



**Blackpool Teaching School Alliance – Postgraduate School Direct Partnership**

**(Primary and Primary with SEND specialism)**

**Programme Handbook**

Post Graduate Certificate in Primary Education (PGCE) with Qualified Teacher Status (QTS)

2018/19

Institute of Education

*This handbook is a guide to the programme you are studying. A concise summary of the programme is contained in the Programme Specification, available on your programme Blackboard site.*

*This programme is governed by the University’s* [*Academic Regulations*](https://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/academic-regulations/)*. You should read and familiarise yourself with the Academic Regulations. In the event of any information contained in this handbook conflicting with that in the Academic Regulations, then the Academic Regulations should be taken as the definitive version.*

*This guide should be read in conjunction with supporting information in the Student Handbook which is accessed via the “Student Services” tile on the* [*Student Hub*](http://hub.cumbria.ac.uk/) *and also via the Programme Administration team, located on each campus. If you experience any problems clicking the Hub link, please type* ***hub.cumbria.ac.uk*** *into your browser address bar, or visit the main* [*website*](http://www.cumbria.ac.uk/) *and click “Students” on the top right.*

*All students are expected to read and familiarise themselves with the content of the Student Handbook.*

*The University and the Blackpool Teaching School Alliance (BTSA) will take reasonable steps to deliver the programme and services as described, but the Universit/BTSA cannot absolutely guarantee all the details of any programme or facility. Some circumstances, such as staff changes, resource limitations, technology modifications, and other factors over which the University/BTSA has no control, including (but not limited to) industrial action, a change in the law or change of government, may result in the University/BTSA having to change aspects of the programme or student services detailed in the handbook. This could include, but not necessarily be limited to, programme/module content, staffing, the location where the programme/module is taught or the manner of teaching delivery, and the facilities provided to deliver or support the programme.*

*Where circumstances demand an unavoidable change the University/BTSA will take all reasonable steps to minimise the effect and all proposed changes will be notified to students at the earliest possible opportunity as well as being reflected on the University’s website www.cumbria.ac.uk. In addition to notifying students of any proposed changes, the University/BTSA will also, as soon as reasonably practicable, provide students with details of the alternative arrangements that the University proposes to put in place to achieve the relevant learning outcomes.*

*If you require this document in an alternative format, please contact your Programme Leader in the first instance.*

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# Section 1

# Welcome by Mike Toyn and introduction to the partnership with the University of Cumbria

Welcome to your Primary / Primary with SEND Specialism School Direct Programme led by Blackpool Teaching School Alliance working in partnership with the University of Cumbria.

The Blackpool Teaching School Alliance was founded by a group of schools in Blackpool to support Blackpool schools to be the best that we can be, to learn from each other and share best practice. The Teaching School is founded on a belief that high quality teaching and learning can overcome disadvantage and promote high standards in even the most challenging of schools.

The Teaching School has been developed to promote high standards in all schools whether they be primary, secondary or special schools.

You will become an active member of a wide-ranging school and University Partnership that includes schools across Blackpool. Within this Partnership you will join a community of Education professionals who work together to support your development. We look forward to welcoming you into this community where we hope that you will make your own valuable and very distinctive contribution. Our School Direct Course is designed to be student centred and your experience is important to all of the team be they from the University of Cumbria, BTSA and our wider alliance partner schools.

This handbook is a useful reference point for you as it provides and outline of key contacts, underlying principles that shape your course as well as details of assessments that you will undertake.

Your programme is defined by the Programme Specification which you can find on your programme Blackboard site.

The Programme Team and relevant University Contacts

|  |  |  |
| --- | --- | --- |
| **Role** | **Name** | **Contact details** |
| PGCE Programme Leader | Mike Toyn | ✆01524 384327🖂mike.toyn@cumbria.ac.uk |
| Partnership Programme Lead (PPL) | Gill Hughes & Gillian Bruce  | ✆ 01253764130/07794521047🖂 gill.hughes@park.blackpool.sch.uk gillian.bruce@park.blackpool.sch.uk |
| University Programme Lead (UPL) | Chris Barlow | ✆ 01524384590🖂 Chris.barlow@cumbria.ac.uk |
| Programme Administrator  | Programme Administration- UOCProgramme Administrator – BTSA –Pam Parr | ✆01524 590825🖂KAPLancaster@cumbria.ac.uk01253 764130Pamela.parr@park.blackpool.sch.uk |

**Who to contact if issues arise**

If something should arise on which you would like further advice, then please contact in the first instance your PPL (see contact details above). Depending on the nature of the issue, you might also like to contact your University Programme Leader (UPL). In short, there are lots of people to whom you can turn should you have any questions.

Below is a suggested route for seeking help or support for different scenarios but your PPL’s Gillian Bruce & Gill Hughes will always be available in the first instance if required.

|  |
| --- |
| **Who Should I Go To For Help?** |
|  |  |  |
| **School Based Issues** | **Personal Issues** | **Programme Issues** |
|  |  |  |
| School Based Mentor (AT) | Personal Tutor | Group Representative |
| http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=81960667 | http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=81960667 | http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=81960667 |
| Partnership Programme Leads | Partnership Programme Leads | Personal Tutor |
| http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=81960667 | http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=81960667 | http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=81960667 |
| University Programme Lead | University Programme Lead | Partnership Programme Leads |
|  |  | http://www.polyvore.com/cgi/img-thing?.out=jpg&size=l&tid=81960667 |
|  |  | University Programme Lead |

Data Protection and sharing of information

Please note that BTSA School Direct Alliance and University of Cumbria will routinely share information in order to facilitate your studies, including:

* Application and registration details (eg name, contact details, date of birth, education etc).
* Coursework and exam marks.

This information will be kept securely and in line with the GDPR by both BTSA and the University of Cumbria and please get in touch if you would like any further details about this.

# http://www.anchorsholme.co.uk/wp-content/uploads/2016/03/Class-17s-History-of-Blackpool-topic-800x445.jpgCommunications and Blackboard VLE

All students are issued with a University e-mail address at enrolment – thisis a primary way the University/BTSA will communicate with you. Please ensure that you check your student email account regularly for information, this is also the mechanism by which confirmed module results and reassessments information is communicated. For further information please refer to the Framework for Communicating Information to Students guidance which can be found here:

<https://my.cumbria.ac.uk/media/MyCumbria/Documents/StudentCommunicationsFramework2016.pdf>

Blackboard is the University’s Virtual Learning Environment (VLE). In addition to providing access to programme and module information and learning resources, you will be expected to use Blackboard for online submission of suitable coursework. You may be involved in online discussions either as a student community or as a learning activity. You should also expect your tutors to use Blackboard to make announcements. Further details on how to submit assessments online is detailed in section 2 of this handbook.

# Programme Specific Information

Programme Rationale and Philosophy
The philosophy of the programme is that teaching is about facilitating, coaching, guiding, supporting, awakening and inspiring. The design of the programme supports the personal tutor and other staff to do that as well as an overt modelling of that to students

There is also an underpinning belief that you learn in both training and placement settings and learning takes place at the place where those are brought together, thus nullifying the perceived theory/practice divide.

The programme is underpinned by equality and diversity. These are related to part two of Teachers’ Standards (2012), which you must meet to pass the programme. You will engage with these values in the first contributory module and also the pedagogy and practice module.

The programme team’s desires are that we should be educating you to be an independent, creative thinker who reflects on their practice to be the best teacher you can be. We see you as a researcher: using research skills to develop your understanding of practice in general and also your own practice but also engaging with primary research from the academic community to develop you understanding of the profession you are being educated for.

The programme has been informed by recent and relevant research. The Carter Review (Nov 2014) emphasises key areas such as assessment, behaviour management and subject pedagogy and this drives the programme through the pedagogy and practice spine module. Mike Toyn’s research into Technology Enhanced Learning, Adrian Copping’s research into reflective practice, creative approaches to learning and education partnerships have informed the two contributory modules. Jan Ashbridge’s research into phonics and early reading have led to the development of the Cumbria Teacher of Reading module.

The programme also seeks to support your employability skills. Whilst ostensibly preparing you for a career in primary teaching, the programme develops a range of transferable skills for other employment choices. Your entry into the teaching profession will be supported through your Career Entry Development Profile which tracks your professional and personal journey through the course. The programme team works with other university services such as the Careers service as well as school based colleagues to provide appropriate workshops and support at appropriate points during your course.

The Programme Specification can be located on your programme level Blackboard site which gives further details of your programme including Programme Aims and Outcomes.

# Your Employability Skills

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# Personal Tutor

You will be allocated a Personal Tutor when you start your programme. Your personal tutor will be a teacher/senior member of staff at your host school. Their name and contact details will be made available to you at the start of the academic year. You will meet your PT during your first week on programme when you will spend 3 days in your host school. Prior to that we encourage stuidents to e mail their PT to introduce themselves. Meetings with your PT may be either individual or in a group format depending upon the focus of the meeting. Individual meetings will be undertaken both before and after placements to set individual targets and review progress. Additional meetings opportunities will be built into the programme structure.

# Student assessment

Modelling of effective learning, teaching and assessment strategies is embedded throughout the Programme. The Programme uses a range of assessment approaches with an aim of supporting different learning styles. Formative and summative assessments are mapped carefully across the Programme, thereby avoiding bunching of assessment to allow for formative feedback to be effective.

You have access to Programme information and pre-course tasks, prior to starting the Programme, via Blackboard. These materials are specifically geared towards individual needs, especially in relation to subject knowledge. The Programme maximises opportunities to use distributed learning to support diverse learning needs and has the infrastructure in place to continue this support into the NQT year and beyond.

The assessment methods have been chosen to combine professional relevance and positive impact on classroom practice with the development of academic skills necessary to continue the study of education to MA level and beyond. The intention here is to develop their current practice whilst laying down a foundation for continued professional development.

You will be assessed through a range of different types of academic writing, literature reviews, annotated reading lists, written evaluations of practice and also through engagement with the action research process. Formative assessment is crucial and these pieces ensure appropriate feedback and development opportunities

Summative Assessment Summative assessment is the process of evaluating (and grading) the learning of students at a point in time. There is a summative assessment for each of the two contributory modules. The placement modules are also summatively assessed.

Formative Assessment Formative assessment is designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and sustained. You will undertake formative assessments in each of the two contributory modules, this will help inform your summative assessment.

# Management of the programme and the partnership with the University, including programme boards and the role of the external examiner

The Module Assessment Board (MAB) considers module marks which are then presented to a University Assessment Board (UAB) where decisions about student progress and awards are taken. The MAB also looks at patterns in mark profiles across modules, for example they may identify where a module has a very high average mark, or where a significant number of students may have failed a module and they ensure that appropriate actions are taken to address any issues.



External Examiners are independent experts appointed from other academic institutions or sometimes from industry or from a professional field. They are suitably qualified to provide advice on the academic standards of the awards, programmes and/or modules to which they have been assigned, and can provide informed guidance on good practice and opportunities to enhance programmes based on comparability of similar awards offered at other higher education institutions of which they have experience.

We have three external examiners:

Peter Gordon, Maria McArdle and Keith Richmond. Between them, they examine MAPP7044 Raising the Achievement of Children, MAPP7102 High Quality Learning and Teaching and the Extending placement.

External Examiner reports can be found on your Programme Blackboard site.

# Student feedback and evaluation processes

Student evaluation helps us to better understand needs and expectations and it informs ongoing module and programme developments and enhancements.

Student evaluative feedback is gained in a range of ways, including Staff Student informal evaluation and Module and Programme level evaluation questionnaires.

Student Staff Forums provide an accessible forum for the debate and discussion of issues relating to academic experience across a set of programmes (across all sites and including any franchised provision operating in that area, provide a forum for the discussion of programme level annual monitoring rolling action plans and the results/actions arising out of relevant student surveys and evaluations and agree actions as appropriate and to escalate any issues or actions beyond programme level, as required. Student Academic Programme Reps volunteer their time to gather feedback from your class and discuss any current issues with tutors, in order to make changes to your programme on a day-to-day basis. Examples could be extensions to deadlines, additional materials/teaching time to strengthen student understanding, extra hands-on opportunities to add to the curriculum and so on. Student Academic Reps are selected from volunteers within a class and chosen democratically by a quick class vote. Each rep will be invited to attend the Student Staff Forum to feed back on the programme on behalf of their peers. For further information on the role of a student academic rep please visit the UCSU website [here](http://www.ucsu.me/reps)

 **Leave of Absence**

If you know in advance that you will not be able to attend a training day or your host school, you need to complete a Leave of Absence form. These are available from your PPL and must be agreed and signed by **Gillian Bruce or Gill Hughes (PPL’s)**. A copy of all Leave of Absence forms will be placed in your university record. Leave of Absence will only be granted for important reasons such as family illness, bereavement etc. You should not arrange to take holidays during university terms, or during school placement time if the school term dates do not coincide with university term dates.

**Please note** that it is your responsibility to ensure you have undertaken appropriate measures to catch up on work you have missed. You should proactively ask for guidance from tutors about how to further catch up after you have used Blackboard notes and tasks, spoken to other students about missed work, and undertaken further reading.

# Section 2

# Learning and Teaching

This programme is overtly focussed on the two key elements that make effective practitioners. Firstly, raising the achievement of children and secondly, high quality teaching and learning. It is these two elements together that will empower you to aspire to become outstanding teachers. In order to achieve this, the course is structured in such a way that it scaffolds you through your learning journey in a progressive way from induction to course completion. This is done through a combination of relevant, detailed and comprehensive contributory modules which are complemented by qualificatory modules that support the development of effective classroom practice. All modules have been developed to enable you to make strong, meaningful and effective connections between theory, research and practice.

Careful consideration and extensive consultation have led to the development of a programme that will support your learning however you choose to study. Through strong partnerships with schools and closely knit alliances you will be supported to develop and extend your classroom practice. This will take the form of assessed placements in schools and also through classroom based learning which gives you vital and valuable opportunities to make connections between theory, research and practice, observe excellent practice, reflect on your own development and secure your understanding of how to raise the achievement of children.

You will undertake three placements which span the programme and are structured to support your progression. This progression is embedded in the placement titles: Beginning, Developing and Extending. Robust assessment frameworks are used to provide detailed feedback and support allowing personalised learning and to ensure that you are able to achieve the highest possible outcomes. Extensive support mechanisms are in place through the personal tutor system (which is highly regarded by OFSTED) and also through school based mentoring. These placements allow you to demonstrate that you have met the Teachers’ Standards and thus achieve QTS.

You gain the academic PGCE qualification via successful completion of two masters level modules: High Quality Teaching and Learning, and Raising the Achievement of Children. These are focussed on the theory, research and practice which must be in place in order to be the highest quality, effective practitioner. You are supported to develop your classroom practice in response to your learning in these modules through a formative assessment activity which culminate in summative assessments which require you to interweave theory, research and practice. The robust connections between these masters level modules and your classroom practice highlights the importance that the tutor team place on your ability to make powerful positive impacts on children’s learning. Our teaching is also proactive in the inclusion of issues around equality and diversity.

The programme also recognises that gaining a PGCE and achieving QTS is not the end of your professional learning journey. It is with this in mind that the contributory modules have been planned to allow you to undertake a seamless transition to a University of Cumbria MA in education. The learning outcomes of the modules have been mapped to the learning outcomes of the MA and the credits that you accrue on the PGCE are recognised as part of the MA.

# Submission of assessments

Assessments are submitted online through Blackboard. Your module leader will inform you what method you must use to submit your work for assessment. Instructions for submitting work via Turnitin (via Blackboard) are available here: <http://my.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria/DigitalLearning/Turnitin.aspx>

# Referencing

Referencing your assessments properly is a requirement of the University and good practice in referencing reduces the risk of committing academic misconduct.

Comprehensive guides to referencing at the University of Cumbria are available here: <http://my.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria/DigitalLearning/Referencing.aspx>

To access the interactive electronic edition of ‘Cite them right: the essential referencing guide’ go to Skills@Cumbria on the University’s Blackboard site accessible [here](https://my.cumbria.ac.uk/Student-Life/Learning/Resources/Eresources/Cite-them-right/). This publication primarily covers the Harvard style but also includes overviews and examples of all the referencing styles used at the university. The library subject resources pages also provide advice for the referencing style used for your subject.

# Coursework turnaround policy



The University has a policy for all assessment to be turned around within 20 working days (excluding public holidays and University closure days) so you should not have to wait no longer than 20 working days for initial feedback on assessments - in some cases you will receive feedback much sooner, dependent on the type of assessment task. Timely feedback should help you improve on subsequent assessment tasks.

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# Support available to you

You will be allocated a Personal Tutor when you start your programme. This in most cases will provided by one of the PPL’s or a senior leader e.g. deputy head, assistant head or phase leader within the BTSA. You will be informed of your PT on commencement of the course at the BTSA induction & briefing day. In most cases you will have the same PT for the duration of the course, however students should note that under exceptional circumstances the PT may change e.g. PT leaving the BTSA.

Your PT in conjunction with the UPL, will monitor your progress and provide support and advice on your studies. You can speak to your PPL or UPL about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the University’s support services.

Please refer to the Student Handbook, located on our website: http://hub.cumbria.ac.uk [Student Hub](http://hub.cumbria.ac.uk/) – using the “Your Course” tab. The [Student Handbook](http://my.cumbria.ac.uk/StudentLife/Support/StudentHandbook.aspx) has a wealth of information including the following:

[Extenuating Circumstances](http://my.cumbria.ac.uk/StudentLife/Support/YourStudies/AssessmentandExams/ExtenuatingCircumstances.aspx)

[Malpractice and Confidentiality Policy](http://my.cumbria.ac.uk/StudentLife/Support/YourStudies/AssessmentandExams/Malpractice.aspx)

[Marking and Moderation](http://my.cumbria.ac.uk/StudentLife/Support/YourStudies/AssessmentandExams/MarkingandModerationofAssessment.aspx)

[Student Absence](http://my.cumbria.ac.uk/StudentLife/Support/YourStudies/YourCourse/StudentAbsences.aspx)

[Student Code of Conduct and Adjudication](http://my.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/StudentConduct.aspx)

[Student Services](http://my.cumbria.ac.uk/Home.aspx)

[External Examiners](http://my.cumbria.ac.uk/StudentLife/Support/YourStudies/AssessmentandExams/ExternalExaminers.aspx)

Information regarding attendance can be found in Section D5 of the [Academic Regulations](https://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/academic-regulations/).

Students’ Union - From monitoring the quality of your course as a Student Academic Rep, to running your own sports/interest group, to setting up a society or looking for opportunities to have fun and unwind or to add something to your Professional profile, the Students’ Union offers a wide variety of opportunities that you can get involved in! For more info, please visit [www.ucsu.me](http://www.ucsu.me) or drop into one of our offices in Carlisle and Lancaster. For more details please refer to: <http://www.cumbria.ac.uk/student-life/students-union/>

Student and Staff Services supports your learning, teaching and research needs by providing pro-active, academically focused services, innovative learning spaces and modern facilities. The Service is responsible for libraries, information advice and guidance, careers guidance and employability, learning enhancement, academic skills development, student psychological wellbeing, disability services and student development. The Service can also advise students regarding finance worries and hardship funds and can provide advice on student facing policies such as complaints procedures and the Student Progress Review process. Students can also obtain impartial advice from the Students’ Union on complaints and other procedures. The Students’ Union can also support students through appeals, complaints and adjudication. For more details, please refer to:

[Student Services](http://my.cumbria.ac.uk/Home.aspx)

[Libraries and learning](http://www.cumbria.ac.uk/student-life/student-support/library-services/)

[Skills@Cumbria](https://my.cumbria.ac.uk/Student-Life/Learning/Skills-Cumbria/)

[Subject library resources](http://my.cumbria.ac.uk/StudentLife/Learning/Resources/Home.aspx)

[Psychological Wellbeing Service](http://my.cumbria.ac.uk/StudentLife/Support/HealthWellbeing/MentalHealthandWellbeing.aspx)

[Careers Service](https://www.cumbria.ac.uk/study/careers/)

[Disability and SpLD](http://my.cumbria.ac.uk/StudentLife/Support/Disability/Home.aspx)

[Money Doctors](http://my.cumbria.ac.uk/StudentLife/Finance/MoneyDoctors/Home.aspx)

[Student policies](http://my.cumbria.ac.uk/StudentLife/Support/StudentHandbook.aspx)

Access university support and facilities easily and quickly via our [help is at hand](http://my.cumbria.ac.uk/StudentLife/Support/Helpisathand.aspx) search.

Schools within the BTSA have a range of [policies](http://bmat.schudio.com/Policies) which apply to staff in schools. Students should familiarise themselves with these policies and also policies that are specific to either their host or placement school e.g. safeguarding policy. Students will be directed to such policies both as part of induction and during preplacement arrangements.

# Student Complaints Procedure

The University understands that sometimes you may have concerns about the delivery of your course or a University service. We do encourage you to raise your concerns informally wherever possible and you can do this in a number of ways - for example, you could speak to or get in touch with/via:

* The Partner or University Programme Lead.
* Student Representatives who can raise concerns at Student Staff Forums where there are concerns about course delivery

You can also raise your concerns informally by contacting one of the University Complaints Officers especially if you are not sure who to approach. (The list of Complaints Officers is available on the website)

The Student Complaints Procedure also enables you to make a formal complaint about:

* An action or lack of action on the part of the University.
* The delivery of a course of study. This includes concerns about a placement/practice experience. NB: The complaint may be referred to an appropriate manager at the placement for investigation under that organisation’s procedures.
* The delivery of a service provided by the University or the application of an established University policy or procedure.

All information you may need is available through:

<http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/ComplaintsProcedure.aspx>

It is also recommended that you contact the Students Union (<http://www.ucsu.me/support> ) who will be able to offer support and guidance.

