3	<i>Career Entry and Development Profiles (CEDP)</i>	54
8.	School Placement Information	55
8.1	<i>PP1: Serial Placement Days</i>	55
8.2	<i>Block Placements (PP2, PP3, PP4)</i>	56
8.3	<i>Enhanced Placement Opportunities (EPOs)</i>	56
8.4	<i>School Placement Procedures</i>	56
9.	Professional Studies Programme	58
10.	Subject Studies Programme (part of the Subject Studies module)	59
10.1	<i>Mathematics Programme</i>	59
10.2	<i>English Programme</i>	59
10.3	<i>Science Programme</i>	59
11.	Whole Subject Studies Programme (As part of the subject studies module)	60
12.	PGCE Primary Languages Programme	60
13.	Subject Enhancement Programme (as part of the subject studies module)	61
14.	Trainee Support and Services	62
14.1	<i>Complaints and Feedback Procedures</i>	62
14.2	<i>Academic Appeals</i>	62
14.3	<i>Student-Staff Liaison Committee (SSLC)</i>	62
14.4	<i>Student Support Services</i>	62
14.5	<i>Hardship/Financial Problems</i>	63
14.6	<i>The Teacher Support Line</i>	63
14.7	<i>Prayer facilities</i>	64
14.8	<i>Equality and Diversity Policy</i>	64
14.9	<i>Library Resources</i>	65
14.10.	<i>Study Spaces</i>	65
14.11.	<i>Student Careers and Skills</i>	65
14.12.	<i>IT Facilities at the University</i>	65
14.13.	<i>Travel and Transport Information</i>	66
14.14.	<i>University Information</i>	66
15.	University Departments	68
15.1.	<i>Warwick Graduate School (soon to be Warwick Doctoral College)</i>	68
15.2.	<i>PG Hub (Ground floor, Senate House (card access, postgraduate-only))</i>	68
15.3	<i>Masters Skills Programme</i>	69
15.4	<i>Academic Office</i>	69
15.5	<i>Academic Registrar's Office</i>	69
16	Reference Section	70
11	Appendices	71
A1	<i>Safeguarding</i>	71
A2	<i>Mitigating Circumstances: Advice for Students</i>	74
A3	<i>CTE Policy and Procedure: Mitigating Circumstances</i>	83
A4	<i>CTE Policy and Procedure the handling of cases of suspected plagiarism and cheating</i>	91
A5	<i>Master's Level Marking Criteria</i>	94
A6	<i>Evaluation timeline</i>	96

1. Departmental Information

1.1 Departmental Contact Details

a. **Telephone:** 02476 523801

b. **Email:** ctecurrentstudents@warwick.ac.uk

c. **Address:** Centre for Teacher Education
Avon Building
Kirby Corner Road
CV4 8EE

d. **Location**

Avon Building, Westwood Campus

<http://www2.warwick.ac.uk/about/visiting/maps/interactive/>

e. **Notification of Cancelled lectures/seminars**

We expect that you will make every effort to keep yourself informed of issues and events as they occur, as sometimes we find it necessary to make short-term changes to the timetable or procedures. Changes will normally be announced by PS tutors, the Primary website or via e-mail, so **make a point of checking the PGCE Announcements Page and your Warwick e-mail account every day.**

1.2 Key contacts at the Centre for Teacher Education

Primary and Early Years PGCE Course Leader

Kate Glavina ☐ 02476 522881

Professional Support Services Manager

Jenni Smith ☐ 02476 524208

Student Experience Coordinator

Emma Rawlings ☐ 02476 528340

For School-related issues:

Partnership Development Officer

Mr Leigh Capener ☐ 02476 522171

1.3 Induction Weeks

Details of the Induction activities for your course will have been provided to you via pre-course mailings over the summer. You can access details and timetables via the pre-course webpages: <https://warwick.ac.uk/fac/soc/cte/thinking-about-being-a-teacher/pre-course-information-18-19>

1.4 Students' Union

See here for more information on our Student Union (<http://warwicksu.com/>)

1.5 Mobile phone policy

Mobile phones must be switched off in all university-based sessions and whilst in school on placement. Please be aware that the policy of some schools is that mobile phones are handed in to reception at the beginning of the day. For the wider policy on the professional use of mobile phones, please refer to the *CTE Framework for Professional Behaviour*.

1.6 Requesting References

When applying for jobs, you may be asked to provide your DFES number, this is in fact your Teacher Reference Number which is issued to you by the NCTL in November.

When applying for a job, if you require a reference please inform the College, University or Employer to contact:

Kate Ireland, Director, Centre for Teacher Education, University of Warwick, Coventry, CV4 8EE
Tel: 02476 523801 Email: studentreferences@warwick.ac.uk

References cannot be provided to individual students, only potential employers and academic institutions.

Please do not put your Personal Tutor's name as point of reference, as this is likely to delay the employer or academic institution receiving your reference.

1.7 Degree Certificates and Transcripts

Provided you have been recommended for an award at the Final Examination Board held at end of your course, your certificate will be sent out by the Awards and Ceremonies Team following the summer graduation ceremonies.

Before the team can send your award certificate they ask that you confirm your preferred delivery address.

If your address is normally written in a non-Latin script (eg. Chinese addresses) we would advise you to provide us with your address in both English and non-Latin characters.

The University will cover the cost of posting your certificate using standard postal services (Royal Mail 1st Class for UK and Recorded Delivery for overseas addresses), however, if you would prefer to receive your certificate by courier, you may opt to pay for a courier service (see charges below).

Please allow up to 8 weeks for delivery after graduation ceremonies (or within 2-3 weeks via courier).

Payments for courier delivery (£20.00 GBP for UK deliveries or £40.00 GBP for overseas deliveries) can be made by:

- Completing the online payment form
- Visiting the Student Reception, Senate House, central campus

REPLACEMENTS AND AUTHORISED COPIES

For an additional cost, the Awards and Ceremonies team can also:

Provide authorised copies of your certificate

<http://www2.warwick.ac.uk/services/academicoffice/congregation/certificates/authcertificate/>

Provide a replacement copy of your certificate

<http://www2.warwick.ac.uk/services/academicoffice/congregation/certificates/replacement/>

Where possible, transcripts for Taught Postgraduate degree qualification awards will be sent out with certificates. Should this not be possible, the Examinations Office will send it separately.

For an additional cost, further copies of transcripts can be obtain from the Examinations office

<http://www2.warwick.ac.uk/services/academicoffice/examinations/records/transcripts>

2. The Warwick PGCE (Primary and Early Years)

2.1 Preface

Welcome to the Warwick PGCE. We hope you will have an enjoyable, stimulating and rewarding year. The Warwick PGCE course is based on a partnership between the University of Warwick and schools in the region. The course has been designed as a high-quality programme of professional education leading to qualified teacher status (QTS) and masters level credits.

This guide sets out:

- the structure and organisation of the year;
- details of the different modules within the course;
- the way different elements of the course work together;
- essential information on assessment;
- expectations and responsibilities.

This guide will not tell you everything you need to know, and there may be occasions when we will need to change or amend arrangements outlined here, but you will be able to use this guide as your point of reference on most issues. Tutors, schools and trainees will work from the same guide. *All references to schools in this guide also apply to Early Years settings.* Any amendments to the course arrangements will be notified via the course website.

One purpose of the *Course Guide* is to ensure that we all have access to common understandings about the course. It provides an overview of the whole course. **Details of expectations for school placements will be in the appropriate Placement Guide.**

An important document for you will be the ***Training Plan*** which, together with your **Professional Development Profile (your e-PDP)** you will use to compile your evidence and chart progress towards your targets and personal achievements but most significantly, in meeting the *Teachers' Standards*.

The University reserves the right to modify or cancel any statement in this guide and accepts no responsibility for any consequences of such modifications or cancellations. Any problems with the guide should be discussed with your Personal Tutor.

2.2 The Goals of the Warwick PGCE

The Warwick PGCE aims to prepare new teachers who are able to enter the teaching profession with the appropriate range of skills. The aims of the course are therefore:

- To develop trainees' attitudes and integrity to ensure high standards of professional behaviour in all educational contexts.
- To provide trainees with a range of high quality opportunities to meet the statutory Teachers' Standards at a high level, enabling them to become effective and competent practitioners with a strong sense of vocation and professional identity.
- To enable trainees to maximise pupil progress by developing and refining their subject knowledge and pedagogy across the wider curriculum.
- To enable trainees to develop the skills of criticality necessary for making reasoned and research-informed decisions which impact positively on their practice and pupil progress.
- To enable trainees to deploy a range of challenging, creative and engaging approaches to personalise teaching and learning.
- To develop reflective practitioners, able to adapt and respond to changes in settings and national educational contexts, taking responsibility for their ongoing professional development in preparation for future leadership.

2.3 Primary PGCE- Summary of Key Events (for specific dates see Calendar)

Week 49	Induction week Start of taught programme
Week 50	Introductory tutorials (ongoing through Weeks 50 & 51)
Week 50 to Week 1	Serial Days begin SSLC
Week 2	Transition Day – EY in KS2; Primary in KS3 settings Introduction to Enhancement programme
Week 3	Professional Placement 2 begins
Week 5	Assignment writing week (this will vary according to when particular LA's have half term)
Week 9	Professional Placement 2 ends
Week 10	University based SSLC Enhancement Day 2
Week 12	PS Assignment submitted PGCE Autumn term ends
Week 15	PGCE Spring term begins

Week 16	Taught programme and Cross Phase Transition Day – University-based
Week 17	PP3 begins
Week 21	Subject Studies assignment submission(1 st component)
Week 24	Professional Placement 3 ends
Week 24	University based Specialism Day 4
Week 25	Taught Programme at university
Week 26/27	Enhanced Placement Opportunities SSLC Interim Exam Board Enhancement Day 3 Spring term ends
Week 30	Summer Term begins Subject Studies Assignment submitted (2 nd component) Taught Programme at university
Week 31	Preparation days for PP4 PP4 begins
Week 34	Enhancement Day 4
Week 37/38	External Examiners in schools
Week 40	Personal Transition Days – spent in employing school if appropriate PP4 ends NQT Conference days & preparation for the Final Board – at university SSLC Final Meeting Examination Board: trainees meet External Examiners Course ends

2.4 Expectations of Trainees

Society expects a great deal of its Primary teachers. They must be well qualified and able to teach key mathematics and English skills in the context of a broad and balanced curriculum. They must be able to inspire and motivate children about learning, and develop their pupils' literacy and numeracy skills. They must be aware of, and be able to use a complex range of information and communication technology. They must be able to communicate effectively with colleagues, parents and Trustees/governors as well as with children. They must be able to work in teams, contributing to the development of common policies. These are demanding expectations.

The Warwick PGCE is an intensive course of professional preparation which aims to support trainees to meet these high expectations. Trainees must adhere to the requirements of the *Teachers' Standards*, the *Student Agreement*, and the *Framework for Professional Behaviour* (see below) alongside many Government directives all of which set out explicitly what is expected of trainees and teachers.

The Partnership (the University and our colleagues in schools) has **high expectations of trainees' professional conduct** from the beginning of the programme. We expect you to be able to sustain these expectations:

- The Partnership expects that trainees will attend all taught sessions of the course, be punctual, and complete teaching and written assignments.
- Schools have a right to expect that Warwick trainees who are placed with them have followed the University-based elements of the course and have, therefore, acquired a basis of knowledge, understanding and skills that underpin the course.
- In schools, the Partnership expects that trainees will plan, teach and evaluate sessions conscientiously and will engage in constructive discussions about teaching.
- In schools, trainees will be expected to present themselves as smart, professional individuals able and willing to work within the school's general established policies and specific guidelines including *Health & Safety* and *Safeguarding* policies. As developing professionals they will have to play a part in the implementation of those policies, even though they may not have played a part in developing them, and may even have personal reservations about some aspects of them.
- The Partnership expects that trainees will deal professionally and confidentially with information relating to schools, children, parents and teachers. Learning to express oneself in appropriate professional language is an important part of becoming a teacher, and we expect trainees to maintain high standards of professionalism in their dealings with colleagues, pupils and parents and **especially when using social media.**

Safeguarding and Fitness to Practice

- The Partnership expects trainees to make the promoting of children's wellbeing and the safeguarding of children a priority whenever they are in school. Trainees are expected to familiarise themselves with the latest edition of the DfE document 'Keeping Children Safe in Education' as well as each school's Safeguarding Policy and on arrival request and sign the school's Code of Conduct when starting a placement.
- Before commencing the course trainees are expected to complete **Fitness to Practice** declaration. This will include a statement related to DBS, Barred List, Prohibited List and Childcare Disqualification Regulation (refer also to Section 2.6)

The Framework Of Professional Behaviour

At the start of the course you are required to agree to follow the *Framework for Professional Behaviour* which sets out the consequences for not fulfilling key expectations and responsibilities during your training programme. Please note that this *Framework* covers both university-based and school-based aspects of the course. Paste the following link into your browser:

<http://www2.warwick.ac.uk/fac/soc/cpe/students-partners/current/studentagreement/professionalbehaviours/>

The Student Agreement

At the start of the course you are required to accept, online, a *Student Agreement* which sets out in more detail the expectations and responsibilities of training to be a teacher. Please refer to this throughout the course. Paste the following link into your browser:

<https://warwick.ac.uk/fac/soc/cte/students-partners/current/studentagreement/>

Expectations of the University

In return, trainees may legitimately expect certain things from CTE:

- From the **University** trainees can expect a taught course which will prepare them for the realities and rigours of teaching in the 21st century. Trainees can expect access to resources, which will support their development as classroom teachers as well as to personal, academic and pastoral support during initial professional education.
- From **Partner Schools** trainees can expect a programme of Professional mentor support and professional training and development which will complement the University-based course and which will support the development of classroom practice.
- From both the **University and Partner Schools** trainees can expect that advice given will be open, thorough and supportive and that judgements about professional preparation and classroom practice will be firmly grounded in evidence.

2.5 Roles and Responsibilities

The success of the Warwick PGCE course depends on trainees, school-based Professional mentors and Tutors. All have a role to play in assuring the quality of the course and, most importantly, for ensuring that the quality of trainees' teaching maximises pupil progress in the classroom.

Subject Tutors are responsible for ensuring that trainees have secure subject knowledge and pedagogical skills to teach across the curriculum with confidence. Subject tutors will address, in their particular programmes, provision for all groups of children including pupils with SEND, with EAL, the higher attainers and pupil premium children. Programme content will address planning, teaching, assessing and reporting pupil progress.

Professional Studies Tutors introduce trainees to whole-school and general professional issues.

Personal Tutors will meet with you at least five times across the year to review progress and support target setting for each placement. Your Personal Tutor will monitor your e-PDP and write your reference. Personal Tutors will also support trainees in completing the Warwick *Career Entry Profile (CEDP)* which supports the induction process into the NQT year.

Professional Mentors support the development of trainees as effective, competent practitioners by providing information, support and assessment. Professional Mentors will take the lead in inducting trainees into school and arranging timetables and support on whole-school and general professional issues. They will support trainees' work, by providing information on the application of the schemes of work and detailed subject policies, by providing observation, feedback and assessment to trainees and by assisting trainees in relating their learning to the particular context of the school. Professional Mentors will help trainees to monitor their progress and set realistic, meaningful targets to ensure that trainees' teaching contributes to improving pupils' outcomes.

Class Teachers are responsible for providing day-to-day support to trainees. They will provide a model of good practice and they will offer direct support with planning.

Moderation Tutors are either university-based staff or Partnership School staff who have a QA role and moderate Professional mentors and placements across the Partnership in order to ensure consistency of experience. Moderation Tutors visit a trainee once on PP2, once on PP3 and twice on

PP4. The Moderation Tutor is a bridge between the school and the trainee and will maintain regular communication with both parties during a placement.

2.6 Safeguarding Children and Young People

In order to gain registration on the course you will have undertaken a range of safeguarding checks which aim to ensure you are deemed to be fit and safe to work with children. You will be provided with a “Vetting Check form” summarising your current status as such and you must give a copy of this to your placement schools. You have also agreed to abide by the expectations outlined in the Student Agreement including immediately notifying the Course Leader about any change to your situation in relation to:

- Any police caution or criminal conviction, regardless of whether they may be relevant to those working with children or young people;
- Any change to your physical or mental health, regardless of whether they may be relevant to those working with children or young people;
- Any change to your housing situation, regardless of whether they may be relevant to those working with children or young people, including:
 - new residents in your accommodation
 - cohabiting with a new partner
 - returning to live with parents

2.7 Teaching as a research-based profession

The University and its partner schools share a commitment to regard teaching as an evidence-based profession, a view also supported by the Government’s white paper: ‘Educational Excellence Everywhere’¹. You will find that your university-based course is underpinned by relevant research and evidence about ‘what works’ in education, and whilst studying for your PGCE, you will be working at Master’s level, a requirement of which is to understand and apply the most up-to-date research and evidence. More practically, this means that:

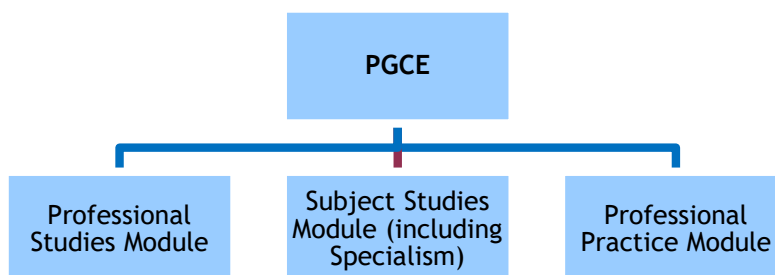
- You must become aware of and be able to use the implications of recent inspection and research evidence;
- You should take advantage of the fact that you are pursuing a PGCE in one of the leading centres for teacher education and in one of the top research universities; use the University's extensive library and resource facilities to ensure that your own approaches to your work as a teacher reflect current understandings of effective practice;
- Schools and teaching continue to change very quickly; use the opportunities you have this year to compare and contrast different schools, consider how they are changing and how this affects the work of teachers in them; do not take schools, or the way they work, for granted;
- Reflect upon why some approaches in the classroom work for you and why others do not; you should regard your own classroom, and your own professional practice, as things which can develop if you ask research-based questions.

¹ DfE (2016) Educational Excellence Everywhere

3. Course structure

3.1 An Overview of the Warwick Primary PGCE

Learning to teach is an emotional as well as an intellectual and practical process. It can be great fun, or highly frustrating; exhilarating or depressing; and it is always tiring. It will make great demands of you on all levels. It will involve the acquisition of skills of organising ideas and presenting material, in managing groups and whole classes, and in assessing, recording and reporting on the progress of each individual pupil. The course is composed of 3 modules:



3.2 The PGCE course year

The Calendar for 19/20 providing an overview of the Course across the year was sent to you as part of our pre-course information. It can also be located at the following web address:

<http://www2.warwick.ac.uk/fac/soc/cpe/students-partners/current/primary/coursedocumentation>

<http://www2.warwick.ac.uk/fac/soc/cpe/students-partners/current/ey/coursedocumentation>

Core 19/20	Monday	Tuesday	Wednesday	Thursday	Friday	
02-Sep-19						49
09-Sep-19						50
16-Sep-19						51
23-Sep-19						52
30-Sep-19						1
07-Oct-19	Transition Day				Enhancement Day	2
14-Oct-19						3
21-Oct-19						4
28-Oct-19	Half-term- Warks, Solihull, Oxon, Glos, Notts, Northants, Notts					5
04-Nov-19						6
11-Nov-19						7
18-Nov-19						8
25-Nov-19						9
02-Dec-19					Enhancement Day	10
09-Dec-19						11
16-Dec-19						12
23-Dec-19	All- Christmas Break (Northants from 19/12, Worcs from 20/12)					13
30-Dec-19	All- Christmas Break (Northants from 3/1)					14
06-Jan-20						15
13-Jan-20					Cross Phase Day	16
20-Jan-20						17
27-Jan-20						18
03-Feb-20						19
10-Feb-20					Call Back Day	20
17-Feb-20	Half term (all areas)					21
24-Feb-20						22
02-Mar-20						23
09-Mar-20						24
16-Mar-20						25
23-Mar-20						26
30-Mar-20					Enhancement Day	27
06-Apr-20	Easter Holiday					28
13-Apr-20	Easter Holiday					29
20-Apr-20						30
27-Apr-20						31
04-May-20	May Day					32
11-May-20						33
18-May-20					Enhancement Day	34
25-May-20	Bank Holiday	Half term (all areas)				35
01-Jun-20						36
08-Jun-20						37
15-Jun-20						38
22-Jun-20						39
29-Jun-20	Transition Day	Transition Day			Final Exam Board	40

3.3 Professional Studies Module

The Professional Studies programme of the Primary PGCE course is concerned with pedagogy – the method and practice of teaching. It therefore addresses central issues such as, teaching methods, how children learn, meeting individual needs, assessment, differentiation, behaviour management and much more! As it introduces some quite generic issues, it is often seen as a central element, which underpins the other two modules of the programme.

3.4 Subject Studies Module: Core Curriculum Studies

The Subject Studies element of the Primary PGCE course is concerned with ensuring that you are able to teach children English, Mathematics and Science at KS1 and KS2. These are important areas of primary education and present you with some interesting challenges. Full details are included later in this document.

The Subject Studies element of the Early Years PGCE course is also concerned with ensuring that you are able to teach children English, Mathematics and Science at EYFS and KS1. These are important areas of early years' education and present you with some interesting challenges. Full details are included later in this document.

3.5 Subject Studies Module: Whole Curriculum Studies

The demands on Primary teachers are considerable since most class teachers are expected to show competence in teaching across the full range of the curriculum, whether it be at KS1 or KS2. Although we lay special stress on the core subjects, we aim also to prepare you for teaching across the whole of the National Curriculum in KS1 and KS2. You will take part in sessions in history, geography, RE, art, design and technology, music, PE, computing and primary foreign languages. You will also look across the curriculum at issues which pervade the whole curriculum - PSHE. Additionally, you will experience themed days throughout the year which will demonstrate a cross-curricular approach to learning and teaching. Details can be found later in this document.

Early years' trainees will undertake training for the whole curriculum drawing on two curricula – the Early Years' Foundation Stage Framework and the National Curriculum for KS1. Additionally, you will experience themed days throughout the year which will demonstrate a cross-curricular approach to learning and teaching. Details can be found later in this document.

3.6 Subject Studies Module: Specialisms

In addition to training to teach across the curriculum, all trainees will receive additional input in their area of specialism. This will comprise taught sessions, school based tasks, observations and teaching in school.

3.7 Professional Practice Module, including Teaching Experience

The Professional Practice Module includes both taught content and school placements. The taught elements of this programme focus on developing aspects of your professional practice such as use of voice, reflective practice, child protection and safeguarding and applying for jobs. You will be on school placements for approximately two-thirds of the PGCE course. The course begins with a serial placement alongside the taught course – two days a week (PP1) and includes three substantive placements (PP2, 3 and 4) where you will have a gradually increasing level of responsibility for planning and teaching in different age ranges and school settings. There are additional opportunities to experience a range of school settings through shorter enhanced placement opportunities (EPOs). **Full details of expectations on placement are set out later in your School Placement Guides which are issued prior to each placement.**

3.8 Ways of learning and ways of teaching

Learning anything new is usually challenging. Learning to teach is no different. You will need to develop new ways of thinking about any subject if you are to communicate it to pupils. You will have to learn to manage your own time. You will need to learn to work independently in your own classroom but within the framework of national and school policies. You will, in short, be both a teacher and a learner during your initial professional education – this will require you to become very adaptable.

During the year, you will be presented with various opportunities to learn to teach. One obvious distinction is between the two sites of your learning: **in the University** and **in school**. Although you will learn in both places, you will learn different things, in different ways in each. It will help you to organise your thinking and your own development this year if you are clear about the differences between the two and how to make links between them.

- **In the University** you can expect to be introduced to general principles, to important ideas. You will be provided with opportunities to explore resources and materials, to read and to reflect. You will have opportunities to compare your own experiences with those of other trainees. All these things are relatively difficult to arrange in school.
- **In school** you will have direct access to observation of pupils as they learn and teachers as they teach. You will be able to try out ideas in practice in classrooms. You will be able to talk to experienced teachers - and pupils - about what works and what is less effective. In these ways, your learning in schools will complement and build on what you learn in the University.

You will have some time for studying within the course structure to meet your individual needs. This time may be booked for sessions including visits to schools so you will need to make sure you are available during the term time dates. Details of sessions will be on the timetable but there may also be additional sessions booked as tutors know you are available in those study slots. **Please do not book holidays during this time or make arrangements to visit schools or go on trips with schools before asking permission from the course leader.** We would also normally expect you to meet any classes you will be teaching as an NQT **after** the end of the course.

Another important distinction is between different **ways of learning**. You will already be fairly expert learners: on your degree you will have used books, journals, lectures, seminars, experiments, videos

and so on. On this course, you can expect to encounter some of these again, but you will also find yourself learning in different ways. You will need to become used to learning by **observing** what goes on in classrooms, not passively but actively, questioning what you see and trying to work out how what you see affects your own teaching. You will need to become used to learning by **reading** and **listening** not to collect information but as a basis for acting - thinking about how what you read affects the classrooms you work in and the teaching you want to do. You will learn by **discussing** your ideas with fellow trainees, with pupils, with teachers and with tutors. You will learn by **doing**: by practising teaching routines, either in the University, teaching your peers, or in school, teaching pupils. And finally you will learn by **reflecting**: by evaluating how your own skills and abilities compare to those introduced in a seminar or evaluating how well your teaching has helped a class of pupils to make progress against a learning objective.

You will find that you accommodate yourself to this course more quickly if you have a clear idea about the ways that you can learn about the same topics in different settings:

The 'twin seats' of learning		
Ways of learning	In the school, might include:	In the University, might include:
Observing	Observing experienced teachers Observing pupils and classes	Observing tutor activities Observing each other
Reading and listening	Reading policy documents Reading pupils' work	Reading books, journals, on line resources Listening to lectures
Discussing	Discussing lessons and school policy with colleagues	Participating in seminars and online forums
Doing	Teaching and support teaching	Teaching your peers Developing resources
Reflecting	Evaluating how well your teaching has helped a class of pupils to make progress against a learning objective.	Evaluating how your own skills and abilities compare to those introduced in a seminar.

Teaching and Learning at Masters Level

There is a good deal of media discussion of teaching, most of it using simplistic divisions: between 'setting' and 'mixed ability', between 'traditional' and 'progressive', between 'whole class' and 'small group'. Our intention on this course is not to persuade you of the merits of one teaching style above another. Instead, we want to give you the **information** and **skills** to make informed and intelligent choices about how to teach in different contexts. At Master's level you will come to realise that 'knowledge is contested' i.e. that there isn't always a 'right' answer, but rather a range of possibilities which might be more or less effective depending on a variety of factors. In particular we want you to develop skills of criticality that will enable you to analyse, evaluate, question and reflect and in so doing be able to make informed decisions to enable the progress of the pupils for whom you are responsible. You might for example: **collect examples** of different teaching strategies and consider their effectiveness; **ask classroom teachers and tutors** why they teach in particular ways; **try out** a variety of teaching styles, and to be willing to start to consider why some things work and not others; or why some approaches work with one group of pupils but not another. **In particular**, you should base your

practice upon, and relate your reflection to, your **evidence-informed reading** to inspire your developing practice.

As a developing professional, you will need to be **proactive, enquiring and reflective**. Your e-PDP is the perfect place to record your reflections and your growing knowledge, understanding and skills.

3.9 Your feedback on the course – completing Evaluations

At regular and frequent intervals you will be asked to give your views in evaluation of various aspects of the course. These are usually completed online and include core subject studies, professional studies and whole curriculum studies programmes, school placements and the course as a whole. However, feedback is only useful if it is provided in a considered and thoughtful way. The notes that follow have been prepared to answer some of the questions that students often ask about the feedback process, and to help you ensure that the feedback you give provides a very helpful input into the University's quality assurance processes. This will benefit you and future students.

Why is feedback collected?

The University is committed to continuous improvement. This means that we are constantly looking for ways to improve the learning experience we provide for our students. We can only do this if you let us know your reactions to our courses, not only to identify problems so that members of staff can take steps to eliminate them, but also to learn about the things you find helpful, so that we can disseminate best practice in teaching and learning through all our programmes.

What happens to the feedback?

The staff most directly involved in its delivery will first read the feedback for each aspect of the course. It will then be summarised by the module leader, course leader or Partnership officer as part of the University's *Annual Review* process. Tutors will take your comments into account in planning for next year's courses and your views on school placements will inform the Professional Support Services Team selection of placements as well providing feedback to the schools themselves. The *Annual Course Reviews* will be considered by all staff in the department and by the University's Graduate Studies Committee of the Board of the Faculty of Social Sciences, to identify positive features and any areas for improvement.

Finally, a summary of the *University Annual Course Review* will be made available to your SSLC for comment and discussion.

So, feedback you provide forms an essential input into our quality improvement process, helping to create a better teaching and learning environment for yourselves and future generations of students.

What constitutes useful feedback?

You are accustomed to being on the receiving end of feedback when your work is returned with comments from the marker. For those training to be teachers, you will quickly understand the importance of framing feedback in ways, which support, rather than hinder, development. If you think about what you do – and don't – like as feedback on your work, you will be in a good position to provide helpful feedback on modules and courses. Here are some points to start you thinking:

Be specific – be constructive: For example, a single comment: 'I didn't like this essay' is not very helpful, since it gives no guidance as to what was wrong with it. In the same way, just saying that you did not like a session or course does not give any indication to the leader as to what steps s/he should take to improve things. Was the pace too slow? Was it too fast? Did you find it hard to see the relevance of the material? Make good use of opportunities for open-ended comments to explain these points.

Mention the positive as well as the negative: It is always good to know what you got right, so when you comment on an aspect of the course, try to mention any features which you particularly enjoyed or found helpful as well as the aspects to improve.

Be honest with yourself: We often talk about 'teaching and learning' to show that the educational process requires participation from two people – the teacher and the student. You cannot expect to get full benefit from a module if you simply attend lectures and do the assessment – you need to do the additional reading, participate fully in seminar discussions, etc. So before you indicate that you did not get much out of a course, ask yourself honestly what you put in. The same, of course, applies to school placements.

Try to separate personality from content: During your time at Warwick, many different members of staff may teach you. It would be surprising if you liked all of them equally as people, or if there weren't some who had habits and mannerisms which irritate you! But try to keep your reaction to lecturers' and Professional mentors' personalities separate from your reaction to their teaching

Be conscientious: PLEASE complete all the feedback opportunities you are given. If we only get a small number of returns, then we may well get a biased idea of students' views – and that idea may not coincide with yours. So don't lose your opportunity to be heard!

Be professional: Feedback is a critical part of the teaching and learning process. This means that it needs to be focused on both areas of strength and areas for development.

[With acknowledgement to the *Warwick Business School*]

4. Course Regulations

4.1 Primary PGCE

The Primary PGCE is a one year course that qualifies successful students to teach children aged 5 - 11 in primary, infant, junior and first schools.

Scheme of Study

The course prepares candidates to teach both across Key Stage 1 and 2, so candidates will undertake placements in both Key Stages. In addition to these placements, there will be a number of days in Foundation Stage and Key Stage 3 classrooms focusing on transition between the Key Stages, and a day in a school where candidates can observe the teaching of children for whom English is an Additional Language.

The course includes programmes to address the teaching, planning and assessment of the core curriculum as well as the foundation subjects. All subjects are delivered through a combination of lectures, seminars and tutorials.

There is also a professional studies programme that develops understanding of how children learn, behaviour management and other important professional issues.

During the one year of full-time study, students are required to take the following three modules:

Taught Core Module List	Module Code	Module Name	Credit
	IE3D6	PGCE Primary Professional Practice	30 H
	IE9H9	PGCE Primary Professional Studies	30 M
	IE9J0	PGCE Primary Subject Studies	30 M

In order to pass the course as a whole, students are assessed in and must pass each of the three modules.

On successful completion of the course students will have attained 60 CATS credits at Level M and 30 CATS credits at Level H towards a Masters qualification in addition to Qualified Teacher Status (QTS).

Examination Scheme

Students who successfully complete the Core modules but who fail the professional experience may be considered for the Postgraduate Certificate in Education Studies (60 CATS credits at Master's level, but without Qualified Teacher Status).

Students who successfully complete the professional experience but fail any aspect of the Core modules may be considered for the Professional Certificate in Education Studies (0 or 30 CATS at Master's level, with Qualified Teacher Status).

There is an opportunity to upgrade to the Masters in Professional Education, available towards the end of the PGCE course for eligible students who wish to proceed. This carries an additional 60 CATS credits at M level and will usually be completed in the two years following the PGCE.

Further information regarding the regulations Governing Taught Postgraduate Courses can be found in Regulation 37 Regulations Governing Taught Postgraduate Courses <http://warwick.ac.uk/regulation37>

Further information regarding the requirements for Taught Postgraduate awards can be found on the Teaching Quality website <http://warwick.ac.uk/quality/categories/examinations/conventions/pgt/>

4.2 Early Years PGCE

The Early PGCE is a one year course that qualifies successful students to teach children aged 3-7.

Scheme of Study

The main focus of the course is on the Foundation Stage Curriculum for Early Years settings and reception classes. It includes programmes to address the six areas of learning in the Foundation Stage:

- Communication, Language and Development
- Mathematical Development
- Knowledge and Understanding of the World
- Creative Development
- Physical Development
- Personal, Social and Emotional Development

Candidates will learn to plan and assess across all six areas through play-based learning.

The other focus is on Key Stage 1 for the National Curriculum. It includes programmes to address the teaching, planning and assessment of the core subjects at Key Stage 1 as well as the foundation subjects.

There is a Professional Studies programme that develops understanding of how children learn, behaviour management, child development and other important professional issues related to the Foundation Stage and Key Stage 1.

During the one year of full-time study, students are required to take the following three modules:

	Module Code	Module Name	Credit
Taught Core Module List	IE3D5	PGCE Early Years Professional Practice	30 H
	IE9H7	PGCE Early Years Professional Studies	30 M
	IE9H8	PGCE Early Years Subject Studies	30 M

In order to pass the course as a whole, students are assessed in and must pass each of the three modules.

On successful completion of the course students will have attained 60 CATS credits at Level M and 30 CATS credits at Level H towards a Masters qualification in addition to Qualified Teacher Status (QTS).

Examination Scheme

Students who successfully complete the Core modules but who fail the professional experience may be considered for the Postgraduate Certificate in Education Studies (60 CATS credits at Masters level, but without Qualified Teacher Status).

Students who successfully complete the professional experience but fail any aspect of the Core modules may be considered for the Professional Certificate in Education Studies (0 or 30 CATS at Master's level, with Qualified Teacher Status).

There is an opportunity to upgrade to the Masters in Professional Education, available towards the end of the PGCE course for eligible students who wish to proceed. This carries an additional 90 CATS credits at M level and will usually be completed in the two years following the PGCE.

Further information regarding the regulations Governing Taught Postgraduate Courses can be found in Regulation 37 Regulations Governing Taught Postgraduate Courses <http://warwick.ac.uk/regulation37>

Further information regarding the requirements for Taught Postgraduate awards can be found on the Teaching Quality website <http://warwick.ac.uk/quality/categories/examinations/conventions/pgt/>

5. Staff and Administration

5.1 Staff Details

Name	Role of Responsibility	Subject Coordinator	Teaching	Contact
Des Hewitt	Head of Primary Teacher Education; Programme lead for Primary School Direct			D.M.Hewitt@warwick.ac.uk
Kate Glavina	Deputy Head of Primary Teacher Education; Programme Lead for Primary and EY PGCE		English	c.m.glavina@warwick.ac.uk
Deborah Roberts	Professional Studies Module Leader; Professional Practice Module Leader		Professional Studies Professional Practice	D.C.Roberts@warwick.ac.uk
Mark Harris	Subject Studies Module Coordinator including Specialism Recruitment PGCE-i	Maths Coordinator	Maths Professional Studies	M.O.Harris@warwick.ac.uk
Sally Spicer	Programme Lead for Assessment Only	Science Coordinator	Science	S.L.Spicer@warwick.ac.uk
Julie Taylor	Programme Lead for School Direct Partnership Lead		WCS	J-A.Taylor@warwick.ac.uk
Jo Dobb	NQT support	English Coordinator	English; Professional Studies	J.Dobb@warwick.ac.uk
Jennifer Rowan-Lancaster		WCS Coordinator;	WCS MA supervision	J.Rowan-Lancaster@warwick.ac.uk
Kirsty Weeks	EY coordinator PGCE-i	EYFS	EYITT EY PGCE	K.J.Weeks@warwick.ac.uk
Leigh Capener	Partnership Development Officer			L.Capener@warwick.ac.uk

5.2 Routines and administration

The PGCE is a complex course. It involves large numbers of people over a large area. Together, you are a large group of trainees. A considerable proportion of your year will be spent away from the University. If the PGCE programme is to run smoothly and effectively, there are some important points about management and administration that you will need to learn quickly. We expect that you will make every effort to keep yourself informed of issues and events as they occur, as sometimes we find it necessary to make short-term changes to the timetable or procedures. Changes will normally be announced by PS tutors, the Primary website or via e-mail, so **make a point of checking the PGCE Announcements Page and your Warwick e-mail account every day.**

5.3 Absence and attendance

The PGCE is a full-time, professional course. You acquire professional obligations from the first day of your training. These obligations include attendance at **all** timetabled sessions, punctuality and a sense of responsibility for the development of your professionalism. **You must also undertake to complete all the tasks and assignments required of you.** The point about attendance is not trivial. Schools will have every expectation that Warwick trainees have followed the University-based programme before, and alongside, their school placement. We keep a record of attendance for this reason, and poor attendance can be a basis for recommending that you fail. We are also required to report regularly on the attendance of trainees receiving training salaries from the government. We expect that you will attend all sessions and all school-based days. **Unless you can present valid mitigating circumstances, less than 80% attendance on a single module will result in you failing that component of the PGCE.** Please also note that we are required to comment on attendance and punctuality when writing job references. If you are unable to attend unexpectedly or if you will be late, you **must** ensure that you do the following:

For a University-based day

If you are unable to attend or will be late for any University-based session, you should let us know of your absence before 8:30am by completing the Absence Reporting Form at <https://warwick.ac.uk/fac/soc/cte/students-partners/students/absenceform> You should collect notes or arrange for a colleague on the course to collect information for you.

If you are ill and it seems that you will miss more than a couple of days you will need to obtain a medical certificate and provide the original to the Professional Support Services Team.

In exceptional circumstances we may need to make special arrangements for you if your illness prevents you from participating in a substantial part of the course. The earlier you warn us that this is likely to happen, the more likely it is that we can work with you to make the appropriate arrangements.

For a school-based day

Absence from school placement is not something to be taken lightly. Unless you are ill, you must get permission from your Head teacher or School Professional Mentor **and** your Course Leader for any absence.

If your absence from school is inevitable, you **MUST** take the following steps:

- (i) **Notify the school.** It is a most important part of professional etiquette to ensure that fellow teachers have prompt information of a colleague's absence by 8.30 am at the latest.
- (ii) Notify the University before 8:30am via the [Absence Reporting Form](#).
- (iii) In the event of an absence of more than five working days, send a medical certificate to the Professional Services Support Team.
- (iv) If you were expecting a Moderation tutor visit to the school, please try to ensure that s/he does not have a wasted journey by ringing/emailing the University and asking the staff to contact the tutor at home as soon as possible.
- (v) Notify the University and your Moderation Tutor of your **return** to school.

Following absence you should check with your Personal Tutor what steps you need to take to make up for missed time.

Regulations

The University regulations state that:

"Failure to attend prescribed classes or to complete prescribed coursework may result in a student being required to submit additional assessed work, or to sit a written examination in place of submitting coursework, or in the student being required to withdraw from the course of study."

Formal Monitoring of Attendance

All departments are expected to monitor attendance carefully since the university is required to account for and report attendance at regular intervals during the year to The Home Office. In the event of you requesting absence from university or school placement (e.g. to attend an interview, or to attend a funeral for a close member of the family), you will be required to provide a post code of the school or venue so that we can account for where you are and fully authorise the absence.

5.4 Withdrawals from the course

Temporary

A trainee may temporarily withdraw from the course with the permission of the Course Leader and the University for a period up to a year. This temporary situation will normally be offered for one occasion only, and only on the basis of evidence as to why a temporary withdrawal is appropriate (e.g. medical, serious family/personal circumstances). Trainees must make their request in writing on a form available from the website and must have discussed it with their personal tutor and Course Leader before it is sent to the *Director of the Centre for Professional Education*. Before making a decision to TWD, you should take advice from the Student Finance department so that you are fully aware of the financial implications you will incur.

Please note: **temporary withdrawal is not automatic. It has to be approved by the relevant tutors.** If a trainee is deemed not to be making sufficient progress or to be at serious risk of failing the course, temporary withdrawal is very unlikely to be approved. Medical notes should be produced if medical issues are cited. You will also in these circumstances, therefore, need to produce a certificate from a doctor to indicate that you are fit to return to the course when that point arises. Please refer to the Warwick website for further information about temporary withdrawal at

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/temporarywithdrawal/>.

Permanent

A trainee wishing to withdraw permanently must firstly contact their Personal Tutor and/or Course Leader to discuss the reasons for their decision and to see if there is any additional support available, where appropriate, in order that the trainee could continue on the course. A trainee may be asked to leave the course if their conduct is not appropriate either in school or in the University. **In addition a trainee may be advised to withdraw from the course if they are not making satisfactory progress.**

Trainees must make their request in writing on a form available from the website and should discuss this with their personal tutor or Course Leader before it is sent to the Director of the Centre for Teacher Education.

Please note that if you withdraw yourself from a school Placement you will be deemed to have permanently withdrawn from the course. Please therefore consider this carefully before undertaking any action.

6. Assessment Procedures

6.1. Assessment of the Programme

Pupils deserve good teachers. One of the important elements of your development during your PGCE year is the assessment which will be made in order to determine whether you should be awarded Qualified Teacher Status.

In line with the modular structure of the programme, there are three main elements to your formal assessment on the Primary and Early Years PGCE at Warwick. Clearly, these are in addition to your meeting the professional expectations of all elements of the course:

- 1) You must meet all the Teachers' Standards in both Key Stages for which you are training to teach at a level appropriate for a newly qualified teacher and complete your school experience successfully at both the Key Stages for which you are training. You must demonstrate this through your end of placement profiles, your e-PDP (marked at H level) and Warwick CEDP (the latter takes place in July at the end of the course);
- 2) You must reach at least a pass grade in the Professional Studies Masters Level Assignment;
- 3) You must achieve at least a pass grade in the Subject Studies Masters level assessments. The assessment for this module has two components – the Subject Studies assignment and a Specialist assessment which is e-based. You are required to pass both components.

In addition

- 4) To pass the *Professional Studies* and *Subject Studies* Modules, you must also have met the minimum level of attendance in each which is 80% of sessions.

Examination Boards:

The Examination Board meetings take place in April (Interim Exam Board) and at the end of the course, in July (Final Exam board). After the Interim Examination Board students who have not successfully completed any part of the course up to that date (including Master's assignments) will be written to by the Secretary to the Exam Board and informed of any decisions made by the Interim Exam Board.

6.2. Assessment of Professional Placements

There are six main assessment points during the year, when your progress on professional placements is monitored.

- AP1 Interim review; AP2 Final Review
- AP3 Interim review; AP4 Final Review
- AP5 Interim review; AP6 Final Review

An **Interim Review** takes place mid-way through each placement. Professional Mentors will complete an **Interim Profile** which summarises your progress to date against the **Teachers' Standards** and sets clear targets to help you understand how to maximise your progress by the end of the placement. Your Moderation Tutor and Personal Tutor will read this Interim Profile and review your progress. Each trainee's progress will be discussed at a formal university **Interim Review Meeting**. Where trainees are not meeting minimum expectations for progress (as outlined in every placement guide), then additional support will be offered to enable accelerated progress. This additional support *might* include:

- an Intervention Plan devised by Professional mentor and Moderation Tutor;
- additional school-based support; additional support/visits by Moderation Tutor/university-based staff.
- trainees may receive a letter advising of the concerns and appropriate actions to be taken.

A **Final Review** takes place at the **end** of each placement. Professional Mentors will complete a **Final Profile** which summarises your progress against the **Teachers' Standards** on the placement and sets clear targets to address on your next placement/your first year of teaching. Your Moderation Tutor and Personal Tutor will review this Final Profile and your progress. Each trainee's progress will be discussed at a formal university **Final Review Meeting**. Where trainees are not meeting minimum expectations for progress (as outlined in every placement guide), then additional support will be offered to enable accelerated progress. This additional support *might* include:

- sessions of further professional training, according to need;
- pastoral support from your Personal Tutor;
- support from your Personal Tutor in helping you to reflect upon your placement and identify strengths and areas in which you need to make the most progress;
- support from the University's Student Wellbeing Services:
<http://www2.warwick.ac.uk/services/student-support-services/>.
- trainees may receive a letter advising of the concerns and appropriate actions to be taken.

Failure To Make Expected Progress

Every effort will be made to support the successful completion of a placement. However, where a trainee fails to meet the minimum expectation for a particular placement, there will need to be careful consideration as to whether teaching is a suitable career choice after all and will only be recommended if the Examination Board considers that a resit placement will be successful.

Points to note are that:

- a weak Placement Profile will make it difficult for the Placement Officer to secure a suitable subsequent or re-sit placement. This may result in a trainee not being in school at the point where a placement commences.
- It may not be possible to secure a placement at all, due to concerns a head teacher may have about the impact on pupil progress of trainees not demonstrating robust practice.

Occasionally trainees do experience significant difficulties at the end of their training which means that they may not have received a letter as detailed above expressing serious concerns. Just because a trainee has not received a warning letter does **not** mean that a trainee will automatically pass this component of the course. Final decisions are made at the **Examination Board** in July.

Deferred Assessment

Where students are not following the normal pattern of placements (for whatever reason), there may be a delay to their final assessment for QTS. In this circumstance there are a number of possible decisions which may ensue:

- The trainee may reflect on whether teaching is in fact the right career choice. In this case, academic counselling and a meeting with our **Careers Adviser** is advised. This may lead to a decision to permanently withdraw from the PGCE programme in order to work with children in a different context or work in a different field altogether.
- The trainee may decide to take temporary withdrawal in order to gain more experience in a school setting before resuming to their training.
- The trainee may continue on course, although with a Placement pending.

Please note that a deferred assessment may take place later during the following academic year and not necessarily always in the autumn term. Timing of a placement will be determined on a case-by-case basis and will always be subject to the Partnership Officer being able to secure an offer from a suitable school.

In none of these circumstances, is it possible for a trainee to register on another programme, either at *The University of Warwick* or at a different institution. Course regulations do not allow PGCE students to enrol on two course simultaneously.

If the programme lead decides that a re-sit placement is appropriate, CTE will make reasonable attempts to secure this placement; however, if a suitable placement is not found within **six weeks**, the trainee will be advised to take temporary withdrawal from the course. This can either be done voluntarily by the trainee or through the Continuation of Registration Committee.

<https://warwick.ac.uk/services/academicoffice/gsp/guidingyouthrough/guidelines/studentprogress/crc>

Should a trainee be identified as not suitable to enter the teaching profession, the University may instigate its *Fitness to Practise* procedures (see below).

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/fitnesstopractise>

6.2.1 Assessment in schools: observation and feedback

Observation of your classroom practice lies at the heart of learning to teach. You will be observed whilst teaching by Professional mentors and teachers from the placement school and by tutors from the University. The feedback from these observations will provide evidence both to support your further development and to support assessment judgements. This balance between **formative** and **summative** judgement is an important one. Lesson observation proformas, used to give feedback on your teaching, will be shared with you and you will receive a copy.

To ensure that assessment judgements are both open and fair, good practice in assessment in schools is normally characterised by the following:

- it is founded on classroom observation, supplemented by post-observation discussion and target setting for future development
- it is closely related to the process of target setting in the e-PDP
- it is based on a number of observations, in a range of different contexts, over a period of time
- it is regular and frequent
- it is based on trust, mutual respect and confidentiality, although not all decisions will necessarily be based on full consensus.

The assessment profiles compiled at the Interim/Final point of each placement are used to draft initial versions of references and to support action planning/target-setting for subsequent practice. In a very small number of cases, evidence compiled by the Review Group for PP2, PP3 or PP4 will suggest that it may not be in your best interest to continue with the course. In these cases, your tutor will want to discuss your options with you and ensure that decisions are made which reflect your abilities and the demands of the profession. Since your work in schools is directly supported by Professional mentors, the University has entrusted Professional mentors with the leading role in assessing performance against the agreed *Teachers' Standards*. Your tutors play a supporting and moderating role, and in all cases where there is doubt about the likely outcome of the placement, your tutors will be intensively involved in diagnosing difficulties and agreeing an intervention plan to address those difficulties.

6.3. Written assessments

During the course of the PGCE year, you are asked to produce a series of tasks and assignments relating to your work in the Professional Studies, and Subject Studies strands. Detailed information on assignments can be found in 4.3.7 and on the course website. Please note that:

- All tasks and assignments must demonstrate the ability to write accurately and coherently. They must be spelt correctly and punctuated accurately. They must be grammatically correct. Tasks and assignments which do not reach appropriate standards of professional literacy may fail.
- **All assignments must be submitted electronically no later than the time indicated.** and you must ensure that you receive a receipt (an automatic receipt is produced for e-submissions).
- All Professional Studies and Subject Studies Assignments will be returned electronically.

6.3.1 Resubmissions

If an element in 2) or 3) of section 6.3 above, i.e. the Master's level assessments, fails to achieve a pass at Master's (M) Level, then you will be offered the chance following the Interim Exam Board in April to resubmit the relevant piece of work. It is clearly in your interest to work on this resubmission as soon as you know that it has failed, based on the feedback given to you by the tutors who marked your original work, with a view to completing the work to the best of your ability, at the earliest opportunity in order to be considered for QTS and for the PGCE award by the final Examination Board in July. The University Regulations permit you to make the resubmission within one year so you could choose not to resubmit until after the Examination Board in July. This will mean, however, that you will not be able to qualify for QTS and the PGCE award until all elements are completed satisfactorily. The choice is entirely for you to make having read very carefully and acted upon the advice given in the assignment feedback sheet. Further advice will be made available in order to support your resubmission, and this will be advertised via the Announcements page and timetable. All resubmissions of assessments will be marked at M Level. Should the assessment fail again, it will be remarked at Honours level; this is not a choice for trainees to make, it is a procedure to be followed. **If the work fails to reach the required standard for at least Honours level at this stage, then you cannot be awarded the PGCE or QTS; there will be no further opportunity for resubmission.** If the work has failed at Master's Level on resubmission but passes at Honours Level then an alternative qualification (a PCE – Professional Certificate in Education) with QTS will be awarded assuming all other elements of the course have been successfully completed.

6.3.2 Extensions

All extension requests must be applied for in accordance with the mitigating circumstances policy. Therefore, you will need to declare mitigating circumstances via Tabula. . Information about how to declare mitigating circumstances is available at via the following link:
<https://warwick.ac.uk/services/its/serviceessupport/web/tabula/manual/cm2/mit-circs/students>.

The Primary Programme Leader along with the Chair of the MCP (CTE Senior Tutor), will review the mitigating circumstances in confidence and decide whether an extension is appropriate.

A decision will be communicated to the student within 3 WORKING DAYS.

The Board of Examiners will be notified of any decision (but NOT of the student's mitigating circumstances behind it to ensure confidentiality).

- Extensions are not normally granted without appropriately documented medical or compassionate grounds.
- Extension requests must be submitted at least 5 days before the published submission deadline.
- A copy of the email granting an extension should be handed in with the assignment.

6.3.3 Plagiarism

Plagiarism is the abuse of reading in written work presented for assessment. It consists of:

- The direct transcription, without acknowledgement, of passages, sentences or even phrases from someone else's writing, whether published or not.
- The presentation as your own of material from a printed or other source with only a few changes in wording
- The use of arguments (or parts of arguments) derived from other authors, and the presentation of evidence taken from other authors without references.
- The submission of work for assessment which includes substantial part(s) of work which have also been submitted in other assessments for accredited courses of study whether at Warwick or elsewhere.

The assignments written during your PGCE year are an important part of professional development. For this reason, we regard cheating as a serious offence. The University regulations describe cheating as 'an attempt to benefit oneself or another, by deceit or fraud. This shall include deliberately reproducing the work of another person or persons without acknowledgement'. This is a serious offence which will adversely affect the completion of the course if proven. It should be avoided at all costs.

Plagiarism is a form of cheating and is unacceptable. Evidence of plagiarism will be taken seriously, and the University's regulations permit the award of a mark of fail for any work which contains such evidence. Please read more detailed information about plagiarism below and on the University's website at:

<http://www2.warwick.ac.uk/services/academicoffice/gsp/current/submitting/plagiarismchecking>

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>

When an assignment is submitted, you will also declare that you have read and understood these notes on cheating and plagiarism and that the work represents your own work and includes appropriate acknowledgement to the work of others. Heavy reliance on acknowledged sources does not constitute plagiarism but may be considered bad scholarship and be marked accordingly, especially if the range of sources is limited.

You are reminded not, under any circumstances, to use web based, or hard copy posted essays from essay banks for your assessed or unassessed work. Quite apart from the fact that much of such material is badly written and of poor analytical quality, this is cheating as construed by the University. If any trainees are discovered to have been using such material, they are not only liable to fail the assignment(s) but also to be disciplined for cheating, with potentially severe penalties.

You are reminded that helping another trainee with their assignment by sharing ideas or showing them your work constitutes collusion, and you can be disciplined for plagiarism if ideas/work are copied, with or without your knowledge. In practice, few trainees are deliberately dishonest, and many cases of plagiarism arise from bad scholarly practice.

There is nothing wrong with using other people's ideas. Indeed, citing other people's work shows that you have researched the topic and have used your thinking to help formulate your own argument. Such an intelligent survey and synthesis of existing views might, indeed, form the basis of your work. The important thing is to know that which is your work, that which is not and to communicate this clearly to the reader.

The procedures to be followed in the event of suspected cheating are provided in Appendix 4. Further information regarding the University regulations related to the investigation of suspected cheating can be found at:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>. You are strongly encouraged to read these regulations before beginning any assignment.

6.3.4 Submission and return of written work

The Core Subject Studies and Professional Studies assignments are submitted and returned electronically through Tabula on the departmental website. Your work will be anonymous from the marker's perspective.

Any work granted an extension may be handed back at a later date to that published. Please also read section 6.3.2.

6.3.5 Failure to hand in assignments on time and assignments above or below the specified word count

If you cannot provide any evidence of having submitted a Masters assignment on time and you have not arranged an extension, then the submission will be treated as a late submission and subject to a penalty of 3 marks per working day in accordance with University Regulations (see <http://www2.warwick.ac.uk/services/quality/categories/examinations/faqs/penalties>).

A penalty of 5% will be deducted from assignments 10% below or above the word limit for that assignment. NB. The word count includes everything under the title and up to, but not including, the reference list.

Board of Examiners procedures and mitigating circumstances

The University is fully supportive of trainees / students in difficult circumstances and want to assist where possible. If you feel unable to speak to your Personal Tutor in the first instance, you might wish to speak to a member of the Student-Staff Liaison Committee [SSLC], the Student's Union or a member of staff from Student Support for initial, informal advice.

Any circumstances to be considered as extenuating or mitigating must, however, be formally conveyed to your Personal Tutor or a member of the PGCE Team before Examination Boards take place, where possible, so that they might be taken into account in good time.

Failure to disclose extenuating or mitigating circumstances at such a time when you could have done so may subsequently be problematic.

Mitigating circumstances are defined as:

- Situations that the student could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of crime, family difficulties and financial hardship);
- Situations with negative impact on the student's ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on study (normally within three weeks of the relevant assessment event deadline).

Mitigating Circumstances must be submitted to your Department via Tabula for both extension requests and all other mitigating circumstances. Information about how to declare mitigating circumstances is available at via the following link:

<https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/cm2/mit-circs/students>

Deadlines for mitigating circumstances submissions that might be relevant to the Board of Examiners should be submitted by the published deadline as advised in notices on Moodle.

NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to continue) and disabilities are dealt with under the reasonable adjustments (RA's) policy which can be found at:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances

However a significant deterioration of a permanent or chronic condition already reported and covered by reasonable adjustments, is classed as a mitigating circumstance.

Reasonable Adjustments

- The Equality Act 2010 (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) requires the University to make reasonable adjustments where a candidate who is disabled (within the meaning of the Act), would be at a SUBSTANTIAL DISADVANTAGE in comparison to someone who is not disabled.
- Noting 'substantial' is defined as 'more than minor or trivial' and that a disability (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) is defined as 'a

physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities’.

- Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact Disability Services or Mental Health and Wellbeing and request an appointment to discuss their support requirements: <https://warwick.ac.uk/services/supportservices>
- A reasonable adjustment may be unique to the individual and could include special examination arrangements, delayed deadlines but also alternative methods of assessments.
- Any reasonable adjustments made are evidence based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing.
- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any specific adjustments.
- Reasonable adjustment recommendations for examinations must be made before the annual deadlines as set out by the Examinations Office on the Disability Services website at: <https://warwick.ac.uk/services/disability/howwecanhelp/examinations>. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstance Policy.
- Recommendations to apply reasonable adjustments may include for the student to be able to complete assessments via alternative assessment methods; bearing in mind that academic or professional standards in relation to core competencies and assessed criteria still need to be met.
- Further information on disabilities and reasonable adjustments can also be accessed in the University's Disability Policy at: <https://warwick.ac.uk/services/equalops/disability/policy>
- 'Process and Procedures' online (https://warwick.ac.uk/quality/categories/examinations/policies/u_mitigatingcircumstances/).
- The two tables below provide more detailed guidance on, and examples of, types of circumstance which are normally considered eligible (Table 1) and types which are not normally eligible (Table 2).
- If you think you do have an eligible Mitigating Circumstance you should complete and submit a Declaration Form to your Department and submit it as soon as possible after the circumstance arises along with appropriate supporting documentation of the sort outlined in the 'Supporting Documentation' column of Table 1, below. The University recognises that it may be difficult to obtain supporting documentation in a timely fashion; however, you should still register the circumstance pending supply of supporting documentation.

Table 1: Circumstances normally eligible for consideration

Circumstance	Examples	Supporting Documentation	Sources of support you can access
Serious illness or accident of the student (physical or mental health)	Illness, accident or severe trauma at the time of an assessment, or during preparation for it earlier in the academic year. It should be a serious illness or an unanticipated deterioration in an ongoing illness or chronic medical condition.	Doctor's note or letter confirming the illness or accident and attesting to its impact on the student.* If you are a victim of an assault, you should provide a crime number or Police report.	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • SU Advice Centre
Bereavement of someone close to the student	Bereavement at assessment time or in preparation for it earlier in the academic year. 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren, if it can be demonstrated that the relationship was close.	Copy of the death certificate and evidence of closeness (e.g. statement from Personal Tutor, Student Support or counsellor*).	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • University Counselling Service • SU Advice Centre
Serious illness or accident of someone close to the student (mental or physical health)	Issue arising at assessment time or in preparation for it earlier in the academic year. 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren if it can be demonstrated that the relationship was close.	Doctor's note or letter confirming the illness or accident* and statement by Personal Tutor or Student Support attesting to closeness and impact on the student.	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • University Counselling Service • SU Advice Centre
Abrupt change in personal circumstances of the student or other serious unforeseen event	Divorce; fire or burglary; the requirement to appear in Court at or near the time of the relevant assessment; acute accommodation issues; serious and unforeseeable transport disruptions (for example road closure due to fatal road traffic accident)	Statement by Personal Tutor or Student Support and/or copies of relevant documentation (e.g. Court summons).	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • University Counselling Service • SU Advice Centre
Significant change in employment circumstances beyond control of student affected	For part-time students only.	Copy of letter from employer and statement attesting to impact on student by Personal Tutor or Student Support.	<ul style="list-style-type: none"> • Personal Tutor • Student Support • SU Advice Centre

Diagnosis of Specific Learning Difference	Only eligible when diagnosis is obtained too late for reasonable adjustments to be made by way of Special Exam Arrangements or in other ways.	Copy of diagnosis letter and confirmation from Department that it was submitted too late for reasonable adjustments to be made in other ways.	<ul style="list-style-type: none"> • Personal Tutor • Student Support • Disability Services • SU Advice Centre
Deterioration of a permanent condition you have already told us about (physical or mental health)	Where this permanent condition has already been adequately adjusted for through Special Exam arrangements or other reasonable adjustments <i>only the deterioration</i> counts as a Mitigating Circumstance.	Copy of letter from Disability Services, Student Support, GP or consultant or counsellor.*	<ul style="list-style-type: none"> • Personal Tutor • Student Support • Disability Services • SU Advice Centre
Bullying, harassment, victimization, assault or threatening behaviour	Only eligible if student is victim or alleged victim. It can also be an assault of which the student is victim	Report from Personal Tutor or Student Support Services Copies of emails or screenshots from social media platforms or other communications or police report.	<ul style="list-style-type: none"> • Personal Tutor • SU Advice Centre • Student Support • campus police

* Where your Mitigating Circumstances relate to physical or mental health conditions or issues for which you have sought support you should provide documentation from a medical practitioner or a practitioner who is registered with an appropriate professional body such as the British Association for Counselling and Psychotherapy, the UK Council for Psychotherapy, the British Psychological Society, or an appropriately qualified Student Support professional. Medical practitioners in the UK should be members of a recognised professional body such as the General Medical Council, Nursing and Midwifery Council, General Chiropractic Council, General Dental Council, General Optical Council, General Osteopathic Council, General Pharmaceutical Council, Health Professions Council or Pharmaceutical Society of Northern Ireland. If you have sought medical attention abroad the certifier must be licensed to practice in the country in question. If the letter or note is in a language other than English you must provide both a copy of the original note and a certified translation into English. The University may seek to verify the accuracy of the translation provided.

Table 2: Circumstances not normally eligible for consideration

Circumstance	Examples	Sources of support
A permanent condition which you have already told us about unless you can provide appropriate evidence that there has been a worsening of your condition during the assessment period (see Table 1).	An ongoing mental or physical health condition, or Specific Learning Difference or disability. You should tell the University, (Disability Services) and your Personal Tutor about any disability, Specific Learning Difference, or ongoing mental or physical health condition as soon as possible in your University career so that appropriate adjustments can be made to support you. If in doubt speak to your Personal Tutor.	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • Disability Services • SU Advice Centre
Minor illnesses or ailments	Aches and pains, colds, sore throats and coughs where these are not symptoms of a more serious medical condition. <i>However, if you feel that your ailments are impacting on your ability to study you should seek medical attention and notify your Personal Tutor.</i>	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • SU Advice Centre
Examination stress and worry	Exams and other University assessments are tests of your performance and inevitably involve a certain amount of stress. Having feelings of stress or worry at such times does not necessarily mean you are unwell or have an eligible Mitigating Circumstance. <i>However, if you experience a more acute form of anxiety (a 'panic attack' or 'anxiety attack') it may be eligible and you should seek medical or professional attention, as well as notify your Personal Tutor.</i>	<ul style="list-style-type: none"> • GP or hospital • Student Support (Mental Health and Wellbeing Team, in particular Wellbeing Drop-in) • Student Careers and Skills • Personal Tutor • University Library • SU Advice Centre
Computer, printer or other IT failure	Failure to keep adequate back-ups; computer 'crash'. <i>However, theft of computer equipment may be eligible if you have reported it to the police and can provide a crime number.</i>	<ul style="list-style-type: none"> • Personal Tutor • IT Services
Pressure of academic workload	Essay deadlines falling on the same day or in close proximity. <i>However, this may be eligible as an aggravating factor if you also have a diagnosis of a relevant medical condition (see Table 1, above).</i>	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • SU Advice Centre
Non-academic activities and foreseeable events	Holidays, weddings, rites of passage ceremonies whether religious or secular, sporting fixtures or training in preparation for them and other similarly foreseeable events.	
Temporary self-induced conditions	Hangovers; ill-effects from the use of recreational or performance-enhancing drugs, whether legal (e.g. caffeine, energy drinks) or illegal. If in doubt please consult one of the sources of support in the box immediately to the right.	<ul style="list-style-type: none"> • GP or hospital • Personal Tutor • Student Support • SU Advice Centre

Training tasks completed in school

On each placement you will be required to complete a selection of tasks related to your placement. Some of these will lead into assignments, some will relate to future University-based sessions, some may be required by tutors and some are purely for your own professional development. You are required to complete all of these tasks which will be detailed in the relevant placement guides.

6.3.6 Subject Knowledge Audits

At various points during the course you will be expected to complete self-audits in Maths, English and Science. Following these audits you are expected to work on areas identified as needing further development. Results of these audits and action plans should be kept in your e-PDP and may help to identify targets for school placements. These results will be monitored at the assessment points throughout the year and where concerns are raised about a trainee's subject knowledge, school Professional mentors and University Moderation Tutors may be informed.

6.3.7: Assessment – an overview of procedures

Item	Mode of assessment	How assessed: Assessment Criteria and Feedback mechanisms	Other information
1. PROFESSIONAL STUDIES	<ul style="list-style-type: none"> - 1 x 4000 word written assignment - Electronic submission 	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> - Masters Level Criteria (included in this handbook). You will be awarded a grade and percentage mark. 	<ul style="list-style-type: none"> - Masters Level Assignments are looking at assessment of a student's ability to understand, apply and critically evaluate aspects of educational theory and practice. - A selection of both Professional Studies and Subject Studies assignments is scrutinised by External Examiners. - Where an assignment does not reach the pass standard at M level (grades A-C) it will be moderated by a member of the appropriate team and you will receive detailed feedback on what you need to do in order to improve it. - Time management and preparation are crucial for these assignments. There is considerable support built into the course to support the development of Master's level skills and of academic writing. Additional optional support is also available. Assignments must be based upon appropriate academic reading, properly referenced, and linked to practical classroom experience.
2. SUBJECT STUDIES	<ul style="list-style-type: none"> - 1 x 3000 word assignment - Electronic submission - 60% of the overall Subject Studies module grade. 	<p>Feedback</p> <ul style="list-style-type: none"> - Electronic marking using 'comments' is offered, alongside the trainee's text; - Written summative and formative feedback is provided by the marker on a feedback sheet 	<ul style="list-style-type: none"> - All of the information above in regards to writing a Masters Level Assignment is relevant to this assessed element. - School-based tasks will provide you with opportunities to reflect on observed practice in your specialist area.
	<ul style="list-style-type: none"> - Specialism Assessment: 1 x 2000 word (equivalent) e-presentation - Electronic submission - 40% of the overall Subject Studies module grade. 	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> - Masters Level Criteria (as above). You will be awarded a grade and percentage mark. <p>Feedback</p> <ul style="list-style-type: none"> - Written summative and formative feedback is provided by the marker on a feedback sheet. 	
3. PROFESSIONAL PRACTICE	<ul style="list-style-type: none"> - Regular formative observation of trainee's teaching 	<p>Assessment Criteria:</p> <ul style="list-style-type: none"> - The Teachers' Standards (DfE, 2012) and the Warwick Assessment Descriptors. <p>Feedback</p> <ul style="list-style-type: none"> - via written 'lesson observation proformas' (weekly) completed by your Professional Mentor/school-based staff/Moderation Tutors; - Interim and Final Profiles at the mid and end point of each placement, completed by Professional Mentors and Moderation Tutors. 	<ul style="list-style-type: none"> - The e-PDP records your regular reflection of your experiences on your course and in particular, your progress against the Teachers' Standards; it is the perfect place to note you thoughts, feelings and developing understanding; - You must keep up-to-date with your e-PDP. - A selection of e-PDPs is scrutinised by External Examiners.
	<ul style="list-style-type: none"> - Online e-PDP (electronic Professional Development Portfolio) completed by the trainee at identified 'Reflection Points' across the year. 	<p>Assessment criteria:</p> <ul style="list-style-type: none"> - Honours level marking criteria; - Your e-PDP is worth 30 CATs at H level. <p>Feedback:</p> <p>Your e-PDP is monitored by your personal tutor and verbal feedback is provided in tutorials.</p>	
	<ul style="list-style-type: none"> - CEDP (Career Entry and Development Profile) 	<p>Assessed via negotiation at a tutorial with your personal tutor.</p>	<ul style="list-style-type: none"> - You complete your CEDP at the end of your Initial Teacher Training recording your strengths and development needs in preparation for your NQT year in school. The CEDP is sent to your employing school.

6.4 Principles underpinning assessment on the PGCE

Assessment on this course serves two purposes, which we have derived from the goals of the Warwick Primary PGCE:

- **Assessment is for you:** it will identify strengths and weaknesses and development as a teacher. Assessment helps you identify what has been learnt and what still needs to be learnt. It is part of the cycle of monitoring and assessing your progress towards the Teachers' Standards.
- **Assessment is for pupils and schools:** schools and pupils deserve effective, highly qualified teachers. Part of the purpose of assessment during the PGCE is to provide schools with the reassurance that initial teacher training is providing them with the teachers they need.

These purposes of assessment rest on a series of principles.

- The criteria for assessment derive from the *Teachers' Standards* published by the DfE. This document specifies the minimum standards which newly qualified teachers need to achieve. This does not mean that you need to be able to demonstrate these during the first term, or immediately, but that they need to have been demonstrated by the end of training. Our assessment process records and monitors your progress.
- The key responsibilities for assessment are shared between trainees, school-based Professional mentors and tutors. University tutors take lead responsibility for the assessment of written work, for pastoral care during the year, particularly as it applies to professional development, and for liaising with Professional mentors about progress on placement. School-based Professional mentors have a lead responsibility for day-to-day support, which clearly includes the exercise of judgement about progress in school. Professional Mentors take a leading role in school-based assessment: they have day-to-day knowledge of your work. However, tutors play a key support role. They work across a wide range of schools, and moderate Professional mentors' judgements.
- Assessment judgements are based on evidence collected as your course proceeds: assessments are based on classroom observations, discussion and the written work completed during the year. There is no system of compensation between course components: all the criteria have to be met for you to be recommended for the award of Qualified Teacher Status and the PGCE.
- Assessment judgements are open and transparent. This means that they should rest on discussion and dialogue about your work and progress, but it lays on all those involved in the course - including trainees - a responsibility to accept the consequences of openness: giving and receiving advice which is formative but which includes necessary criticism is never easy, but an acknowledgement of the principles on which the process rests should make the task a little easier.
- Practical assessment during Professional Placement 2 is primarily diagnostic: it will provide information about strengths and weaknesses which can be used to develop your competence during PP3 and PP4. Assessment during Professional Placements 3 and 4 is intended to support a considered judgement by the end of the year about whether you should be awarded the PGCE and Qualified Teacher Status. **If you are at risk of failing you will be given evidence and reasons for this. There is an Interim Assessment Point mid-way through each placement, as well at the end of each placement.**

6.5 Teachers' Standards and the Warwick PGCE

All initial teacher training is based on a national list of professional standards set out by the DfE). The successful award of Qualified Teacher Status depends on the achievement of all of these standards at a level appropriate to that of a newly qualified teacher.

The *Teachers' Standards* can be found at this link:

<https://www.gov.uk/government/publications/teachers-standards>

The Warwick Partnership has devised 'Warwick Assessment Descriptors' for each Standard which set out the expectation for trainee teachers at a range of grades of achievement, enabling judgements to be made more objectively and explicit targets to be set.

6.6 Moderation and external examining

All schools are different and it is important that there is confidence that judgements reached in one school are comparable to those reached elsewhere in the Partnership. The Partnership has formal mechanisms to ensure moderation of assessment judgements:

- **Tutors' visits to schools** provide one mechanism for the moderation of assessment judgements. Whilst tutors will wish to talk to Professional mentors and trainees, they will also provide feedback to schools on the way in which judgements have been reached. Such dialogue is an important part of developing a framework for University based, Professional mentor and teacher development. Moderation tutors may observe you teaching with school Professional mentors or may spend time in discussion with key staff and in scrutinising your folder in order to provide moderated judgements.
- **Review meetings:** Personal and Moderation Tutors will consider all profile reports from school Professional Mentors in relation to their wider knowledge of attainment across the Partnership. Possible outcomes of these meetings are outlined in 6.2.
- **External Examiners:** External Examiners are drawn from other higher education institutions and from schools involved in other partnership schemes. External examiners will visit a range of trainees, including some deemed to be at risk of failing their school experience. They will wish to see trainees teach, to discuss placements with Professional mentors and to review the evidence which underpins a potential fail judgement. They also scrutinise assessed written work, meet a sample of trainees and look at their teaching files and comment generally on the course as a whole and subject content specifically.

6.7 Assessment Criteria

Criteria for the assessment of written assignments

All Masters level assignments and the e-portfolio specialism presentation will be marked and graded according to Master's criteria (see below). **In order to qualify for the award of PGCE, trainees will need to secure a pass in each element of the course: that is, on their Professional Placements, their Professional Studies Module (PS assignment at M level) and the Subject Studies Module (Core Assignment and Presentation at M level).** Detailed criteria for the assessment of tasks are set out in the relevant section of this course guide. The Masters level criteria include a concern with such issues as: comprehension and analysis of educational issues, including research and knowledge as well as practice in schools; content and coverage of the issues discussed; presentation and organisation of material.

Masters level assignments will be anonymously marked and moderated. If agreement on whether an assignment should pass cannot be reached between the two markers the assignment will be referred to the PGCE Course Leader, who will review the grades and may request a third marker. A sample of failed and passed assignments at each grade will be seen by External Examiners.

Student Section			
Student Number		Module Code	
Course		Module Title	
Assignment Title			
Improvement Targets for this Submission Please indicate your targets in the left hand column, focussed on formative feedback from your most recent submission (paste from the "Advice and Targets for Future Work" field of your last piece of work). For each target, please indicate in the right hand column how it has been addressed, giving evidence of page references from this submission and/or a brief example/quote. If this is your first assignment you may leave this blank, or create appropriate targets for yourself.			
Target(s)		Response	
Marker Section			
Essay Mark		Overall Mark	
Penalties		/ Grade	
Overall Comment In addition to comments below, please see the marking grid overleaf which should be highlighted to reference this work against Master's level marking criteria.			
Advice and Targets for Future Work			
<ul style="list-style-type: none"> • • • 			
Second Marker / Moderator's Comments (if applicable)			
First Marker		Date	
Second Marker		Date	

Grade	Comprehension	Analysis	Critique	Presentation
A*/A (Mark of 80 or above = A*; 70 -79 = A)	A wide range of relevant sources, which are well understood, are skilfully and concisely deployed to support arguments. Demonstrates a highly developed understanding of relevant concepts, theories and/or research methodologies.	Recognises the demands of the question providing a well-focused, relevant answer. Sets sources and viewpoints in a wide context and makes a comprehensive assessment of issues involved. High levels of ability to analyse, identify relevant issues, synthesise and apply knowledge and concepts. Relevant theories/theoretical models are applied to deepen understanding of the links between theory and practice.	Skilful evaluation which synthesises both the literature and personal perspectives in response to the question. Demonstrates a balanced critical understanding of the issues. Displays critical awareness of methodological and theoretical considerations. Some originality of thought and creativity.	Material is very well-organised and the structure complements the content. A high level of written communication with very few errors of spelling, grammar and syntax. Points are comprehensively and appropriately substantiated. Mastery of referencing conventions.
B (Mark of 60 - 69)	The work is supported by references to a good range of relevant sources which are used in a relevant way. Sound and thorough grasp of relevant concepts, theories and/or research methodologies which are well-summarised.	Recognises the demands of the question providing a focused, relevant answer. Sets sources and viewpoints in context. A good ability to analyse, identifying useful points synthesise and apply knowledge and concepts. Application of theories/theoretical models in a relevant way to answer to the question.	Perceptive commentary on evidence and materials used in response to the question. Able to make appropriate critical points. Displays awareness of methodological and theoretical considerations.	Well-structured work displaying attention to the logic and development of the piece. A clear written style. Spelling, grammar and syntax are generally good. Points are consistently and appropriately substantiated. The recommended referencing system is used but with minor errors.
C (Mark of 50 - 59) Pass Mark 50	An adequate range of relevant source materials is used. Understanding of main concepts, theories and/or research methodologies is fair but lacks depth and/or breadth. There may be some gaps or areas of confusion.	The response to the question addresses basic requirements and there may be some irrelevant material. The attempt at analysis, synthesis and application of knowledge and concepts is competent but lacks depth and breadth. Limited use and understanding of theoretical models.	Sensible commentary on evidence and materials used throughout, in response to the question. Limited critical reflection.	A generally satisfactory overall structure although it may lack balance in parts or fail to integrate some material. An adequate written style; occasional errors of spelling, grammar and/or syntax do not impair communication. Generally appropriately substantiated. The recommended referencing system is used but with some errors and omissions.
D (Mark of 40 – 49)	Some evidence of relevant reading. Understanding of the subject matter is limited. The work displays major gaps in knowledge, serious misconceptions and/or factual inaccuracies.	Introduction of basic concepts and effort made to relate them to the demands of the question which have been only partially understood, leading to irrelevant material. No sustained analysis, mainly descriptive with an inability to apply knowledge and synthesise material. Very limited reference to theoretical models.	Some sensible comment is made. Uncritical commentary.	Weak structure. Expression of ideas is sometimes confused or unclear. Communication may also be impaired by errors of spelling, grammar and/or syntax. Lacking appropriate substantiation. Referencing marred by frequent errors and omissions.
E (Mark below 40)	Few relevant sources used. Serious gaps and/or errors in knowledge and understanding.	The question may have been ignored or badly misunderstood, and there is much irrelevance. Superficial treatment of the topic much of which is descriptive. Lacks appropriate critical or theoretical framework.	The commentary may not be seen as sensible in relation to the question.	Unstructured presentation, lacking coherence. Expression of ideas is poor and may also be impaired by frequent errors of spelling, grammar and/or syntax. Much of the writing is unsubstantiated. The recommended referencing system has not been mastered.

6.8 Presenting assignments

Your assignments should:

- be submitted in Word or rtf format.
- be double-line spaced
- be page numbered
- have the title of the assignment at the top of the actual assignment - do not use the title in the file name
- have your student number as a footer in the assignment (it is automatically prefixed in the filename by the electronic submission system)
- not include your name in the title of your assignment (or anywhere else)
- not include images or appendices (except multimodal assignments)

If you do not have access to ICT at home, you should plan your work schedule so that you can take advantage of the ICT facilities in the University.

Citations, and Reference Lists: Harvard Referencing Scheme

In your assignments we expect you to show evidence of wide and critical reading. We also need to be sure about what is your own work and what is other people's. This means that you must let us know which books, articles, etc. you have referred to by using in-text citations with a corresponding, accurate, reference list at the end of your assignment. The referencing system we would like you to use is known as the **Harvard system**.

In the body of your assignment, Harvard style citations consist of author or editor family names and the date of publication of an item. In addition, quotes require a page reference.

At the end of your assignment the material in a reference list is listed in alphabetical order by author's family name. The date of publication of an item immediately follows the details of the authors or editors. If a work is a second or subsequent edition, the edition number should be noted after the title in the form 2nd. as appropriate. If several works by the same author and from the same year are cited, a,b,c, etc., should be put after the year of publication. Any reader of your assignment should be able to access the same materials you have consulted by reference to your list.

In-text citations are counted within the word count of your assignment. Your reference list is not counted within the word count of your assignment, i.e. the word count includes everything under the title and up to, but not including the reference list.

For further guidance see:

http://www2.warwick.ac.uk/fac/soc/cpe/students-partners/current/primary/professional/assignment/warwick_library_harvard_referencing_guide.pdf

https://library.leeds.ac.uk/homepage/91/harvard_citations#activate-websites_or_webpages

7. Reviewing Your Progress on the PGCE

7.1 Assessment and progress: the review points

In order to provide you and your tutors with clear evidence of your progress, we have designated a series of clearly defined Review Points through the PGCE year. These are intended to:

1. provide you, and those working with you, with specified opportunities to review evidence of your progress and development as a teacher
2. support the process of target setting and development which lies at the heart of becoming an effective teacher
3. draw together the evidence, which is accumulating, on your progress towards achieving the Teachers' Standards. Your *Training Plan* and e-PDP will be key mechanisms for capturing progress throughout the year. Your Training Plan must be kept up to date and shared on a weekly basis with your Professional mentor and your e-PDP needs to be updated at each Reflection Point and shared with your Personal Tutor.

Please be aware that you will not be able to start a Professional Placement unless the formal reflection of the previous one has been completed.

7.1.1 Progress Concern Meetings

Should you not be meeting the minimum expectations for each review point you will be required to attend additional meetings with the Lead Moderation Tutor and/or Course Leader to discuss your progress.

7.1.2 The Process to Support A Trainee Failing a Professional Placement

The *Centre for Teacher Education* (CTE) is committed to helping you to succeed. This section of the Handbook outlines the way we work with students when there are problems and explains the main options available. Each case is different and we work with individual students to navigate their particular situation.

If you are having problems on Placement, do make sure you get proper advice and understand the situation you are in. Unfortunately, when there are problems schools do, sometimes, withdraw placements with short notice and whilst we will, if appropriate, try to talk to schools to see if another solution is available this is not always possible.

Another thing to understand is that at times (as for all HEI providers) it is difficult for us to find suitable placements for all of our students. Increasingly schools do not want to risk the progress of their children so whilst we will try to get repeat placements at agreed times, it is not always possible for us to do so. If you are waiting for a new placement we will keep you updated on the progress we are making.

If, following a meeting with the CTE team you have any questions, please get in touch with us so we can help you to understand your options and situation. The key people and places from whom to get

advice are your **Personal Tutor**, our **Lead Moderation Tutor** and/or the **Course Leader**. These people are tutors you already know well.

If you want help outside of the CTE Department then you can consult the University Senior Tutor <https://www2.warwick.ac.uk/services/student-support-services/senior-tutor/> , the Students' Union Advice Centre <http://www.warwicksu.com/advice/?homepage> or your Trade Union.

Guidance on processes and options Stage 1

The *Cause for Concern* procedure, outlined in the *Placement Guide*, is started:

- *Intervention Plan* put in place – written by Moderation Tutor & Professional Mentor – specific actions, success criteria and review points identified
- An additional visit by *Moderation Tutor* may take place if the *Intervention Plan* does not result in significant progress being made and the trainee's practice remains a concern
- Review of progress made and a definitive 'outcome' identified (see below).

Outcomes:

1. trainee makes required progress and the Placement continues within the usual time frame
2. trainee makes progress but needs more time to consolidate and secure practice – placement extended if school is in agreement and facilitate this
3. trainee fails to make expected progress (see below)

Failing to make progress

- If appropriate, the trainee may have a moderation visit by another member of staff to confirm the need to terminate the Placement
- Meeting at university with *Moderation Tutor* and/or *Programme Leader* to review and discuss options including TWD and PWD
- Trainee signposted to *Student Services* for further support (SU, Counselling Services, Student Finance, Careers Services etc)

Possible scenarios

Whilst clearly, every case is different, there are some common scenarios where progress on Placement might break down and 'next steps' need to be carefully managed. Some examples of these are outlined below:

Scenario 1 - TWD – for personal reasons

e.g. **PP2** – trainee suffers bereavement or struggles with family pressures – takes TWD.

Trainee would return to resume their training the following year, re-joining the programme at the point where they took TWD – in this case, at the start of PP2.

Scenario 2 TWD – for health reasons

e.g. **PP3** - Trainee becomes ill – advised by GP that they need a substantial time off school; trainee takes TWD. If taught programme is complete then trainee returns to take PP3 at next point in the course calendar where placements occur (e.g. summer term). Before resuming Placement, the trainee would provide a doctor's note to confirm fitness and the Programme Leader may request an assessment by Occupational Health.

Scenario 3 TWD – due to lack of progress

e.g. **PP2** – trainee completes most of the placement but final assessment is a cause for concern.

Actions: Trainee would be counselled by the *Lead Moderation Tutor &/or Programme Leader* to take TWD, gain more experience in a TA role and return to the programme in 12 months' time to resume PP2.

e.g. **PP3** – trainee completes all or most of the placement but final assessment is a cause for concern.

Actions: Trainee would review potential to succeed with *Lead Moderation Tutor &/or Programme Leader* and may be offered a re-sit Placement. In this instance, the trainee would agree '*Terms and Conditions*' of the re-sit Placement regarding clear minimum expectations mapped for the *Interim Assessment* point in order for the placement to continue.

e.g. **PP4** Trainee has no health or personal issues but is not making expected progress. There is no issue with the quality of the Placement or with the school. Part way through PP4, school staff terminate the placement out of concern for pupil progress.

Actions: Trainee would review progress with *Lead Moderation Tutor &/or Programme Leader* and consider what have been specific barriers to their success. Trainee would also be supported to reflect honestly on their experience and evaluate their potential to succeed. The trainee may be offered a re-sit Placement in the autumn term. In this instance, there would be no need to TWD but return to CTE at the point where a Placement has been agreed and arranged for them by the Placement Development Officer. The trainee would be encouraged to continue reflecting on their professional experience on their e-PDP (an assessed component of the PGCE programme) and (as appropriate) to address any pertinent issues through self-study (e.g. TS3 subject knowledge). Final assessment is therefore referred to the autumn.

Support & Preparation Made By CTE Prior To Trainee Undertaking A Final Re-Sit Placement (PP4)

- Trainee directed to any *Further Professional Training* (FPT) if timetabled before Placement begins (if not, this could be directed self-study)
- Summary of trainee's previous Placements, highlighting strengths and areas for development are shared with potential placement school
- If appropriate, trainee placed on *ESP Programme* - additional resource paid to school & additional MT visits
- For trainees with a declared disability, there will be a visit by LLT/CL early in the placement (if requested by the trainee), to discuss their *Individual Support Plan* (ISP) and to help schools identify any 'reasonable adjustments' which are required.

Monitoring during re-sit Placement

- *Moderation Tutor* informed of issues prior to Placement starting
- T&C shared with trainee, and accepted prior to placement
- School-based training delivered by LLT if school staff cannot attend uni-based training.
- Early visit undertaken by MT

Where a student has failed in Professional Practice the student may be offered an opportunity for re-examination on one occasion within one year of failure providing the examination board is of the opinion, on the basis of the evidence available to it at the time of the initial assessment, that

such re-examination is (on the balance of probabilities) likely to be successful. In the event that a student is offered the opportunity for re-assessment the student shall be required to complete a further continuous period of professional practice equal to the length of the original period of professional practice before presenting themselves for re-examination.

7.1.3 Formal Review Points

Review Point	Focus of meeting	Content
1	Induction	Meet Personal Tutor; Give your tutor background information for a reference. Review of pre-course targets set at interview
2	Monitor progress	Review subject knowledge audits Set targets for PP2 Discuss assignment planning Monitor e-PDP
3	Monitor progress	Review professional progress on placement Review academic progress Monitor e-PDP
4	Monitor progress	Review professional progress on placement Review academic progress Monitor e-PDP
5	Monitor Progress and support induction into NQT role	Review professional progress on placement Review academic progress Monitor e-PDP Check <i>Career Entry Development Profile</i> (CEDP) Discuss transition into NQT year Discuss job applications if appropriate

7.2 The Professional Development Profile (e-PDP)

Introduction

Your Professional Development Profile (e-PDP) is a personal record of evidence and tool for reflection, demonstrating your progress and your development as a teacher, and your progress towards the Teachers' Standard (DfE, 2012) which you must achieve in order to gain QTS. Completion of the e-PDP is an assessed requirement of the Warwick Primary and Early Years PGCE courses.

You are personally responsible for maintaining your e-PDP and ensuring that it is updated regularly at each formal Reflection Point. The e-PDP should always be updated and available in time for your Personal Tutor to read, prior to meeting formally with you.

Rationale and Purposes of the e-PDP

Trainees must meet all of the Teachers' Standards before they can be recommended for QTS. The Standards are a rigorous set of expectations and set out the minimum legal requirement.

The purposes of the e-PDP are to:

- Provide evidence of your increasing professional experience and progress towards the achievement of the Teachers' Standards at a level appropriate for a newly qualified teacher;
- Encourage you to reflect upon, evaluate and take responsibility for your own professional development;
- Help you reflect on progress against individual targets and tailor your experiences to ensure that all the professional standards have been addressed and achieved, to at least a minimum standard, by the end of the training year;
- Monitor developments in subject knowledge and experience of teaching the National Curriculum, and RE;
- Gather information and evidence of other relevant experiences and achievements; enable your tutors, school Professional mentors and class teachers to monitor and support your progress towards the Standards;
- Feed into your Career Entry and Development Profile (CEDP) at the transition to your NQT year.

Key Points and Guidance

Maintaining your e-PDP will require you to be organised, disciplined and systematic. You should aim to develop good habits from the outset by updating and editing evidence of having met the Standards and making sure that relevant details, forms and profiles are updated before you attend scheduled tutorials and meetings with your Personal Tutor. This will help you and others to facilitate your experiences to meet your individual needs and to ensure that you make rapid and successful progress towards achieving the Standards and becoming a proficient and professional teacher.

7.3 Career Entry and Development Profiles (CEDP)

All newly qualified teachers from Warwick leave their initial teacher education with a **Warwick Career Entry and Development Profile (CEDP)**. This is completed at the end of the year on the basis of your e-PDP, school Placement Profiles and coursework.

The CEDP:

- identifies your key strengths after your initial training;
- indicates the chief points for further development in your first year of teaching
- identified induction targets linked where possible to the school's priorities

Your CEDP and a completion reference will be sent to your employing school and should inform your induction and on-going professional development. The CEDP will be completed in consultation with your Personal Tutor.

8. School Placement Information

The Warwick PGCE provides a variety of opportunities for you to learn in school and from schools.

The following section will give you a brief overview of the University organised placements; the details of expectations, percentages of teaching times etc. will be given to you in your School Placement Guide prior to each placement.

8.1 PP1: Serial Placement Days

PP1 allows you to spend 2 days a week in school alongside the taught course in the early weeks of the course. With a group of trainees, you are likely to return to the same school each week, but visit a range of classes within this school setting. The serial days aim to help you to:

- develop your understanding of the links between the theory and practice of learning and teaching;
- support your ability to actively engage in seminars and discuss effective teaching and learning in the early stages of your course;
- offer early opportunities to develop teacher presence and teacher identity;
- support your professional development towards achieving the Teachers' Standards.

8.2 Block Placements (PP2, PP3, PP4)

You will undertake three substantive block placements on your PGCE course. Each is likely to be in a different age range and you will experience 2 or 3 different settings.

The Warwick **Primary** PGCE prepares you for teaching across the 5-11 age range, whilst the **Early Years** PGCE prepares you to teach from 3-7 years.

The placements are carefully planned to offer a gradual increase in breadth, depth and responsibility. The table below indicates the nature of each placement:

	PP1 Serial Days	PP2	PP3	EPOs	PP4
Timing of placement	Autumn Term	Autumn Term	Spring Term	Spring/Summer Term	Summer Term
Approximate Length of placement	8 days	6 weeks	7 weeks	9 days	8 weeks
Curriculum Focus	Core Subjects	Core subjects: Maths, English and Science Your specialism	Core subjects and Foundation Subjects Your specialism	Developing breadth e.g. in SEND, EAL, Behaviour, Phonics, etc	Core subjects and Foundation Subjects Your specialism
Percentage of timetable taught	Observation and Small group teaching	Build up to a maximum of: 60%	Build up to a maximum of: 70%	Observation/ Experiential	Build up to a maximum of: 80%

8.3 Enhanced Placement Opportunities (EPOs)

There are additional opportunities to experience a range of school settings through and short experiential (non-teaching) placements. These placements allow you to experience alternative settings and approaches e.g. placements in a special school.

8.4 School Placement Procedures

When making arrangements for your placement, **your individual training needs are paramount**, though we will also try to balance a number of other factors, including:

- Ensuring a range of Key Stage, year group and school context experience
- Availability of suitable placements
- Connections you may already have with some schools
- Family commitments
- Health problems and disabilities
- Where you live and your transport possibilities.

As you were made aware on your Interview Day, it is not always possible to place trainees close to home and some travelling is inevitable (one hour or more by car). Most schools would expect you to arrive by 8.30am at the latest. **You must let the Placement Officer know immediately of any change to your term-time address or personal circumstances which might affect the suitability of a placement.**

Announcing Placements

We aim to let you know the details of your placement **one week** before it starts. Occasionally it may be possible to give more notice. You will receive individual notification online via **Data Reveal**, giving school contact and address information.

Concerns About Your Placement School

A great deal of care has been taken when placing you at a school. As far as possible, personal circumstances and requests will have been taken into consideration. However, your training needs are the priority.

If you have any concerns about your placement, after you know where you are being placed, please discuss these with your Personal Tutor in the first instance.

The next step is to approach the Lead Moderation Tutor and the Placement Officer.

9. Professional Studies Programme

The programme of Professional Studies (PS) aims to develop a good understanding of the key factors associated with successful teaching and learning, covering the elements of professional competence that will enable you to become an effective teacher, colleague and pastoral carer. To achieve that in a one-year course is a challenge, one that will be immensely rewarding, at times frustrating and difficult, but always intensely interesting. We aim to prepare you to achieve excellence in your classroom practice, and in understanding your role in the development of children's learning.

The PS programme is at the heart of the PGCE course. The topics covered in PS are also considered, where appropriate, in the subject related sessions. For example at the time when the notion of planning is explored in PS sessions, the subject sessions will also focus on this. The same is true of the other topics, which are covered. They are often introduced and discussed in a general way and then developed in more subject specific ways in the subject sessions, and linked to work in school.

All further information can be found on Moodle > Professional Studies.

10. Subject Studies Programme (part of the Subject Studies module)

The Subject Studies programme is composed of three individual elements – mathematics, English and science. Each element is organised into a sequence of lectures and seminars which will provide you with the knowledge, skills and understanding required to promote effective learning and teaching in these subjects. Specifically, the Core programme will ensure that for both Key Stages, you cover the National Curriculum programmes of study, use key curriculum documentation, develop expertise in planning sequences of lessons and utilise with confidence mechanisms for assessing pupils' attainment and progress. By the end of this programme you will have a good understanding of the contribution mathematics, English and science make to the school curriculum and how excellence in teaching the core subjects will help develop pupils' self-esteem and enable them to learn and achieve across the whole curriculum as well as in their leisure pursuits and life outside school.

10.1 Mathematics Programme

All further information can be found on Moodle > Maths General and Moodle > Maths Sessions

10.2 English Programme

All further information can be found on Moodle > English General and Moodle > English Sessions

10.3 Science Programme

All further information can be found on Moodle > Science General and Moodle > Science Sessions

11. Whole Subject Studies Programme (As part of the subject studies module)

A one-year teacher training programme is inevitably very concentrated and demanding. However, our main objectives are to introduce you to a wide range of approaches to teaching subjects other than English, Maths and Science.

The Whole Curriculum Studies Programme includes foundation subjects (including RE), computing and Primary Languages (PL). We trust that this programme will give you an insight into the exciting possibilities of primary teaching and learning.

Computing is an important tool for teaching and learning and its use is vital across the curriculum in order to develop learning in ways that are appropriate to all learners.

All further information can be found on Moodle > Whole Curriculum Studies

12. PGCE Primary Languages Programme

Firstly, bienvenue, bienvenido or 欢迎 (huān yíng) to the Primary Languages programme!

The Warwick Primary Languages (PL) programme aims to equip you with the knowledge, skills and attitudes to begin your Primary Languages teaching. For those of you with existing language capabilities this will be no more challenging than the teaching of any other subject. For those of you new to a foreign language, this will be a new and challenging experience (and hopefully a rewarding one too!). In either case, foreign language learning is closely linked to your teaching across the curriculum. It builds on your knowledge about language (KAL) from Literacy and your work with children with English as an additional language. The teaching of Primary Languages will engage you in the pedagogical practices and activities you use across the curriculum.

This short programme will be only the start of your PL teaching. As you go through your career you will work with teachers, classroom assistants, volunteers and others to build your expertise, confidence and effectiveness. However, this programme is your commitment to becoming an effective PL teacher.

All further information can be found on Moodle > Whole Curriculum Studies > Primary Languages

13. Subject Enhancement Programme (as part of the subject studies module)

The Subject Enhancement Programme is a thread which runs throughout the year. In addition to developing their skills as a generalist teacher, all trainees will receive additional input in their chosen area. This includes university-based and school-based elements and will include taught sessions, school-based tasks and specialism-focussed days in school.

All further information can be found on Moodle > Subject Studies

14. Trainee Support and Services

14.1 Complaints and Feedback Procedures

We hope that you find the PGCE a stimulating and rewarding course of academic and professional learning. However, if you are unhappy about any aspect of your course we urge you to discuss your concern with the relevant tutor.

The first person to discuss any concerns with is the tutor responsible for the programme which is causing difficulty; your Personal Tutor is the second point of reference. If you still feel concerned then you should see the Primary PGCE Course Leader, and beyond her, the Director of the Centre for Teacher Education.

Making A Formal Complaint

The University encourages informal resolution where appropriate (as outlined above) but also has a formal **Student Academic Complaints Procedure**. Full details of the various channels are detailed on the website, along with information about the *Office of the Independent Adjudicator* and support open to students across the University.

www.warwick.ac.uk/go/studentfeedbackandcomplaints/

14.2 Academic Appeals

Under certain defined circumstances and as per the University Calendar (University Regulations) students may appeal against decisions relating to their academic progress or outcomes. These may be summarised broadly as follows for PGCE students:

- Postgraduate taught students have the right to appeal if it is decided that their performance merits the award of a lower qualification than the one for which they were registered or does not merit the award of a qualification at all.

Further information and details of the process can be found at:

<http://www2.warwick.ac.uk/services/aro/academiccomplaints/studentappeals/>.

14.3 Student-Staff Liaison Committee (SSLC)

In addition, you may use the *Student-Staff Liaison Committee* (SSLC) which meets regularly, to raise any issues of concern which may be of wider interest. SSLC fulfils a key role in monitoring the quality of courses and providing a means of communicating trainees' opinions and suggestions to the tutors responsible for the PGCE course. Within the constraints which are imposed by the practicalities of managing PGCE courses, we aim to work as closely as we can with SSLC and individual trainees to address and rectify any concerns as soon as possible.

Early in the course you will select group representatives for the SSLC and you can ask these representatives to raise issues at the meetings. Further information about SSLC can be found at:

<http://www.warwicksu.com/sslc/>

14.4 Student Support Services

Student Support Services (<http://warwick.ac.uk/supportservices>) offer a comprehensive support structure available to help with all kinds of different problems, including personal, health, financial, problems connected with the law and University regulations, problems involving the provision of facilities for students with disabilities, or harassment of any sort. Students may consult the services of their own accord, or may be referred to them by personal tutors/supervisors. There may be more than one option available to students in difficult situations. Support services available to students through the University comprise the following:

- Student Support (<http://www2.warwick.ac.uk/services/studentsupport>)
- Personal Tutors System (<http://warwick.ac.uk/personaltutors>)
- University Dean of Students (<http://warwick.ac.uk/seniortutor>)
- Office for Global Engagement (<http://warwick.ac.uk/services/international>)
- Counselling Service (www.warwick.ac.uk/counselling)
- Disability Services (<http://warwick.ac.uk/disability>)
- Mental Health & Wellbeing Team (<http://warwick.ac.uk/mentalhealth>)
- Student Wellbeing Advisor/Practitioner (<http://warwick.ac.uk/mentalhealth>)
- University Health Centre (<https://www.uwhc.org.uk/>)
- Chaplaincy (<http://warwick.ac.uk/chaplaincy>)
- Student Advice Centre (an independent, free and confidential Students' Union service)
- Student Funding (<http://warwick.ac.uk/services/academicoffice/funding/>)
- Security Services (<http://warwick.ac.uk/security>)

Student Support Services, located on the ground floor of University House, can be contacted by telephone on 024 765 75570 or email on studentsupport@warwick.ac.uk

Students' guide to Student Support Services entitled *Need Help Finding Your Way?* (available online from <http://warwick.ac.uk/supportservices/student-support-services-brochure.pdf>) offers the further information on services provided:

14.5 Hardship/Financial Problems

The University Senior Tutor's office provides a financial adviser who can be seen by appointment and it administers a hardship fund. The *Students' Union Welfare Office* provides counselling on money matters on a drop-in basis. Both offices can provide small sums to tide over trainees who are in real financial difficulties. If you have approached both the above unsuccessfully, and are still in serious need, contact the *Director of the Centre for Professional Education*.

14.6 The Teacher Support Line

The Teacher Support Line is a 24-hour helpline offering free and confidential information, support and counselling for experienced and trainee teachers. You can call free on 08000 562 561 or email support@teachersupport.info or visit the website at www.teachersupport.info. Click on the link on the web site and you will be taken directly to a counsellor for a live chat.

14.7 Prayer facilities

The University has a chapel and prayer room on main campus. Please ask at Reception for details of the prayer room on Westwood campus in *Avon Building*.

14.8 Equality and Diversity Policy

The University's written Commitment to *Equality and Diversity*, as expressed in the "Single Equality Scheme" and distributed to all staff and students, states:

"The University of Warwick, recognising the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and students with respect and dignity, treat them fairly with regards to all assessments, choices and procedures, and to give them encouragement to reach their full potential. Therefore the University strives to treat all its members, and visitors, fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground."

The University of Warwick is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching and research by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. The achievement of equality of opportunity is central to our mission as a Higher Education Institution and as an employer. Our commitment is not simply limited to meeting legislative requirements but we endeavour to be a leader in the field of equality and diversity.

The promotion of Equality and Diversity concerns all of us and is the responsibility of all members of the University's community. As members of this community, it is expected that we will contribute to ensuring that the University of Warwick continues to be a safe, welcoming and productive environment.

Full details of the University's *Equality and Diversity* policy can be found at:

<http://www2.warwick.ac.uk/services/equalops>

Dignity at Work and Study Policy

Warwick considers all forms of harassment as totally unacceptable and offers support to trainees and staff subjected to it. The University is also prepared to take disciplinary action against offenders. Harassment is unwanted, unsolicited or unwelcome behaviour or language that is offensive or intimidating to the recipient. This includes conduct which makes the recipient feel threatened or humiliated as a result of his or her gender, skin colour, race, ethnic or national origin, religious belief, sexual orientation, disability or other personal characteristic.

Trainees are advised to seek advice or help if needed from the University Senior Tutor and Counselling Service, Advice and Welfare Services, Welfare and Equal Opportunities Officer, and the Chaplaincy.

Dignity at Warwick Policy <http://warwick.ac.uk/equalops/dignityatwarwick>

Refer to: <http://www2.warwick.ac.uk/insite/topic/healthsafety/welfare/harassment/>

14.9 Library Resources

The Library website has information on library facilities, resources, opening hours etc. <http://go.warwick.ac.uk/library/>. All resources, including books, e-books and journal articles can be located from the Library's catalogue <http://encore.lib.warwick.ac.uk>. The education collections are kept on the fourth floor of the library, including the Schools Collection, which holds material for use in the primary classroom. Copies of books that are in heavy demand, are also held in the Learning Grid for reference use only. Most educational journals are accessible online. The Education subject pages <http://bit.ly/1sRcm0C> provide links to key databases for educational research including *The British Education Index* and *Education Research Complete*. These are excellent tools for locating journal articles for all your assignments.

There is a lot of guidance about finding information on the library website <http://bit.ly/1OZilo4> and if you require further help then do contact the Education Librarian c.bradford@warwick.ac.uk

14.10. Study Spaces

Details of additional study spaces can be found on the library website <http://bit.ly/25jgbJo>. They include the 24/7 *Learning Grid* in University House; the Grid in the Rootes building on Central Campus; the Grid off-campus in Leamington, and the PG Hub, a dedicated space for all taught post-graduates at the University of Warwick. <http://bit.ly/248Ug5b>

14.11. Student Careers and Skills

Student Careers and Skills, located on the ground floor of *University House*, provides support tailored to your needs, including one-to-one advice, mock interviews, workshops and resources which are available online and in the Careers Hub.

James Goodwin is our link careers consultant for the *Centre for Professional Education* who will be delivering a lecture on getting your first teaching job and providing on-going support with applications, personal statements and CVs. James can be contacted at: J.Goodwin@warwick.ac.uk

14.12. IT Facilities at the University

You can expect excellent advice for any kind of support with IT, by contacting the IT helpdesk on 02476 573737. Information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available on-line at <http://warwick.ac.uk/its>. IT Services also produce information on acceptable use of University IT facilities for students and staff: <http://warwick.ac.uk/regulation31>

14.13. Travel and Transport Information

All of the campus car parks require that you pay-and-display. Failure to do so will result in the vehicle being clamped. All vehicles parked overnight on campus must have a parking permit. Students are not normally able to buy car parking permits and the regulations are shown on the University website at <http://www2.warwick.ac.uk/services/campus-support/carparks/regulations/>

Local buses offer a frequent and convenient way of travelling to and from campus. There are regular bus services to the University campus from Coventry city centre and Coventry rail station; Kenilworth and Leamington Spa with the journey taking about 30 minutes. Further details can be found on the University website at: <http://www2.warwick.ac.uk/about/visiting/directions/localbuses/> .

14.14. University Information

- a. Warwick Student Community Statement
<https://warwick.ac.uk/services/aro/dar/quality/categories/wscs>
- b. Study Hours Statement
<https://warwick.ac.uk/services/aro/dar/quality/categories/studyhours>
- c.
- d. University Calendar <http://warwick.ac.uk/calendar/>
 - i. Regulation 10 Examination Regulations <http://warwick.ac.uk/regulation10>
 - ii. Regulation 11 Procedure to be Adopted in the Event of Suspected Cheating in a University Test <http://warwick.ac.uk/regulation11>
 - iii. Regulation 23 Student Disciplinary Offences
<http://warwick.ac.uk/calendar/section2/regulations/disciplinary/>
 - iv. Regulation 31 Regulations governing the use of University Computing Facilities
<http://warwick.ac.uk/regulation31>
 - v. Regulation 36 Regulations Governing Student Registration, Attendance and Progress
<http://warwick.ac.uk/regulation36>
- e. University Community Values and Expectations

Our Community Values and Expectations

At Warwick, we value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We nurture intellectual challenge and rational, rigorous debate. We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment within which all members of our community can successfully learn, work, live and socialise. ***We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, [equality and diversity](#), and mutual respect and consideration for the rights, safety and dignity of all.***

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community. Take a look at the following to help you understand what this means for you:

warwick.ac.uk/studentbehaviour/	What's Expected of Students at Warwick which summarises key expectations for students and signposts to associated support
warwick.ac.uk/equalops/	Equal Opportunities Statement , setting the value we place on maintaining an inclusive environment where all can contribute and reach their full potential
warwick.ac.uk/dignity/	Dignity at Warwick Policy , setting out how our differences are respected and valued and how we aim to prevent and address harassment and bullying
Warwick.ac.uk/strategy/	University Strategy , which sets our vision as a world-class university and our values
warwick.ac.uk/wscs/	Warwick Student Community Statement which sets out aims for the University as well as for students
warwick.ac.uk/calendar/	University Calendar , the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour

- f. Health, Safety and Wellbeing Policy Statement
<http://warwick.ac.uk/services/healthsafetywellbeing/guidance/handspolicy>
- g. Policy on Recording Lectures by Students <http://warwick.ac.uk/quality/recordinglectures/>
- h. Smoking Policy <http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy>
- i. Policy on the Timing of the Provision of Feedback to Students on Assessed Work
<http://warwick.ac.uk/quality/categories/examinations/goodpractice/assessment/timeliness>
- j. Moderation guidance <http://warwick.ac.uk/quality/categories/examinations/moderation>
- k. University assessment strategy
<http://warwick.ac.uk/quality/categories/examinations/assessmentstrat>

15. University Departments

15.1. Warwick Graduate School (soon to be Warwick Doctoral College)

The Graduate School at Warwick is responsible for enhancing postgraduate student experience and upholding the high standards of graduate educational provision across the University. The Graduate School provides support to students to ensure timely progress, academic success and appropriate preparation for careers, and is available as a source of information and support beyond students' departments.

To meet the needs of the University's postgraduate students, the Graduate School:

- works to ensure that postgraduate students are provided with appropriate facilities and take advantage of the wider student experience offered by the University environment, for example the Wolfson Research Exchange and the PG Hub
- supports and delivers a series of activities and events to provide postgraduates with opportunities for networking and socialising beyond their departments
- administers student feedback mechanisms, for example, research students' Annual Reports and the Postgraduate Research and Taught Student Experience Surveys
- provides information and support to students applying for internal and external bursaries and scholarships
- offers impartial advice on the University's regulatory framework
- supports the conduct of formal appeals and complaints processes and other investigations.

For the latest information on how the Graduate School can support you in your studies please visit <http://warwick.ac.uk/graduateschool>

15.2. PG Hub (Ground floor, Senate House (card access, postgraduate-only))

PG Hub is a peer-led collaborative community space that brings together postgraduates from across Warwick.

At PG Hub you can:

- Book meeting rooms for group-work and collaborative study, as well as find first-come-first-served study and meeting space
- Ask any questions you might have about your postgraduate life at Warwick
- Access support for your dissertation through Dissertation Station
- Find mentorship to take you to the next level
- Get actively involved in cultural events, which last year included Hallowe'en, the Burns Poetry Competition, Chinese New Year and a Nowruz Celebration
- Locate support for your studies and future career plans through events and drop-ins
- Share your postgraduate life through our competitions and social media

We recognise that postgraduate life is about more than just work. The PG Hub exists to make your time at the University more productive and enjoyable, so we welcome your ideas on things you want to see as a Warwick postgraduate.

Currently open: 09:00 – 20:00 (see website for holiday opening)

For more information:

<http://warwick.ac.uk/pghub>
[#WarwickPGHub](#)
pghub@warwick.ac.uk

15.3 Masters Skills Programme

Use the Masters Skills Programme to develop your academic, personal and professional skills whilst at Warwick.

Our range of workshops, events and online resources will help you adjust to postgraduate study, boost your employability and enhance your research skills.

There are plenty of opportunities to meet other students and you can gain recognition for your efforts through the Warwick Skills Portfolio Award.

Find out more:

Web: warwick.ac.uk/maskills | Email: skills@warwick.ac.uk |
Twitter: @warwickskills

Normal Opening: 08:30–00:00 (see website for holiday opening)

For more information, see: <http://warwick.ac.uk/researchexchange>, [#ResearchEx](https://twitter.com/ResearchEx),
research_exchange@warwick.ac.uk

15.4 Academic Office

- a. Examination Office <http://warwick.ac.uk/services/academicoffice/examinations>
- b. Student Records <http://warwick.ac.uk/studentrecords>
- c. Awards and Ceremonies
<https://warwick.ac.uk/services/academicoffice/congregation/certificates/>
- d. Student Finance <http://warwick.ac.uk/services/academicoffice/finance>
- e. Student Funding <http://warwick.ac.uk/services/academicoffice/funding>
- f. Graduate School <http://warwick.ac.uk/graduateschool>

15.5 Academic Registrar's Office

- a. The Office for Global Engagement
- b. Teaching Quality <http://warwick.ac.uk/quality>

16 Reference Section

Key documents and sources of information which you will find useful during the programme are listed below:

- The *Course Handbook*
- The *Professional Placement Guide* (newly published for each Placement)
- The *Teachers' Standards* <https://www.gov.uk/government/publications/teachers-standards>
- The *Warwick Assessment Descriptors* (WADs)
- Ofsted Criteria for assessment of HEIs <http://www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook>

11 Appendices

A1 Safeguarding

Safeguarding is a key issue in education and relates both to the protection of pupils in your care and yourself. You will receive extensive training in safeguarding throughout this year both at school and the University. For current information on Safeguarding, see <https://moodle.warwick.ac.uk/course/view.php?id=25641>

For the University's policy on Safeguarding and Child Protection, see:

<http://www2.warwick.ac.uk/services/gov/university-policies/safeguarding>

<http://www2.warwick.ac.uk/services/gov/university-policies/safeguarding/child-protection/>

Safeguarding is about protecting certain people who may be in vulnerable circumstances. These people may be at risk of abuse or neglect due to the actions (or lack of action) of another person.

A safeguarding concern can centre on a single act or repeated acts of suspected, disclosed or witnessed abuse or neglect. (Office of the Public Guardian, 2017)

An "Adult at Risk" is defined as any person aged 18 years and over who is or may be in need of community care services by reason of mental health issues, learning or physical disability, sensory impairment, age or illness and who is or may be unable to take care of him/herself or unable to protect him/herself against significant harm or serious exploitation. (*Safeguarding Adults. A national framework of standards for good practice and outcomes in adult protection work*)

Trainees could be considered to be 'at risk' if they experience any of the following:

- a learning disability or physical disability;
- mental health needs;
- sensory needs;
- experiencing short or long term illness.

Additionally any adults on the course who are experiencing, or have in the past experienced abuse or neglect could be deemed as vulnerable. Abuse manifests in many forms including:

- physical abuse
- mental abuse
- sexual abuse
- psychological abuse
- financial or material abuse
- modern slavery
- discriminatory abuse
- neglect/self neglect
- radicalisation

this list is not exhaustive.

General Principles

Safeguarding issues are to be regarded as everyone's responsibility and Teaching Fellows are reminded that it is their duty to report any disclosures or concerns.

If Teaching Fellows in the course of their work at the University, have an adult at risk protection issue brought to their notice, observe an incident of abuse, or have cause for concern, they must treat this as a priority over other work and address the issue immediately.

Recognition of abuse is not always easy and it is acknowledged that Teaching Fellows may not be experienced in this area and indeed, that it is not the place of University employees to make such a judgement. It is however the responsibility of all Teaching Fellows to act on concerns in order to safeguard under-18s or adults at risk.

Disclosures

What constitutes a disclosure? A disclosure refers to the divulging of information that has the potential to impact on the level of risk to children or vulnerable adults. A disclosure could occur in a number of forms, e.g. through an email or verbally, and could come from anybody, a trainee, a pupil a staff member. In cases of doubt about whether or not you are dealing with a disclosure, it is generally good practice to be more rather than less cautious and you should seek advice from the ST.

In the event that a disclosure is made to a member of CTE staff, the following considerations will apply:

- How does the disclosure impact on the assessment of the risk level to children/vulnerable adults?
- What are the support needs of the individual(s) making the disclosure?
- What are the support needs of the individual(s) receiving the disclosure?

Whilst disclosed information will be treated sensitively and securely, it is important to note that confidentiality cannot be guaranteed, particularly if there is risk to the person making the disclosure or to others. This should be made clear at the point of disclosure or as soon as is practicable.

The considerations above should be discussed with one of the following members of the CTE Senior Leadership Team as appropriate:

- Head of Primary Teacher Education
- Head of Secondary Teacher Education
- Director of CTE
- Designated Safeguarding Lead

In the event that CTE deems a trainees conduct to potentially be detrimental to a child or young person, and present a potential risk, the departmental protocol should be adhered to. The Designated Safeguarding Lead for CTE should be notified and a record of actions to date should be recorded through completion of the Safeguarding Report Form in Appendix A1. The Director of CTE will share this information with the Director, People Group (the university's designated safeguarding officer) as appropriate.

Concerns that a trainee is ‘at risk’

As a result of their contact with ‘adults at risk’ Teaching Fellows may become concerned about the welfare of a trainee and may be concerned that they are in need of safeguarding.

All concerns should be recorded on the safeguarding form and submitted to be actioned by the DSL and/or director as appropriate.

Follow the link to access the Safeguarding Report Form:

<http://www2.warwick.ac.uk/fac/soc/cte/students-partners/staff/safeguardingform>

Appendix A

WARWICK

≡ Social Sciences > Centre for Teacher Education

Become a teacher with Warwick | CPD and further study | Partner schools | Staff and students | About Us

Staff Intranet > Safeguarding Report Form

Safeguarding Report Form

Name *

Email Address *

Trainee Name *

University Number

Cohort/Route

Reason(s) for recording the incident/concern (headline)

When/Where did your concern arise? Who else was present? What exactly did you see/hear that raised your concern? Please record factual information only. *

Your professional opinions, impressions and worries are important. Please record any opinions here and state what has led you to form them. *

Further reading

<https://www.gov.uk/government/publications/safeguarding-policy-protecting-vulnerable-adults/sd8-opgs-safeguarding-policy>

<https://www.adass.org.uk/safeguarding-policy-page>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

A2 Mitigating Circumstances: Advice for Students

MITIGATING CIRCUMSTANCES (MCs)

During the course of study you may experience exceptional unforeseen short term circumstances which are outside your control and might have a detrimental effect on your studies. Some students have a late identification of a disability and so reasonable adjustments to assessments may not be in place. Both scenarios are dealt with through the University's mitigating circumstances procedure. It is important that you always tell your Personal Tutor/Departmental Senior Tutor of any mitigating circumstances or reasonable adjustment needs as early as possible to ensure that appropriate support is put in place.

1. DEFINITION

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of a crime, family difficulties and unforeseen financial hardship);
- Situations with significant impact on your ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on your study (normally within three weeks of the relevant assessment event or deadline).

In general terms, mitigating circumstances must be (a) significant (they have more than a minor impact on you), (b) unexpected (you must have had no prior knowledge of the event), (c) unpreventable (there was no reasonable steps you could have taken to prevent the event), (d) relevant (you must be able to link the event, and its impact on the period for which your claim is being made) and (e) corroborated (it must be independently verifiable and the evidence must meet the University requirements-see appendix A).

NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RA's) policy which can be viewed at: <https://warwick.ac.uk/services/disability/howwecanhelp/>

2. UNIVERSITY SUPPORT FOR YOUR MITIGATING CIRCUMSTANCES

The University offers support through a number of mechanisms for individual mitigating circumstances. If you are in any doubt about whether your situation is eligible as a mitigating circumstance you should consult either your Personal Tutor or the Departmental Senior Tutor. Your Student Handbook will specify who should be consulted in the first instance in your department about mitigating circumstances. Additionally, you may wish to consult staff outside your department for extra support and guidance, e.g. Wellbeing Support Services or one of the advisors at the Students' Union Advice Centre. Even if your circumstance is not eligible for consideration it may nevertheless be something for which you should seek support.

NOTE: A successful mitigating circumstance case does not excuse you from an assessment as the learning outcomes for the module(s) affected must still be undertaken. It may lead to an extension for assessed work or a resit opportunity (as a first attempt or for a capped mark) for any test, oral or written examination (to be taken at the earliest scheduled opportunity).

3. CONFIDENTIALITY

Information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR). Any student who believes that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, may submit their mitigating circumstances marked "strictly confidential and for the attention of the Chair of the Mitigating Circumstances Panel only". The information will be relayed by the Chair to the Mitigating Circumstances Panel (MCP) in each Department and/or Faculty without divulging the details of the sensitive nature of the information,

subsequently, the MCP will decide on the recommendations to be made to the Board of Examiners. Any further communications to other bodies (such as to Board of Examiners boards and/or module leaders) is **ONLY** permitted to list the type of mitigation agreed and reporting the appropriate grading of the MC submission **AND NOT** the details of the circumstances or any evidence or how it was assessed.

4. REPORTING OF MITIGATING CIRCUMSTANCES

While it is acknowledged that you may be reluctant or not comfortable disclosing relevant information pertaining to private or sensitive issues or mental or physical health difficulties which are impacting on your academic progression, this cannot be used as an excuse not to do so. We cannot take into account circumstances that we are not told about. To ensure fairness to all students, it is your responsibility to fully disclose all relevant mitigating circumstances within the time frames laid down by your department. Once marks have been officially released to you, it is too late to submit mitigating circumstances and retrospective applications. Consequently, mitigation where a student did not wish to raise their issues until they received their results, will not normally be considered or accepted. All applications for mitigating circumstances are treated confidentially, and only a small number of staff will sit on the panel which decides the outcome.

What if I miss the deadline? Mitigating circumstances not submitted by the relevant deadline cannot be considered by the appropriate Board of Examiners and may only be considered by an Academic Appeals Committee as part of an academic appeal, please see Regulation 42 at:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals>

An Academic Appeals Committee will only consider mitigating circumstances reported outside the deadlines if there is an exceptional reason why the submission was not presented at the correct time. **The reason must be evidenced by independent supporting documentation highlighting why it wasn't presented before the deadline.** Academic Appeals Committees often take place after the start of the next academic year which means if successful, a student may have to take a year out before re-joining their course or taking resit exams or assessments.

5. SUBMISSION OF INFORMATION

- You should normally discuss your mitigating circumstances with your Personal Tutor or a Departmental Senior Tutor before submission (this allows you to be signposted to relevant University support services).
- You must fill out the mitigating circumstances form as published by your department **AND ATTACH** your independent evidence.
- Joint Honours students **MUST** make their request to their home School/Department, unless it is an extension request for an individual piece of work which will have to be made to the School owning the module.

6. GUIDANCE ON TYPES OF MITIGATING CIRCUMSTANCE

In principle, if your circumstance requires treatment or support by a professional¹ or a University Support Service, it is likely to qualify as a mitigating circumstance. If you have not accessed support then it might not be serious enough to warrant mitigation. For example, if an illness does **not require medical treatment** (e.g. medication prescribed by a GP, GP visit or a referral to specialist physical or mental health services) or is minor (e.g. cough or cold) then it will not normally be eligible. Similarly, typical short term assessment/examination stress and anxiety is expected and normal and might not meet the mitigating circumstance criteria. Students who have been diagnosed with long term mental or physical health conditions (e.g. anxiety, panic attacks) may be eligible for reasonable adjustments for study which are recommended by either the Mental Health and Well Being Team or Disability Services (<https://warwick.ac.uk/services/disability/howwecanhelp/>). **Students would need to provide additional**

evidence of worsening or new symptoms or any other circumstances that would have impacted on their academic performance during the assessment period to meet the mitigating circumstances criteria.

NOTE: Evidence of serious physical or mental illness must demonstrate that advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later would not normally be eligible or will carry very little weight.

Claims based on the following fall normally within the definition of mitigating circumstances (the list is not exhaustive)

- A significant deterioration of a permanent or chronic condition close to assessment (normally within three weeks of the assessment due) which you have already reported and is already covered by reasonable adjustments OR/IF the reasonable adjustments do not fully address the impact of the condition and still leave you at a disadvantage over others.
- Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.
- Death of someone close to you around the time of the assessment.
- Serious illness or accident (including significant caring responsibilities) of someone close to you at the time of the assessment.
- Significant change in employment circumstances beyond your control (part-time students only).
- Significant change in personal or unforeseen financial circumstances (e.g. divorce of student, fire, court appearance by student, acute accommodation crisis).
- Late diagnosis of a disability, including Specific Learning Difficulty (SpLD).
- Bullying, harassment or threatening behaviour.
- Victim of a crime or involvement in a criminal case (e.g. as a witness).

NOTE: This list is not exhaustive and if you feel that you want to report a claim for mitigating circumstances which is not listed above, but does in your opinion represent a mitigating circumstance, you should list the mitigating circumstances on your mitigating circumstances form and submit it for consideration as published by your department. The department will seek advice from the relevant Academic Director of Undergraduate or Postgraduate Studies to ascertain if the mitigating circumstance falls within the definition of mitigating circumstances.

Claims based on the following would not normally be considered to fall within the definition of mitigating circumstances (the list is NOT exhaustive).

- A permanent or chronic condition which you have already told us about and is covered by reasonable adjustments.
- Circumstances that do not relate to the assessment period in question unless independent evidence is provided which demonstrates the ongoing detrimental impact of a personal situation/medical condition.
 - Minor illnesses, minor injuries (e.g. coughs, colds etc.) **not** requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
 - Minor illnesses of relatives (unless you have substantial care or support responsibilities for the person).
 - Examination stress and anxiety, unless a flare-up of a pre-diagnosed illness/condition.
 - Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder.
 - Pressure of academic workload.
 - Computer, printer or other IT failure.
 - Temporary self-induced conditions, e.g. hangover.

- Travel disruption (e.g. traffic jams, delayed trains).
- Misreading or misinterpreting of an assessment title, assessment dates, time and deadlines.
- Claims submitted without independent supporting evidence.
- Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustments which includes spacing of assessment dates.
- Employment or other types of external work (unless due to hardship that could not be foreseen).
- Non-academic activities and events that can be planned (such as holiday, moving house, weddings, normal sporting events etc.) or that were foreseeable and preventable.
- Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances prior to the relevant Board of Examiners' meeting where marks are confirmed (i.e. only submitting mitigation after they have failed an assessment.)
- Staff absence due to illness or other unforeseen circumstance.
- Ignorance of the regulations or examination or assessment arrangements.

7. ACCEPTABLE EVIDENCE

Evidence is a vital part of a mitigating circumstances submission. Without it your claim will be rejected. It must be:

- Written by an independent qualified practitioner¹ (letters from relatives are not acceptable); dated and written on headed or official notepaper and in English. If the letter is in another language you must provide both a copy of the original note and a certified translation into English. The University may seek to verify the accuracy of the translation provided.
- Photocopy or scanned evidence is acceptable.
Written around the time you were experiencing your claim in order for an assessment to be made on the impact of your claim. *Evidence written sometime after the event will not normally be accepted as it is not possible to evidence the impact of the claim on the individual during the period affected.*²
- Comprehensive and up to date evidence referring to physical or mental health should be obtained normally after an appropriate face-to-face consultation with a qualified practitioner. Evidence obtained via a consultation over the phone (unless from a UK GP) or over the internet may be given less weight, and will be rejected if it has been written sometime after the event.
- If you are waiting for evidence and are worried it will not arrive in time before the mitigating circumstances deadline you should still submit your case BUT highlight that you are still awaiting evidence and report when it was requested, when it is likely to arrive and who it will be coming from.
- The University reserves the right to check the legitimacy of any evidence provided. If any submission is found to be fabricated or altered then the student may be investigated under Regulation 23, Student Disciplinary Offences.

For a guide on the type of evidence required see appendix A.

¹ * Where your Mitigating Circumstances relate to **physical or mental health conditions** you should provide documentation from a medical practitioner or a practitioner who is registered with an appropriate professional body such as the British Association for Counselling and Psychotherapy, the UK Council for Psychotherapy, the British Psychological Society, or an appropriately qualified Student Support professional. Medical practitioners in the UK should be members of a recognised professional body such as the General Medical Council, Nursing and Midwifery Council, General Chiropractic Council, General Dental Council, General Optical Council, General Osteopathic Council, General Pharmaceutical Council, Health Professions Council or Pharmaceutical Society of Northern Ireland. If you have sought medical attention abroad the certificatory must be licensed to practice in the country in question. Where your Mitigating Circumstances relate to **non-medical conditions** you should provide evidence from a solicitor, a court or tribunal officer, a police or fire officer, an official certificate (e.g. Birth or Death Certificate), a Departmental or Faculty Senior Tutor. **University Services** Evidence can also be obtained from the following Warwick services: Student Support, Financial Hardship, Disability Services and Mental Health and Well Being and the Students' Union Advice Centre.

² Evidence written after the fact by a professional that is based on observations made at the time is acceptable.

8. DEADLINES

Mitigating Circumstances must be submitted to your Home Department using the Mitigating Circumstances Form as published in the departmental student handbook as soon as possible. DEADLINES: For extensions requests for individual pieces of work as soon as possible and definitely before the submission deadline. For all other mitigating circumstances submissions that might be relevant to a Board of Examiners by the departmental deadline provided in either the Student Handbook, by e-mail or notices on Moodle.

Mitigating circumstances not submitted by the relevant deadline cannot be considered by the School/Department and may only be considered by an Academic Appeals Committee as part of an academic appeal, please see:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals>

An Academic Appeals Committee will not consider mitigating circumstances reported outside the deadlines as set out in this policy unless the student can demonstrate that there is an exceptional reason why the submission was not presented at the correct time which must be accompanied by independent supporting evidence highlighting why it couldn't be presented before the deadline.

9. WHAT HAPPENS NEXT?

Requests for extensions: The Director of Studies with input from the Chair of the MCP (normally the Senior Tutor) will review your mitigating circumstances in confidence and decide whether an extension or late submission penalty waiver is appropriate. You should receive a decision within 3 WORKING DAYS. The Board of Examiners will be notified of any decision but NOT your mitigating circumstances behind it to ensure confidentiality.

Other mitigating circumstances relevant for an exam board: Your evidence will be examined and impact of the mitigating circumstances, but not necessarily the circumstances themselves, will be graded (rejected, weak, moderate, severe) in confidence by a Mitigating Circumstance Panel (MCP) in your Department, after the departmental deadline for submission and before the Board of Examiners' meeting. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided. The MCP may typically include the Senior Tutor, the Director of Undergraduate/Postgraduate Studies, the Head of Department, the Chair of the Board of

Examiners, the Secretary to the MCP, or the Director of Student Experience. Individual Departments must publish the membership of their MCP's in the Student Handbook and their membership may be different if appropriate. The Board of Examiners will be notified of the decision but NOT of your mitigating circumstances to ensure confidentiality.

Outcomes made to the Board of Examiners will be recorded by student ID number only. The record will include a brief summary of the discussion of the case. A student is entitled to know the outcome of their submission, however, details of the discussions held will not normally be disclosed.

10. POSSIBLE OUTCOMES AT AN EXAM BOARD

The MCP will take into account and reflect relevant factors such as your mode of study, or mode of assessment and the decision will only be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed for assessed work or examinations. Depending upon the severity of the circumstances possible recommendations of the Board of Examiners can include:

- The claim was rejected.
- The mitigating circumstances were considered weak, and/or had no material effect on your academic performance. For example, the circumstances fall within the normal level of everyday life that a person with normal emotional resilience would be expected to cope with.
- Waive or reduce penalties for late submission of assessed work.

- If you have failed to submit a piece of work for assessment with a credit weighting of 3 credits or less you may have that piece of assessment waived if the Board of Examiners concludes that it is not in your interest (or it is not possible) to reschedule it. The unreliable component will be disregarded and the module mark will be recalculated.
- Allow you a further re-sit (examination)/re-submit (assessed work) opportunity. This would be as a final attempt so the marks will be capped at the pass mark and there will be no further opportunity to remedy failure.
- Allow you a further sit (examination)/submit (assessed work) opportunity. This would be as a first attempt so marks will not be capped and there will be a further opportunity to remedy failure. Any marks achieved in the subsequent attempt will count as the original mark.
- Proceed with low credit to the next year of study. This decision must be made within University and Programme Regulations. You must be notified of the implications this has on any future failure and for the achievement of your degree.
- Subject to any restrictions imposed by accreditation or professional certification, recommend to award a Degree (or other qualification), or award of a higher class of degree than would be merited by the marks returned.
- Recommend to the Academic Registrar that you should be granted a repeat of the year in full as a first attempt so that marks will not be capped (except for the MBChB programme) and there will be a further attempt to remedy failure. All previous marks achieved will be discounted. Note this will incur another set of fees.
- Recommend to the Academic Registrar that you should be granted a repeat of the year in full as a final attempt so that the marks are capped at the pass mark and there will be no further attempt to remedy failure. Note this will incur another set of fees.

An additional outcome at any level of severity may be:

- No action is required in terms of progress decisions, but the circumstances will be carried forward and be considered when determining the degree classification at the relevant level and at a future meeting of the Board of Examiners.

Decisions on cases concerning joint honours students will be made by the school in which you are registered and will be communicated immediately to the other department(s).

11. WHY MIGHT MY CLAIM BE REJECTED

- Your form was incomplete or incorrectly submitted.
- Your evidence was recorded and submitted after the relevant event and deadline for MC submission without prior indication that it might be submitted late.
- Your evidence submitted did not support the claim that the nature of the circumstances was over and above the normal difficulties that would be experienced by an average person with average resilience.
- Your form was not submitted by the relevant deadline and the mitigation would not have prevented the claim being made before the deadline.
- No independent documentary evidence was supplied to support your request (letters from family, and friends are not normally sufficient).
- There was insufficient evidence to show that the timing of the circumstances adversely affected your assessment.
- Sufficient mitigation had already been made for the same circumstances.
- The circumstance is a disability for which reasonable adjustments had already been made.

APPENDIX A. EVIDENCE REQUIRED FOR MITIGATING CIRCUMSTANCES CLAIMS

Mitigating Circumstance	Evidence MUST include:
<p>A significant deterioration of a permanent or chronic condition which you have already told us about and is covered under reasonable adjustments. Where this permanent condition has already been adequately adjusted for through Special Examination arrangements or other reasonable adjustments only the deterioration counts as a Mitigating Circumstance.</p>	<p>(i) Letter from health professional, or Disability Services, or Mental Health and Well Being on official, headed paper (or have an official stamp) confirming deterioration with dates AND (ii) Must be written at the time of the deterioration* AND (iii) Must attest to evidenced impact on the student.</p>
<p>Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.</p>	<p>(i) Letter from an appropriately qualified health professional (e.g. medical doctor, nurse) on official, headed paper or have an official stamp confirming illness with dates AND (ii) Must be recorded at the time* of the serious illness, accident or trauma AND (iii) Must attest to evidenced impact on the student.</p>
<p>Death of someone close to you. Bereavement at assessment time or in preparation for it earlier in the academic year (not normally more than 6 months after the event). 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren, <u>if it can be demonstrated that the relationship was close.</u></p>	<p>(i) If relationship is close and death occurred within the last six months, evidence that death has occurred must be submitted, this could be a copy of the death certificate or order of funeral service or death announcement in a newspaper or on the web OR (ii) If death occurred more than six months ago, evidence of impact on ability to do the assessment; such as from a doctor or counsellor or Students' Union Advice Centre or University Wellbeing Services or Senior Tutor OR (iii) If relationship is not close and regardless of time of death, evidence of impact on your ability to do the assessment, such as from doctor or counsellor or Students' Union Advice Centre or University Wellbeing Services or Senior Tutor.</p>

<p>Serious illness or accident of someone close to you at assessment time or in preparation for it earlier in the academic year. ‘Someone close’ can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren, <u>if it can be demonstrated that the relationship was close.</u></p>	<p>EITHER: (i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND (ii) Evidence of closeness (e.g. statement from Personal Tutor, Student Support, counsellor or Students’ Union Advice Centre) AND (iii) Letter from health professional, or Student Support or counsellor explaining how the circumstances are affecting your ability to do the assessment.</p> <p>OR FOR CARERS: (i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND (ii) Proof that you have substantial care and support responsibilities for the person</p>
<p>Significant change in your employment circumstances beyond your control (part-time students only).</p>	<p>(i) Letter from employer confirming new working hours AND/OR (ii) Statement from Personal tutor or Senior Tutor or Student Support or Students’ Union Advice Centre attesting to impact on student.</p>
<p>Unforeseen significant change in your personal or financial circumstances (e.g. divorce of student, fire, court appearance or jury duty by student, acute accommodation issues of student, serious and unforeseeable transport disruptions such as road closure due to traffic accident).</p>	<p>Serious Family Problems (i) Letter from a doctor, solicitor or other professional person confirming the circumstances and dates (must be on official, headed paper) AND (ii) Evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment.</p> <p>Unforeseen change to financial circumstances: (i) Evidence proving unforeseen financial hardship, e.g. bank statements showing your current financial circumstances AND/OR (ii) Letter of support from Student Funding / Hardship Fund. https://warwick.ac.uk/services/academicoffice/funding/hardshipfunds</p> <p>Court Appearance/jury duty: (i) Letter from court with date student is expected to appear.</p> <p>Other issues not listed: Evidence provided must prove the circumstance exists (must be from independent source) with dates AND evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment.</p>

Late diagnosis of a Specific Learning Difficulty. Only eligible when diagnosis is obtained too late (after the University deadline) for reasonable adjustments to be made by way of special exam arrangements.	Diagnosis letter and confirmation from the Department or Disability Services that it was submitted too late and missed the University deadline.
Bullying, harassment or threatening behaviour.	(i) Report from Senior Tutor or Student Support Services or Students' Union Advice Centre outlining nature of circumstance with dates affected AND (ii) Copies of relevant emails, screenshots, videos, social media posts, witness statements, or other communications (with dates where possible) that illustrate bullying, harassment or threatening behaviour.
You are the victim of a crime/assault	(i) Official police report giving the date of the crime OR a letter from health professional, or Senior Tutor, or Student Support or counsellor or Students' Union Advice Centre explaining how the circumstances are affecting your ability to do the assessment. AND (ii) Crime reference number.

*Medical notes must demonstrate advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later will carry little weight or may not be eligible

A3 CTE Policy and Procedure: Mitigating Circumstances

The policy and procedure outlined here operates for all modules and programmes offered within the Centre for Teacher Education and is consistent with the University's regulations and guidance.

It is the responsibility of the student to report mitigating circumstances at the earliest possible opportunity.

Definition of mitigating circumstances

Mitigating circumstances are defined as:

- Situations that the student could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of a crime, family difficulties and unforeseen financial hardship);
- Situations with significant impact on the student's ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on study (normally within three weeks of the relevant assessment event or deadline).

In general terms, mitigating circumstances must be:

- 1) Significant (they have more than a minor impact on a student);
- 2) Unexpected (the student must have had no prior knowledge of the event);
- 3) Unpreventable (there was no reasonable steps the student could have taken to prevent the event);
- 4) Relevant (the student must be able to link the event, and its impact to the period for which their claim is being made);
- 5) Corroborated (it must be independently verifiable and the evidence must meet the University requirements-see **Appendix A**)

NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RA's) policy which can be viewed at: <https://warwick.ac.uk/services/disability/howwecanhelp/>

Mitigating circumstances can be submitted in relation to:

- Extension requests for items of assessment classified by a "Deadline" (laboratory reports, essays, posters, coursework, written assignments, dissertations, projects or other assessed work).
- Decisions about progression and/or final classifications usually made by Boards of Examiners.

University Support for Mitigating Circumstances

The University offers support through a number of mechanisms for individual mitigating circumstances.

If a student is in any doubt about whether their situation is eligible as a mitigating circumstance they should be signposted to either:

- i) their Personal Tutor;
- ii) CTE Senior Tutor - Ms Rachel Cooper;
- iii) their Programme Team.

Students are encouraged to consult their Personal Tutor in the first instance about mitigating circumstances.

Additionally, students may wish to consult staff outside their department for extra support and guidance, e.g. Wellbeing Support Services or one of the advisors at the Students' Union Advice Centre. Even if their circumstance is not eligible for consideration it may nevertheless be something for which they should seek support.

NOTE: A successful mitigating circumstance case does not excuse a student in any year from an assessment as the learning outcomes for the module(s) affected must still be undertaken. It may lead to an extension for

assessed work or a resit opportunity (as a first attempt or for a capped mark) for any test, oral or written examination (to be taken at the earliest scheduled opportunity).

Confidentiality

Information provided by students is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR).

A student who believes that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, may submit their mitigating circumstances marked “strictly confidential and for the attention of the Chair of the mitigating circumstances panel only”.

The information will be relayed by the Chair to the Mitigating Circumstances Panel (MCP) without divulging the details of the sensitive nature of the information, subsequently, the MCP will decide on the recommendation to be made to the Board of Examiners.

Any further communications to other bodies (such as to Boards of Examiners and/or module leaders) is ONLY permitted to list the type of mitigation agreed and reporting the appropriate grading of the MC submission AND NOT the details of the circumstances or any evidence or how it was assessed

Procedure for submission of mitigating circumstances

It is the sole responsibility of the student to disclose mitigating circumstances and submit necessary forms and evidence in a timely manner without delay and normally by the stated deadline.

- 1) Students should normally discuss their mitigating circumstances with their Personal Tutor or the Senior Tutor before submission, this allows the student to be signposted to relevant University support services.
- 2) Students should fill out the Mitigating Circumstances Form via Tabula AND ATTACH their independent evidence.
- 3) All submissions should be accompanied by independent third party evidence.
- 4) All submissions should be provided by the deadline stated in Student Handbooks. Deadlines will also be publicised by e-mail or notices on Moodle.
- 5) **EXTENSION REQUESTS:** for individual pieces of work must be made as soon as possible and before the submission deadline. Students should fill out the extension request via Tabula AND ATTACH their independent evidence.
- 6) Mitigating circumstances not submitted by the relevant deadlines **cannot** be considered.
- 7) All submissions will be considered by the mitigating circumstances panel and a recommendation will be made to the relevant Examination Board.

NOTE: Mitigating circumstances not submitted by the relevant deadline cannot be considered by the appropriate Board of Examiners and may only be considered by an Academic Appeals Committee as part of an academic appeal, please see Regulation 42 at:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals>

An Academic Appeals Committee will only consider mitigating circumstances reported outside the deadlines if there is an exceptional reason why the submission was not presented at the correct time. The reason must be evidenced by independent supporting documentation highlighting why it wasn't presented before the deadline (e.g. it took a long time to diagnose a mental illness etc.).

Types of Mitigating Circumstances

In principle, if a circumstance requires treatment or support by a professional or a University Support Service, it is likely to qualify as a mitigating circumstance.

If no support has been accessed then it might not be serious enough to warrant mitigation. For example, if an illness does not require medical treatment (e.g. medication prescribed by a GP, GP visit or a referral to specialist physical or mental health services) or is minor (e.g. cough or cold) then it will not normally be eligible.

Similarly, typical short term assessment/examination stress and anxiety is expected and normal and might not meet the mitigating circumstance criteria. Students who have been diagnosed with long term mental or physical health conditions (e.g. anxiety, panic attacks) may be eligible for reasonable adjustments for study which are recommended by either the Mental Health and Well Being Team or Disability Services (<https://warwick.ac.uk/services/disability/howwecanhelp/>).

Students need to provide additional evidence of worsening or new symptoms or any other circumstances that would have impacted on their academic performance during the assessment period to meet the mitigating circumstances criteria.

NOTE: Evidence of serious physical or mental illness must demonstrate that advice or treatment was sought at the time, or soon after any illness. Post-hoc disclosure weeks or months later would not normally be eligible or will carry very little weight.

Claims based on the following fall normally within the definition of mitigating circumstances (the list is not exhaustive):

- A significant deterioration of a permanent or chronic condition close to assessment (normally within three weeks of the assessment due) which students have already reported and is already covered by reasonable adjustments OR/IF the reasonable adjustments do not fully address the impact of the condition and still leave a student at a disadvantage over others.
- Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.
- Death of someone close to the student around the time of the assessment.
- Serious illness or accident (including significant caring responsibilities) of someone close to the student at the time of the assessment.
- Significant change in employment circumstances beyond the control of the student (part-time students only).
- Significant change in personal or unforeseen financial circumstances (e.g. divorce of student, fire, court appearance by student, acute accommodation crisis).
- Late diagnosis of a disability, including Specific Learning Difficulty (SpLD).
- Bullying, harassment or threatening behaviour.
- Victim of a crime or involvement in a criminal case (e.g. as a witness).

NOTE: This list is not exhaustive and if you feel that a claim for mitigating circumstances is received which is not listed above, but does in your opinion represent a mitigating circumstance, you should seek advice from the relevant Academic Director of Undergraduate or Postgraduate Studies to ascertain if the mitigating circumstance reported falls within the definition of mitigating circumstances.

Claims based on the following would not normally be considered to fall within the definition of mitigating circumstances (the list is NOT exhaustive):

- A permanent or chronic condition which is covered by reasonable adjustments.
- Circumstances that do not relate to the assessment period in question unless independent evidence is provided which demonstrates the ongoing detrimental impact of a personal situation/medical condition.
- Minor illnesses, minor injuries (e.g. coughs, colds etc.) not requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
- Illness for which no contemporaneous evidence is available (e.g. evidence which demonstrates the student sought medical advice or intervention at the time of the illness). An exception could be certain mental illness where the student was not aware they were ill at the time.
- Minor illnesses of relatives (unless their main or shared carer).
- Examination stress and anxiety, unless a flare-up of a pre-diagnosed illness/condition.
- Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder by a health professional.
- Pressure of academic workload.
- Computer, printer or other IT failure.
- Travel disruption (e.g. traffic jams, delayed trains).
- Misreading or misinterpreting of assessment title, assessment dates, time and deadlines.
- Claims submitted without independent supporting evidence.
- Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustments which includes spacing of assessment dates.
- Employment or other types of external work (unless due to hardship that could not be foreseen).
- Non-academic activities and events (such as holiday, moving house, weddings, normal sporting events etc.) that were foreseeable and preventable.
- Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances prior to the relevant Board of Examiners' meeting where marks are confirmed (i.e. only submitting mitigation after they have failed an assessment.)
- Staff absence due to illness or other unforeseen circumstance.
- Ignorance of the regulations or examination or assessment arrangements.

Evidence of mitigating circumstances

Evidence is a vital part of a mitigating circumstances submission. Without it the claim will be rejected. Evidence must be:

- Written by an independent qualified practitioner (letters from relatives are not acceptable); dated and written on headed or official notepaper and in English.
- Photocopy or scanned evidence is acceptable.
- Written around the time when the student was experiencing mitigating circumstances in order for an assessment to be made on the impact on the student's assessment performance. *Post-hoc evidence (that written sometime after the event) will not normally be accepted as it is not possible to evidence the impact of the claim on the individual during the period affected.*
- Comprehensive and up to date evidence referring to physical or mental health should be obtained normally after an appropriate face-to-face consultation with a qualified practitioner. Evidence obtained via a consultation over the phone (unless from a UK GP) or over the internet may be given less weight, and will be rejected if it has been written sometime after the event.

- If a student has informed the Department of mitigating circumstances but they are waiting for evidence and are worried it will not arrive in time, the student MUST highlight that they are still awaiting evidence, report when it was requested, when it is likely to arrive and who it will be coming from.
- The University reserves the right to check the legitimacy of any evidence provided. If any submission is found to be fabricated or altered then the student may be investigated under Regulation 23, Student Disciplinary Offences.

For a guide on the type of evidence required see appendix A.

Mitigating Circumstances Panel (MCP)

The Membership and Terms of Reference for the Centre for Teacher Education Mitigating Circumstances Panel (MCP) is provided here.

Terms of Reference

- 1) To consider under the authority of the Centre for Teacher Education Board of Examiners details of applications for mitigating circumstances and make recommendations on the outcome of each application to the Board of Examiners.
- 2) To determine whether the circumstances submitted are acceptable grounds to grant mitigation and to grade them as either:
 - Rejected (R),
 - Weak (A),
 - Moderate (B),
 - Severe (C).
- 3) To ensure that decisions are equitable and that there is consistency of treatment across cohorts. Specifically MCPs will take account of:
 - a) Whether the mitigating circumstances are circumstances genuinely beyond the student's control or ability to foresee and whether they seriously impaired the student's assessment(s) attempt;
 - b) Independent evidence as a guide to determine the impact of the event or circumstance on the student and their studies;
 - c) The duration of the circumstance and their effect;
 - d) The proximity of the circumstance to the assessment(s);
 - e) Whether all/other assessment(s) might equally be affected;
 - f) Whether there is verifiable and current third party evidence to support the request for underperformance.

Membership of MCP

Membership of the MCP in the Centre for Teacher Education will consist of:

- Senior Tutor (Chair)
- Head of Primary ITE
- Head of Secondary ITE
- Programme Leaders
- Secretary to MCP

The quorum of an MCP will be 3 members.

Extension requests for assessed work

- The Head of ITE/Programme Leader along with the Chair of the MCP (CTE Senior Tutor), will review the mitigating circumstances in confidence and decide whether an extension or late submission penalty waiver is appropriate.
- A decision will be communicated to the student within 3 WORKING DAYS.
- The Board of Examiners will be notified of any decision (but NOT of the student's mitigating circumstances behind it to ensure confidentiality).
- The outcome will be graded; rejected (R), weak (A0), moderate (B0) or severe (C0) and the module code (including relevant dates) recorded for the exam board (e.g. CH161, 15/3/17-18/317, extension 3 days, B0).
- The 'O' records that the mitigation has already been taken into account thereby ensuring no 'double counting' at Boards of Examiners.

Decisions about progress/final classifications - Initial MCP meeting

Initial triaging will be carried out by the MCP

- Evidence will be examined and the impact of the mitigating circumstances on the student, but not necessarily the circumstances themselves, determined.
- Mitigation will be graded in confidence by the MCP *INITIALLY WITHOUT KNOWLEDGE OF MARKS* to ensure equity of scrutiny.
- The MCP will meet after the deadline for submission of MCs and before the Board of Examiners' meeting.
- The MCP will make recommendations based upon the type, timing, severity and robustness of evidence provided (see appendix A). ***The Board of Examiners will be notified of the decision but NOT of the student's mitigating circumstances to ensure confidentiality.***
- Recommendations made to the relevant Board of Examiners will be recorded in the robust MCP minutes.
- Students will be identified by student ID number only in discussions and in minutes.
- The record will include a brief summary of the discussion of the case.
- A student is entitled to know the outcome of their submission (e.g. grading), however, details of the discussions held will not normally be disclosed.

MCP Grading

Rejected: The claim is rejected due to insufficient evidence, incomplete information, or does not meet the criteria for mitigating circumstances (see section 6).

Weak: (a) The mitigating circumstances were considered mild, and/or had little material effect on the student's academic performance. For example, the circumstances fall within the normal level of everyday life that a person with normal emotional resilience would be expected to cope with. OR (b) There is weak evidence (or the evidence is post-hoc in nature) detailing the level of impact on the student making it impossible to assess the impact with reasonable certainty.

Moderate: Medical or other circumstances where substantial impairment of a student's performance would be expected and is evidenced with some reasonable degree of certainty.

Severe: Severe circumstances which would be highly detrimental to a student's academic performance and is evidenced with a high level of certainty.

Pre-Examination Boards

- Following the initial MCP meeting and once the majority of marks have been received, a pre-examination board with representation from the MCP will make a more formal recommendation to the Board of Examiners (see recommendations, p6).
- It is expected that this meeting will mainly concentrate on borderline students or those with severe mitigation.
- The timing of this meeting should be as close to the meeting of the Board of Examiners as possible.
- Decisions should only be based on the evidence that has been presented to it in the original submission.
- Marks SHOULD NOT be changed for assessed work or examinations.

Recommendations

Depending upon the severity of the circumstances possible recommendations can include (in rough order of outcomes for circumstances graded from mild to severe):

- The claim was rejected.
- The mitigating circumstances were considered weak, and/or had little material effect on the student's academic performance. *For example, the circumstances fall within the normal level of everyday life that a person with normal emotional resilience would be expected to cope with.*
- Waive or reduce penalties for late submission of assessed work.
- Allow further re-sit (examination)/re-submit (assessed work) opportunity. This would be as a final attempt so the marks will be capped at the pass mark and there will be no further opportunity to remedy failure.
- Allow a further sit (examination)/submit (assessed work) opportunity. This would be as a first attempt so marks will not be capped and there will be a further opportunity to remedy failure. Any marks achieved in the subsequent attempt will count as the original mark.
- Subject to any restrictions imposed by accreditation or professional certification, recommend to award a Degree (or other qualification), or award of a higher class of degree than would be merited by the marks returned.
- Recommend to the Academic Registrar that the student should be granted a repeat of the year in full as a final attempt so that the marks are capped at the pass mark and there will be no further attempt to remedy failure. **Note this will incur another set of fees.**
- Recommend to the Academic Registrar that the student should be granted a repeat of the year in full as a first attempt so that marks will not be capped and there will be a further attempt to remedy failure. All previous marks achieved will be discounted. **Note this will incur another set of fees.**

An additional outcome at any level of severity may be:

- No action is required in terms of progress decisions, but the circumstances will be carried forward and be considered when determining the degree classification at the relevant level and at a future meeting of the Board of Examiners.

Reasons for Rejection

- The form was incomplete or incorrectly submitted.
- The evidence was recorded and submitted after the relevant event and deadline for the MC submission without prior indication that it might be submitted late.
- The evidence submitted did not support the claim that the nature of the circumstances was over and above the normal difficulties that would be experienced by an average person with average resilience.
- The form was not submitted by the relevant deadline and the mitigation would not have prevented the claim being made before the deadline.

- No independent documentary evidence was supplied to support the request.
- There was insufficient evidence to show that the timing of the circumstances adversely affected the assessment.
- Sufficient mitigation has already been made for the same circumstances.
- The circumstance is a disability for which reasonable adjustments have been made

A4 CTE Policy and Procedure the handling of cases of suspected plagiarism and cheating

The procedures outlined here operates for all modules and programmes offered within the Centre for Teacher Education and are consistent with the University's regulations and guidance. For further information, see the Education Policy and Quality Office's pages on [plagiarism](#). While the term 'plagiarism' is used below, the procedure applies to all forms of academic cheating in assessed work.

Reporting of Suspected Plagiarism and Preliminary Investigation

This should take place within the four week feedback turnaround period. Once a case of suspected plagiarism has been identified, markers, module leaders and course directors should not make contact with the student until the investigation has been completed.

1. It is the module leader's responsibility to review and interpret Turnitin UK Originality Reports with an overall percentage match of 30% or greater than.
2. Where a marker suspects a case of plagiarism independent of the Turnitin UK Originality Report, the marking process should be stopped and they should write to the module leader, clearly setting out the grounds for their suspicion.
3. If a case of suspected plagiarism involves more than one student, each should be treated separately and any link between the two should be identified by the investigation process.
4. On reviewing Turnitin UK Originality Reports, if the module leader has any concerns over an assessed piece of work, it should not be marked and they should report their concerns to the programme leader. Where the module leader and programme leader are the same person, then the individual should continue with the process as independent scrutiny is the remit of the Plagiarism Investigation Group.
5. The programme leader should consider the marker's concerns and gather any additional information that is not already available through Tabula, for example, any previous plagiarism occurrences or any special circumstances affecting the student.
6. If the programme leader suspects plagiarism, a Suspected Plagiarism Form should be raised and submitted, with any supporting documentation, to the Plagiarism Investigation Group through the Professional Support Services Manager for a preliminary investigation.
7. If the Group agree that there is evidence of possible plagiarism, an academic staff member of this Group will be appointed to lead a student investigation in conjunction with the Professional Support Services Manager. The student will be informed at this time.
8. The Group may make an immediate recommendation to the Director to refer the case to an Investigating Committee of Senate (ICS) without a student investigation, if:
 - (i) A finding of plagiarism may prevent them from achieving the award for which they were registered. For example, if the suspected plagiarism is a resubmission of a core module.
 - (ii) The report from the course director has identified clear and strong evidence of misconduct.
9. If the Director agrees that the case should be referred to an ICS without a student investigation, the student is to be informed.

Student Investigation

1. The investigating member of PIG must be independent of the module/course and have no knowledge of the student. The Professional Support Services Manager, who has no direct involvement with any course, acts as an observer during investigations to:
 - (i) Ensure that due process is followed and that all investigations are conducted in the same manner
 - (ii) Provide advice on University regulations and policies
 - (iii) Act as an independent arbitrator if required
2. The student investigation will normally involve meeting with the student (in person or through multimedia) to give them an opportunity to respond to the concerns. The meeting should be conducted under the guidance here. Students will be permitted to invite one other person to attend the meeting who would normally be a fellow student or member of the SU.

Within two weeks of completing the student investigation meeting:

- a) The academic staff member will provide a report to the Director summarising the meeting and make a recommendation, which will depend on the circumstances but is normally one of the following:
 - No evidence of plagiarism is found and the assessed work is marked in line with normal procedures
 - In cases where there is evidence of plagiarism and it is deemed to have been caused by poor academic practice rather than a deliberate intent to cheat, the outcome will normally be that a mark deduction from 5% to a mark of zero is recorded, and where this results in the student failing the assessed work the student should be permitted to resubmit a revised assignment for a capped mark of 50%
 - In cases of self-plagiarism the outcome will depend upon the scale and intent of the plagiarism
 - Cases with strong evidence of misconduct will be referred to a ICS
- b) The Director will confirm the outcome of the investigation
- c) The student will be advised of the outcome of the investigation by the academic staff member with the choice of accepting the decision or being referred to an ICS for further investigation. In cases of poor academic practice the student will normally be required to undertake the following prior to submitting any further work:
 - Complete the avoiding plagiarism tutorial (taught or online)
 - Review the plagiarism guidance published in the Postgraduate Handbook
 - Contact the relevant Programme Leader to confirm any resubmission arrangements for the work and for further advice on the interpretation of the TurnitinUK Originality Report and module assessment feedback (where available)
 - Meet with the Personal Tutor for further advice and support

Follow Up Action

- a) The programme leader is responsible for:
 - Reporting the outcomes of plagiarism investigations to the Board of Examiners

Guidance on the Conduct of a Student Investigation

At the outset of the meeting the student should be advised that:

- The meeting is an investigation and does not constitute a disciplinary matter
- The aim is to understand how the concerns that have been raised have occurred
- Notes will be taken
- A report will be provided to the Director who will make the decision

Contemporaneous notes of the meeting should be made addressing the following items:

- What are the student's study techniques
- How the student went about producing the assessed piece of work
- What their understanding of plagiarism was at the time of producing the assessed piece of work
- What their understanding of referencing and quotations was at the time of producing the assessed piece of work
- Any mitigating circumstances that may have affected the production of the assessed piece of work

At the end of the meeting:

- It is good practice to go through the notes with the student to ensure that all matters have been captured accurately
- Advise the student of the options resulting from the investigation and reiterate the decision making process
- Indicate a timescale when they will receive the decision
- A copy of the notes will be shared and signed by all parties and will remain on file.

A5 Master's Level Marking Criteria

Grade	Comprehension	Analysis	Critique	Presentation
A*/A (Mark of 80 or above = A*; 70 - 79 = A)	A wide range of relevant sources, which are well understood, are skilfully and concisely deployed to support arguments. Demonstrates a highly developed understanding of relevant concepts, theories and/or research methodologies.	Recognises the demands of the question providing a well-focused, relevant answer. Sets sources and viewpoints in a wide context and makes a comprehensive assessment of issues involved. High levels of ability to analyse, identify relevant issues, synthesise and apply knowledge and concepts. Relevant theories/theoretical models are applied to deepen understanding of the links between theory and practice.	Skilful evaluation which synthesises both the literature and personal perspectives in response to the question. Demonstrates a balanced critical understanding of the issues. Displays critical awareness of methodological and theoretical considerations. Some originality of thought and creativity.	Material is very well-organised and the structure complements the content. A high level of written communication with very few errors of spelling, grammar and syntax. Points are comprehensively and appropriately substantiated. Mastery of referencing conventions.
B (Mark of 60 - 69)	The work is supported by references to a good range of relevant sources which are used in a relevant way. Sound and thorough grasp of relevant concepts, theories and/or research methodologies which are well-summarised.	Recognises the demands of the question providing a focused, relevant answer. Sets sources and viewpoints in context. A good ability to analyse, identifying useful points synthesise and apply knowledge and concepts. Application of theories/theoretical models in a relevant way to answer to the question.	Perceptive commentary on evidence and materials used in response to the question. Able to make appropriate critical points. Displays awareness of methodological and theoretical considerations.	Well-structured work displaying attention to the logic and development of the piece. A clear written style. Spelling, grammar and syntax are generally good. Points are consistently and appropriately substantiated. The recommended referencing system is used but with minor errors.
C (Mark of 50 - 59) Pass Mark 50	An adequate range of relevant source materials is used. Understanding of main concepts, theories and/or research methodologies is fair but lacks depth and/or breadth. There may be some gaps or areas of confusion.	The response to the question addresses basic requirements and there may be some irrelevant material. The attempt at analysis, synthesis and application of knowledge and concepts is competent but lacks depth and breadth. Limited use and understanding of theoretical models.	Sensible commentary on evidence and materials used throughout, in response to the question. Limited critical reflection.	A generally satisfactory overall structure although it may lack balance in parts or fail to integrate some material. An adequate written style; occasional errors of spelling, grammar and/or syntax do not impair communication. Generally appropriately substantiated. The recommended referencing system is used but with some errors and omissions.
D (Mark of 40 - 49)	Some evidence of relevant reading. Understanding of the subject matter is limited. The work displays major gaps in knowledge, serious misconceptions and/or factual inaccuracies.	Introduction of basic concepts and effort made to relate them to the demands of the question which have been only partially understood, leading to irrelevant material. No sustained analysis, mainly descriptive with an inability to apply knowledge and synthesise material. Very limited reference to theoretical models.	Some sensible comment is made. Uncritical commentary.	Weak structure. Expression of ideas is sometimes confused or unclear. Communication may also be impaired by errors of spelling, grammar and/or syntax. Lacking appropriate substantiation. Referencing marred by frequent errors and omissions.
E (Mark below 40)	Few relevant sources used. Serious gaps and/or errors in knowledge and understanding.	The question may have been ignored or badly misunderstood, and there is much irrelevance. Superficial treatment of the topic much of which is descriptive. Lacks appropriate critical or theoretical framework.	The commentary may not be seen as sensible in relation to the question.	Unstructured presentation, lacking coherence. Expression of ideas is poor and may also be impaired by frequent errors of spelling, grammar and/or syntax. Much of the writing is unsubstantiated. The recommended referencing system has not been mastered.

80+ An outstanding piece of work, showing total mastery of the subject-matter, with a highly developed ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and there is evidence of critical reflection, originality of thought and creativity. The work is free of errors with a very high level of technical competence. Ideas are expressed with fluency.

70-79 An excellent piece of work, showing a high degree of mastery of the subject-matter, with a very well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and there is evidence of critical reflection. The work is free of all but very minor errors, with a high level of technical competence. Ideas are expressed with fluency.

60-69 A good piece of work, showing a sound and thorough grasp of the subject-matter, though lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but more limited in scope than that required for a mark of 70+. Most objectives of the work set are covered and there is some evidence of critical reflection. Work is generally technically competent. Ideas are expressed with clarity, with minor exceptions.

50-59 A fair piece of work, showing a grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Little critical reflection. Some confusion in expression of ideas.

40-49 Not of a passable level for a postgraduate programme. A poor piece of work, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. There is little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence, with many errors. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured.

Below 40 Work not of passable standard, with serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The level of expression and structure is very inadequate. The student has failed to engage seriously with any of the subject-matter

A6 Evaluation timeline



The following will be given to trainees and mentors separately:

Training Plan

The University of Warwick Assessment Descriptors

Lesson Observation