Faculty of Education
Department of Primary Teacher Education

Postgraduate Certificate in Education
School Direct Primary

PROGRAMME HANDBOOK
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1. INTRODUCTION

Welcome to School Direct an innovative post-graduate programme led by schools, in partnership with Manchester Metropolitan University (MMU) Faculty of Education. The University Programme is delivered in Manchester, in the impressive new purpose built Brooks Building, which is part of the All Saints Campus.

This handbook contains information about the programme in its entirety, both school based and University led elements. It is the guide for all students, mentors and tutors involved in the programme. We hope it will provide all the basic information you need to steer you through the next academic year. If you have any queries at all, please contact Diane Hadwen your Student Experience Lead (see contacts). By necessity, this is a formal handbook, but please do not let the tone put you off too much. The School Direct Course is student centred and your experience is important to the all the team at MMU and to our partner schools.

The Faculty of Education at MMU has a national reputation in primary education and received an ‘outstanding’ judgement when inspected by Ofsted in October 2011. The employment prospects for those who attain qualified teacher status (QTS) accredited by MMU are excellent; there is an expectation of the possibility of employment within the Lead School alliance. Previous students highly recommend this route into teaching.

1.1 General Principles

The School Direct programme is led by schools working in partnership with the Primary Teacher Education Department at MMU. The recruitment and selection of students is under-taken by schools. Potential trainees are interviewed by a school and if successful, this may become their main placement school, where they will spend the larger part of their school based training (SBT), or they may be offered a place in another school in the alliance.

Schools work in an alliance, with one Lead School taking responsibility for the co-ordination of the School Direct programme across the alliance. Sometimes this Lead School is primary, sometimes secondary. The Lead School will organise school based training days for students on key aspects of teaching and learning such as planning, assessment and meeting individual needs. They also have responsibility for preparing trainees to teach the Foundation Curriculum Areas and RE and marking one Foundation Area assignment ‘Learning Outside the Classroom’.

1.2 Time in School

Students are in their main school initially for a 13 week block. Trainees also engage in a 2 week placement, focussing on Special Educational Needs and Disabilities (SEND). They then undertake a shorter placement of approximately 9 weeks in an alternative second school. Students then return to their main school for a further 8 weeks. All alternative placements are organised by the main school in consultation with the Lead School.
1.3 University and Study Days

In addition to work in school, trainees will attend a number of days at MMU led by University Tutors and will have some days for study and reflection (shaded yellow on the course timetable). There is an expectation that students attend a SMSC day conference (shaded purple on the timetable) at Brooks, ‘Living and Learning in Diverse 21st Century Britain’, provisional date 9/12/15. SMSC explores important themes and dimensions, these go across subjects and are central to the delivery of a broad and balanced curriculum and the wider professional responsibilities of teachers.

1.4 Assignments

Students will complete three assignments over the year. Two are at M level, led and marked by University Tutors and one at practice level (supervised and marked by a mentor in their main school). A student must pass all assignments and their School Based Training (SBT) to achieve qualified teacher status (QTS). On completion of the programme, successful students will gain 60 credits at Masters level which they may use towards a future continuing professional development qualification, they will be awarded a PGCE and be recommended for Qualified Teacher Status.

1.5 Outstanding Teachers for the 21st Century

The PGCE School Direct Primary programme is exciting, challenging and rewarding. It is underpinned by a desire on the part of the schools involved and all at MMU, for participants to develop as outstanding professional, trainee teachers, well able to critically reflect on practice and aiming to achieve the best for themselves and the children and young people that they teach. We expect all our students to achieve an outstanding or good grade (referenced to the national Teachers’ Standards) by the end of the PGCE year. The programme successfully aspires to provide a challenging, wide range of experiences, which prepare students to be confident, innovative, inspirational practitioners, well able to teach in a variety of settings, in an increasingly diverse and ever changing society.
2. KEY PEOPLE, CONTACT DETAILS AND COMMUNICATION

2.1 Key People

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Assistant Head of Primary ITT: Programmes</td>
<td>Ms Ceri Roscoe</td>
<td><a href="mailto:c.roscoe@mmu.ac.uk">c.roscoe@mmu.ac.uk</a></td>
</tr>
<tr>
<td></td>
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<td>0161 247 2342</td>
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<tr>
<td>PGCE School Direct Primary Student Experience Lead</td>
<td>Ms Diane Hadwen</td>
<td><a href="mailto:d.hadwen@mmu.ac.uk">d.hadwen@mmu.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0161 247 2032</td>
</tr>
<tr>
<td>Student Experience Tutor</td>
<td>Mrs Karen Tuzylak – Maguire</td>
<td><a href="mailto:k.tuzylak-maguire@mmu.ac.uk">k.tuzylak-maguire@mmu.ac.uk</a></td>
</tr>
<tr>
<td></td>
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<td>0161 247 2057</td>
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<tr>
<td>Teaching and Learning Tutor</td>
<td>Ms Janine Finc</td>
<td><a href="mailto:j.finc@mmu.ac.uk">j.finc@mmu.ac.uk</a></td>
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<td>0161 247 2121</td>
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School Direct Programme Administrator

The administrator is located in the Programme Office on the ground floor of Brooks. The administrator deals with all SBT Reports, references and the day to day administration of the programme.

TBC

0161 247 2016
ittbrooks@mmu.ac.uk

2.2 Contact Us

There a number of ways in which you can contact the School Direct Team, including post, email, telephone and social media.

By post:

PGCE School Direct Primary,
Department of Primary Teacher Education
Faculty of Education
Manchester Metropolitan University
Brooks Building
53 Bonsall Street
Manchester
M15 6GX

2.3 Communication, News and Updates

Lead Schools, Mentors and Tutors

All course documentation and School Based Training (SBT) documentation is on the Primary Partnership page of the Faculty of Education’s website: http://www.ioe.mmu.ac.uk/partnerships/resources/primary

Everyone has access to this page (students, tutors, Lead Schools, main schools, alternative schools, Ofsted) and it is advisable to check for changes and additions regularly. Communication is usually via email, but we are now on Twitter. Please follow us to receive news and alerts in brief @mmu_sdprimary

It is important that all School Direct schools make sure their contact details, key staff information and addresses, are lodged with the Programme Office and regularly updated. It is the Lead School's responsibility to inform the Programme Office of schools in their alliance, placement details and any changes to a student’s school placement over the course of an academic year.

Students

The University provides all trainees with an e-mail account and e-mail is the ‘official’ form of communication between staff and trainees. All students must check their University e-mail account regularly and reply to messages received, once a day is desirable, once a week is a bare
minimum. Students should not communicate with schools or University using personal email addresses.

All trainees, once enrolled, have a Moodle web account, the main way the University disseminates programme information is through Moodle; students should check **daily for updates**. All SBT documentation may be downloaded from the Partnership Page of the Faculty website [http://www.ioe.mmu.ac.uk/partnerships/resources/primary](http://www.ioe.mmu.ac.uk/partnerships/resources/primary).

The usual form of correspondence with students from MMU is email and via the website, but we also now have a twitter account on which news, alerts and reminders are posted, so please follow us on **Twitter @mmu_sdprimary**, to keep up to date with all that is happening with PGCE School Direct Primary at MMU.

In addition, we have a new Facebook Group for students, where you can make contact with others on the Programme, ask questions and share ideas. Please look out for [MMU PGCE Primary Class of 2015](https://www.facebook.com/MMU-PGCE-Primary-Class-2015-1575070178778708/) on Facebook and join the ‘Class of 2015’.
### 3. LIST OF KEY DATES AND CALENDAR

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<th>Event</th>
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<tr>
<td><strong>Start of Programme</strong></td>
<td>First day of September term – to be confirmed by school</td>
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<td><strong>MMU Induction – 1 day</strong></td>
<td>Friday 4th September 2015</td>
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<tr>
<td><strong>Block A (1st) placement</strong></td>
<td>Commences in main school; 7th September 2015</td>
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<tr>
<td><strong>Block A (1st) placement, Main School University Tutor visit 1 – Joint Observation &amp; Interim Report</strong></td>
<td>Interim Report visit – no later than week beginning 16th November. Report to <a href="mailto:ittbrooks@mmu.ac.uk">ittbrooks@mmu.ac.uk</a> by 23/11/15</td>
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<tr>
<td><strong>SMSC PGCE Conference</strong></td>
<td>9th December, Brooks</td>
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<tr>
<td><strong>Block A (1st) placement, Main School University Tutor visit 2 – Final Report</strong></td>
<td>Final Report visit – no later than week beginning 11th Jan. Report to <a href="mailto:ittbrooks@mmu.ac.uk">ittbrooks@mmu.ac.uk</a> by 18/1/16</td>
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<tr>
<td><strong>SEND focus</strong></td>
<td>Two weeks focus on SEND</td>
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<tr>
<td><strong>Block B, alternative school placement</strong></td>
<td>Commences in alternative school 7th March 2016</td>
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<tr>
<td><strong>Block B – alternative placement University Tutor visit 1 – Joint Observation with main school Class Mentor or Professional Mentor alternative placement Class Mentor; Interim Report Set targets for return to Block A school</strong></td>
<td>Block B Report– no later than week beginning 9/5/16. Report to <a href="mailto:ittbrooks@mmu.ac.uk">ittbrooks@mmu.ac.uk</a> by 16/5/16</td>
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<tr>
<td><strong>Return to Block A (Final) placement, Main School</strong></td>
<td>Commences 23rd May 2016</td>
</tr>
<tr>
<td><strong>End of Programme Final Report by Professional Mentor or Class Mentor and University Tutor.</strong></td>
<td>Summative Report visit week beginning 20th June. Report to <a href="mailto:ittbrooks@mmu.ac.uk">ittbrooks@mmu.ac.uk</a> by 24/6/16.</td>
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3.1 School Direct Calendar 2015 - 2016

This is the calendar for the current academic year. Please note there may be slight variations in SBT dates, due to schools taking different vacations. A student must follow the pattern of holidays taken in their main school.

Please note:

- University and SBT days are not interchangeable.
- Students are not in school on the dates blocked in yellow.
- If there is a taught session at University all students are expected to attend.

Placement report weeks should also remain constant.

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<th>Unit no.</th>
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<td>Early reading and phonics focus</td>
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3.3 Attendance

Attendance and punctuality are important professional requirements and expected both by schools and the University. Attendance is required at all school-based days and in each separate unit in order to ensure optimal professional development and meet the National College of Teaching and Learning’s (NCTL) and University regulations. Absence from a school placement may require an extra period of time in school.

Registers are taken at each taught session. Permission for planned absence or unforeseen absence must be reported to the Programmes Office. Authorised absences due to illness should be documented with a Medical Certificate and sent to the Programmes Office. There will be a penalty for any unexplained attendance over 20% of the University-based taught element of any unit. A Progress Review will be held where any trainee’s attendance or progress gives cause for concern. Absence is condoned for religious observance (see Equal Opportunities section in the appendices).

If a student is likely to be absent from school they must:

- Contact the school by telephone personally
- Contact their University Tutor
- Contact the School Direct Programme Office.

Unplanned absences should be notified as early as possible on the day of absence (8.30 am at the latest) and subsequent days where necessary. A trainee MUST telephone the school EACH DAY of their absence so that the school can plan accordingly. It is not acceptable for a trainee to send a text message to a mentor to notify them of an absence from school.

The University will treat any breach in these arrangements very seriously. If a trainee fails to attend a school placement for 2 consecutive days without contacting the school, the mentor/school tutor should ring the programme office immediately. Trainees absent for 4 days or more may be required to undertake additional time in school. This applies to EACH placement. Trainees will not be allowed to take time off from school for family celebrations, weddings etc. It is the trainee’s responsibility to inform family and friends of these regulations. Schools should not agree to trainees taking time out of their placement without a discussion with the relevant University Tutor.

3.4 Engagement

All students are expected to engage fully with the programme. This is different to merely attending and includes:

- preparatory reading or completion of tasks for sessions
- work in action learning sets
- contribution to whole group and small group discussion
- preparing a group presentation.

Please see the University assessment regulations at http://www.ioe.mmu.ac.uk/academic/casqe/ for more details.

3.5 Exceptional Factors

Sometimes a student finds that they are experiencing particularly difficult circumstances that may affect the quality of engagement or performance. Should you find that this is the case, you should access the information on Exceptional Factors. The guidance for trainees can be found on the Trainee Services page. http://www.mmu.ac.uk/sas/traineeservices/guidance
If you have known or suspected specific needs in relation to written or spoken English that may affect the assessment of written assignments or your teaching, this should have been declared at interview, but should be made known also to the School Experience Lead. It is essential that these issues, are identified early and appropriate support is sought. **It is too late to claim mitigating circumstances in relation to specific needs, after you have been assessed in school, or once an assignment has been submitted.**
4. THE PROGRAMME

The programme addresses the age-range 3 –11. Students benefit from experience in a wide range of educational settings. It explores diversity and promotes equality. The Spiritual, Moral and Social aspects of education (SMSC), are considered across the course and the importance of safeguarding and Prevent acknowledged through University sessions, school based training and specific events e.g. the annual PGCE conference ‘Living and Learning in Diverse 21st Century Britain’. The programme aims to respond flexibly to individual needs and to the ever-changing influences, developments and demands on schools and teachers.

The programme is made up of distinct yet complimentary units. All University taught units, are structured so that there is 50% directed time, 25% assessment time and 25% independent study.

4.1 Teaching Studies Unit. Becoming and Being a Professional Teacher
One Masters Level Unit

Unit Leader - Mark Sackville-Ford m.sackvilleford@mmu.ac.uk

Teaching Studies addresses the knowledge and understanding relating to the generic skills of becoming an effective teacher. It offers the opportunity to consider issues influencing a professional within a school setting. Unlike the other units, Teaching Studies continues across the whole of the programme, ensuring progression and a developing understanding about what makes an effective teacher. The relationship between Teaching Studies and the curriculum subjects studied is central to ensuring that there is coherence within the different phases of the programme. This unit is taught by both schools and the University (see the Teaching Studies grid on the website for more information).

Teaching Studies provides the underpinning knowledge and understanding needed by a beginning teacher, culminating in a focus on assessment of learning related to the planning and assessment cycle. As the Unit progresses it provides a broader view of teaching and learning with overarching themes, e.g. creativity, working as part of a multi-professional team inclusion and diversity. The aim is to connect work in school to the development of ideas, grounded in a sound knowledge of theory, research and statutory requirements.

4.2 Core Curriculum Subjects
One Masters Level Unit

Unit Leader - Katherine Pyke k.pyke@mmu.ac.uk

This element of the programme, focuses on the core curriculum. This enables development of knowledge and understanding as it relates to the teaching of the subjects in primary and early years foundation stage (EYFS) classroom contexts. It is expected that students will gain a familiarity with the curriculum and demonstrate this in their classroom practice. The knowledge and understanding of the core subjects will be taught in University, supported by school based training and experience.
4.3 Foundation Subjects  
One Practice Level Unit

Unit Leader – Sarah Lister  s.lister@mmu.ac.uk

This element of the programme focuses on the Foundation Subjects and RE; it is intended to develop knowledge and understanding of geography, history, music, drama, PE, RE, design and technology, computing, MFL and art, as it relates to the teaching of the subjects in a primary or EYFS setting. Please note this unit is organised, delivered and assessed in a trainee's main school. It is not taught, or assessed, in University (see section 7 for more information).

4.4 Professional Development Review (PDR)

Unit Leader – Elizabeth Martindale  e.martindale@mmu.ac.uk

The Professional Development Review process is central to ensuring the coherence of the development of a teacher. Students are required to track their progress in school placements and at the university against the Teachers’ Standards (May 2012). This leads into the NQT Induction year which continues the reflective process. PDR is not assessed, but its completion is a requirement of the course. The PDR document, guidance and information for students is on Moodle; the PDR document may also be found on the website.

4.5 School Based Training

Unit Leader – Diane Hadwen – d.hadwen@mmu.ac.uk

Block A First Placement  
Block B Alternative and Block A Final Placements

School Based Training (SBT) forms the major part of the School Direct Primary Programme, it complies with the national requirements laid down for courses of Initial Teacher Training. All trainee teachers must complete the equivalent of 120 days school-based work; on the School Direct programme this requirement is exceeded. The University course finishes in week 48 (week beginning 27th June), but there is an expectation that students will continue to teach in school until the end of the summer term.

The first Block A placement, in the main school, starts at the beginning of the autumn term and finishes in the New Year. The school is the first port of call for information about the requirements for this placement, guidance on files, planning, evaluation and assessment. These should all be in accordance with the University's requirements. Examples of possible pro-forma and good practice may be found on the Faculty website http://www.ioe.mmu.ac.uk/partnerships/resources/primary There are tasks and independent work from the core elements of the University-based course that trainees have to complete while on placement; students will be advised of these in University.

Trainees are expected to initially teach small groups and progress towards teaching 60% of the timetable including whole class teaching, by the interim report stage. This should provide opportunities for getting a feel for teaching, with the support both of the Class Mentor and Professional Mentor.

The Block B Alternative Placement takes place in a different age phase to the one worked in, in the main school. Trainees build up to taking on the full responsibility for teaching and learning in a class and delivering 70% of the timetable. They then return to their main school for the last part of
their training (Block A Final Placement), taking responsibility for 70% and then 80% of the timetable by the end of the year.

4.6 SEND Experience/ Placement

The 2 week SEND placement may take place in any one of a variety of settings and provides an opportunity to explore inclusion and education for children with special needs and disabilities, considering how they may be supported through personalised learning. The SEND placement is arranged by the main school, in liaison with the Lead School. Please see the SEND placement booklet for more information.

5 PROGRAMME SPECIFIC LEARNING AND TEACHING APPROACHES

The programme is underpinned by a set of principles which determine how learning and teaching are organised. The Department of Teacher Education aims to develop through its programmes future excellent teacher practitioners who are motivated, active and independent learners. To facilitate this the learning and teaching strategy for students:

- is inclusive, promotes equality, recognises diversity and commonality and the problems and possibilities inherent within these
- contextualises education, teaching and learning
- personalises learning
- enables trainees to manage their own learning
- demonstrates fitness for purpose with learning and teaching methods which are appropriate for the intended purpose
- models good practice
- illustrates links between theory and practice
- links University-based learning with professional work in school
- takes account of recent research findings, statutory guidance and duties (e.g. SEND, SMSC, safeguarding and Prevent) and utilises professional experience and judgement of all engaged in the learning and teaching process.

The learning and teaching approaches which are typically used, in the PGCE Primary Programme include:

- independent and self-managed learning where possible
- peer education to support learning
- trainees led teaching sessions, seminars and tutorials
- a wide variety of methods, organisation and groupings, including, large group, small group and individually-focused work
- a balance between structured, guided and self-directed work; and a balance between providing access to knowledge and reflection on learning
- use of electronic means of communication to support learning, including the use of intranet and internet, Web CT, video and presentation software.

6. THEMES AND DIMENSIONS FOR TEACHING AND LEARNING

These elements are those addressed across the course, both in schools and University; they incorporate the aspects of education that extol the core values essential to all learning communities and that promote community cohesion and help teachers prepare children for life in a diverse, just, safe and equitable society.
6.1 SMSC
SMSC and elements of Prevent, are addressed across the programme. Recent Government guidance stresses the importance of SMSC in upholding fundamental British values, encouraging mutual respect and tolerance for all faiths and beliefs and exploring difference, equality and belonging across the curriculum. The DfE stresses that SMSC has a part to play in preventing extremism and building resilience to grooming and radicalisation. It should form part of every school's safeguarding, curricular and extra-curricular provision. An integral part of educating for a safe, equitable and just society and fulfilling a school's Prevent duty, SMSC will receive increased attention in Ofsted inspections from September 2015.

6.2 Equality and Diversity
The Brooks building is set in the heart of multi-cultural Manchester, a context that reaffirms MMU's recognition of the need to prepare students to teach in a diverse society; this is a focus of Teaching Studies, but evident elsewhere in the programme too, for example the Foundation Areas, English, Religious Education and the annual PGCE conference. There is an expectation that students will challenge stereotypes, recognise multiple identities, promote equity, explore diversity, commonality, rights, responsibilities and democracy in both their teaching and academic studies.
7. **ASSESSMENT**

Assessment in the School Direct Programme involves three written assignments. Two units are assessed at Masters level (equivalent to 60 credits at M level); these units will be marked by University Tutors. The third written assignment is marked in school and is at practice level. You must be successful in all three written assignments, in order to pass the course. Further details of assessment requirements are published on Moodle.

**PGCE Primary: Assessment 2015 - 2016**

<table>
<thead>
<tr>
<th>Core Curriculum M Level</th>
<th>Title: Dialogic Teaching: “... talk is arguably the true foundation of learning”. (Alexander, 2011, p 9.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Strategies for Core Curriculum</td>
<td>One 3,000 words critical and reflective written assignment, which requires you to consider and debate the quote above, in relation to theory and practice. This assignment is marked and assessed by University Tutors.</td>
</tr>
<tr>
<td>Submission date:</td>
<td>Monday 4&lt;sup&gt;th&lt;/sup&gt; April 2016 - via Turnitin on Moodle</td>
</tr>
<tr>
<td>Teaching Studies M level</td>
<td>“An aspect of my teaching that I am interested in making more effective is ...”</td>
</tr>
<tr>
<td>Assessment Strategies for Teaching Studies Unit</td>
<td>A reflective and analytical 3,000 word assignment that requires you to consider the effectiveness of an aspect of your professional practice, in the light of your experience, developing professional values and beliefs in relation to teaching and learning.</td>
</tr>
<tr>
<td>Submission date:</td>
<td>Monday 7&lt;sup&gt;th&lt;/sup&gt; March - via Turnitin on Moodle</td>
</tr>
<tr>
<td>Foundation Curriculum Practice Level</td>
<td>“How learning outside the classroom can be used to effectively enhance the quality of teaching and learning experience in at least two foundation subjects.”</td>
</tr>
</tbody>
</table>
| Assessment Strategies for Foundation Curriculum Unit | A practical 1,500 word equivalent assignment to include:  
- A rationale for why a specific site/location can be used to effectively teach the Foundation Subjects and a description of the learning and activities children would engage with on the visit (1000 words)  
- A medium term plan to provide the overview of children’s learning (500 words) |
- 4 detailed lesson plans to illustrate follow up classroom/school based activities

This is pass/fail as it is a practice level unit and marked by school mentors.

<table>
<thead>
<tr>
<th>Submission date:</th>
<th>Monday 1st February – to the Professional Mentor in the Main School</th>
</tr>
</thead>
</table>

### Block A First Placement

<table>
<thead>
<tr>
<th>Assessment Strategies for each Element of Assessment</th>
<th>Evidence of meeting the Teachers’ Standards through the final report. The minimum requirement is that all Standards must be met, to the “Requires Improvement” level in order to pass the placement, according to the MMU Grading Criteria.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment Criteria for Unit/Elements of Assessment</th>
<th>Regular update of PDR record recording evidence of meeting Teachers’ Standards (May 2012) at least to minimum requirement according to the MMU Grading Criteria. Evidence to support this will include lesson observation feedback and final report.</th>
</tr>
</thead>
</table>

### Block B Alternative and Block A Final Placements

<table>
<thead>
<tr>
<th>Assessment Strategies for each Element of Assessment</th>
<th>Evidence of meeting the Teachers’ Standards through the final report. The minimum requirement is that all Standards must be met, to the “Requires Improvement” level in order to pass the placement, according to the MMU Grading Criteria.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment Criteria for Unit/Elements of Assessment</th>
<th>Regular update of PDR record as evidence of meeting Teachers’ Standards (May 2012) at least to minimum requirement according to the MMU Grading Criteria. Evidence to support this will include lesson observation feedback and final report.</th>
</tr>
</thead>
</table>

Please remember that there are ethical procedures that must be followed in all written work.

Students should always ask themselves:

- Have all names (e.g. pupils, trainee teachers, teachers, schools, LAs) been removed from the work?
- Have I stated explicitly in the body of the work that the anonymity of individuals and places has been maintained?
- Is this my own work? Plagiarism is to be avoided at all costs and may lead to severe penalties.
7.1 Failure of an assignment or placement

Most students encounter no significant problem with assignments or placements however this is not always the case. **ALL written assignments and SBT placements must be passed if a student is to graduate and be recommended for Qualified Teacher Status (QTS).** If a student fails any one academic assignment, they will be asked to re-submit. Assignments may only be re-submitted after the Exam Board meets at the end of June and so students will not receive a mark for their re-submission, or be able to graduate until August. This does not usually impinge upon a student’s ability to commence work in September, **BUT will prevent a student from graduating with their peers in July.** Failure of a placement will result in a student having one opportunity to re-sit the placement, this will usually be in the following academic year: See

http://www.mmu.ac.uk/students/assessments/ for definitive information on assessment, failure and resubmission.
8. SCHOOL BASED TRAINING (SBT)

For School Direct trainees, School Based Training (SBT) is the central element of their PGCE programme. It is an opportunity to develop and enhance their skills and synthesise their school and University training for the benefit of themselves and the children they teach, in response to a range of increasing demands.

There is a separate handbooks on the website for SBT; all the supporting pro-forma and documentation is located on the same page, see: http://www.ioe.mmu.ac.uk/education/partnerships/primary. If you have any questions about SBT which are not answered on the website please contact the Lead School, Diane Hadwen d.hadwen@mmu.ac.uk, or University Tutor.

What follows is a brief summary of the main pattern and requirements for each placement for students, mentors and University Tutors.

Key terminology:

Student/Trainee
These terms are used to describe an individual who is studying for a PGCE via the School Direct Programme.

Lead School
A school coordinating the School Direct offer across an alliance of schools. Each school will have a named person leading this. Not all schools offering School Direct places are in an alliance.

Main School
The school in which a trainee is placed for the majority of their SBT.

Class Mentor
This is the teacher of the class in which the trainee is undertaking their placement. It replaces the term ‘class teacher’ in our documentation to better reflect the significant tutoring and mentoring role of the class teacher.

Professional Mentor
This is the person within the lead school with designated responsibility for the school direct trainee/s. The mentor may be working with several trainees at the same time, in a coordinating/overseeing capacity. There is acknowledgement that in some schools the school tutor also undertakes the role of mentor.

University Tutor
The University Tutor supports the school and the trainee throughout the year. They are the point of contact should any problem arise.

8.1 SBT a Quick Guide for Students

Students are expected to attend all placement days. In response to the shift of training emphasis from the University to the school, lead schools and their alliances with School Direct places are expected to provide a programme of professional development for trainees or groups of trainees, to compliment taught sessions in University. The details of this training programme should be shared by your Lead School with the University, via the Programme Office. This in school training is an ideal opportunity to:
• Share how schools use data and the impact this has on the classroom teacher
• Explore positive behaviour management strategies
• Provide opportunities for trainees to observe outstanding teachers
• Examine approaches to the teaching of Early Reading including synthetic phonics
• Identify, map and plan for cross-curricular themes and dimensions e.g. SMSC

There is an obligation on the part of the Lead School to see that the main school to provides:

• An initial induction to enable the trainee/s to become familiar with the school and its ways of working
• A planned weekly meeting to review of progress
• Regular weekly focussed session observation and written feedback (RoLOs)
• **Weekly monitoring of trainees’ files**, including checking lesson planning
• Completion of a written Interim Report and Final Report for Block A
• A Block B Report
• A Block A Final Summative Report
• Phonics feedback in training workbook
• Training in planning, teaching and assessment; subject content and pedagogical principles for the foundation areas and RE

• Time for evaluation and reflection.

This constitutes a student’s basic minimum entitlement.

The Lead School is responsible for arranging both the alternative Block B and the SEND placements.

### 8.2 Overview of Block A First Placement

You will be attached to your first school placement, in your main school, from the **start of the academic year through to the end of January**. You will be expected to contribute to the work of the teaching team within the school and to join in with the range of experiences that occur during that time. You will be attached to a base class but **in the early part of the first placement you must have the opportunity to learn about teaching and learning Early Reading and Phonics** through focused observations in the relevant age phases. Your time in the first few weeks should be in a variety of classes completing a range of tasks and workbooks and observing teaching. You will also spend some time in your base class where you will begin to understand and observe the routines of the classroom and work with small groups.
From week 11 (12th Oct) you should be predominantly in your base class and building up to teaching 60% of the timetable. This may be made up of whole class and group teaching, but you should be responsible for the planning.

Your Interim Report will be written by your Professional Mentor in collaboration with the Class Mentor and will be checked and discussed with the University Tutor. After Interim, you should be teaching 70% of the timetable with an emphasis on core subjects, but you should include at least one foundation subject. You should be observing PE and working with groups to support the teacher.

Your Final Report for this placement will be written by your Class Mentor in collaboration with the Professional Mentor and will be discussed with the University Tutor.

The expected outcomes of this first placement are that students will:

- have experience of observing teaching across at least two age phases
- have experience of independently teaching and planning sequences of lessons in numeracy, literacy, science, computing and at least one foundation subject
- demonstrate an awareness of SMSC and have evidence of having engaged with this through the curriculum
- understand how assessment fits into the planning and teaching cycle
- be confident in teaching whole class lessons independently
- have evidence in the PDR file of meeting the Teaching Standards
- engage with the completion of workbooks on phonics/reading and managing pupil behaviour
- complete tasks: core tasks, child study/profile.

Additional information and handbooks for placements are available at:

www.ioe.mmu.ac.uk/education/partnerships/primary

8.3 Overview of the SEND Placement

This is a short 2 week placement/experience, where you will focus on furthering your understanding of teaching and learning for children with Special Educational Needs and/or Disabilities (SEND). Your main school will arrange this placement.

The placements will vary from nursery settings, primary mainstream schools, secondary mainstream schools, resourced units and special schools. The range of tasks that you will undertake will be differentiated according to the setting you are in. You will not be attached to a base class and will not be expected to undertake class teaching. This is a really good opportunity to observe good practice and make the most of conversations with SENCOs and other experienced colleagues.

The placement will enhance your understanding of catering for children with SEND, although it will not be assessed, your engagement will be noted through your SEND file and the completion of appropriate tasks in your SEND handbook (checked by the Lead School). In this way it will contribute to your overall programme final summative assessment.

8.4 Overview of the Block B Alternative Placement

You will be attached to your alternative school from March 2016 for approximately 9 weeks. You will
be expected to see yourself as part of the school team. You will fit in with the school's holidays. The main purpose of the placement is to develop a more refined view of teaching and learning, including consideration of issues such as creativity and inclusion in a different age phase. You will spend time in your base class familiarising yourself with the children and the context in which you will be teaching but also taking the opportunity to observe in a range of other classes. You will be expected to carry out an initial assessment of children’s achievements in English and Mathematics in your base class.

The expected outcomes of this alternative placement are that students will:

- have experience of observing teaching across at least two age phases
- have experience of independently teaching and planning sequences of lessons in numeracy, science, computing and a range of foundation subjects
- demonstrate how assessment fits into the planning and teaching cycle
  will be confident in teaching whole class lessons independently
- have evidence in the PDR file of meeting the Teaching Standards
- engage with the completion of workbooks on phonics/reading, managing pupil behaviour
- enhance their understanding of teaching across a different age phase in a different setting
- identify in planning and evaluate at least one lesson with an aspect of SMSC focus
- will work up to teaching 70% of the timetable.

Your Block B Report, will be written by your Class Mentor in collaboration with the Professional Mentor and agreed with the University Tutor. This Report will contribute to the Final Summative Assessment Report, which will be written once you return to your main school.

8.5 Overview of Block A Final Placement

You will return to your main school from the 23rd May to the end of the school year. It may be that you to be attached to the same class as at the start of the year, or you may be allocated an alternative class; this is up to the school. You will teach 70% of the timetable, building up to 80% in the final weeks.

Your Final Summative Report will be written by your Class Mentor, in consultation with the Professional Mentor and agreed with the University Tutor. It will take into account reports from all your placements and academic achievements. It will be written week beginning the 20th June.

Once this has been completed you should continue to engage in the full role of a teacher until the end of the school year and begin to prepare for your NQT year. If you have obtained a teaching post in your main school, in the alliance or elsewhere, then your main school may at their discretion, allow you to spend some time in your new class or school. This must be negotiated with both the Lead School and the school in which you have been based for most of the year.
9. SUPPORTING STUDENTS ON SBT – MENTORS AND TUTORS

It is essential that students receive good quality feedback and support in schools in order to develop into excellent practitioners. The School Direct Programme relies on the undoubted expertise of our partner schools and mentors (supported by University Tutors) to make sure that students have a quality experience. What follows is a reminder of agreed roles and responsibilities.

9.1 Record of Lesson Observation (RoLO)

In order to make progress, a trainee needs regular written and verbal feedback to help them to reflect on his/her teaching and target areas for development. This should take place once a week as a bare minimum. Trainees on the School Direct Programme have a wide range of previous experience in classroom settings; therefore there will be a small number of trainees who are capable of exceeding individual Standards, even in their first placement. Schools should therefore use the range set out in the grading criteria. The Record of Lesson Observation form (RoLO), should be used to provide written feedback whenever the trainee has been observed. The observation should be based around an agreed focus and feedback should comment on evidence provided of progress towards the Standards.

The RoLO has spaces for comments, which might refer to specific aspects of the Teachers Standards and identify positive achievements within the lesson. A separate column is provided for targets and development points. The completed RoLO should be reproduced to provide copies for the trainee, mentors and if appropriate the University Tutor.

9.2 Focus of RoLOs

The focus of each observation should be agreed with the trainee in advance and will generally be related to previous targets set, however we require that at least one observation on each of the following be completed before the end of each placement:

- The teaching of phonics and early reading - feedback from teachers is given within each trainee’s phonics training and development workbook
- Subject and pedagogical knowledge in mathematics
- Overcoming barriers to learning
- SMSC, particularly British values.

For example:

i. **Focus: Early reading and phonics**

The trainee is required to start to engage with the teaching of Early Reading and synthetic phonics in week 9 (week beginning the 28th September), addressing the tasks found in: ‘Training and Professional Development Handbook: Teaching Phonics’ This MMU document is intended to guide the focus of RoLOs, please consult it for further information.

ii. **Focus: Subject and pedagogical knowledge in mathematics**
Every child:
- is given the opportunity to think, explore, explain, answer and ask questions in relation to the learning objective
- feels secure about asking for clarification and support.

The student should:
- demonstrates secure subject knowledge related to the learning objective, i.e. can explain appropriately
- recognises and/or anticipates children’s misconceptions
- addresses misconceptions as/when they arise during the lesson
- model appropriate terminology.

iii. **Focus: Overcoming barriers to learning**

'Response to individual difference including, class, ethnicity, safeguarding issues, EAL and SEN'

Every child:
- is given the opportunity to think, explore, explain, answer and ask questions in relation to the learning objective
- is actively encouraged to do things for themselves, without continuous adult support
- is valued and their background, culture and language acknowledged and respected and represented positively e.g. in displays, books, resources
- has appropriate support, if learning using English as an Additional Language (EAL), or have Special Educational Needs

The student:
- is able to identify and plan for children who may potentially face difficulties in the lesson and is able to relate provision to IEPs
- uses resources, people and time creatively in relation to the learning objectives.

iv. **Focus: SMSC**

The student should demonstrate:
- secure knowledge of what is meant by British values (DfE (2014) SMSC Guidance for Schools) and safeguarding
- in planning and delivery, provision of opportunities for children to discuss and pose questions, provide answers and think creatively, in the context of their own experiences, beliefs and views.
• awareness of the range of diversity (identity, heritage and belonging) in the UK and in their own classroom, through the choice of themes, resources and appropriate display

• model respect for difference (including difference in faith and beliefs) and the rights of others; treating pupils with dignity rooted in mutual respect.

All other observations should have a similar, specific identified and this should be clearly identified on the RoLO.

9.3 The Grading Criteria and SMART Targets

The MMU Grading Criteria is based on the Teachers’ Standards. This provides trainees, tutors and mentors, with clearly differentiated evidence for each Standard. They should be used both formatively and summatively throughout the placement and should be used as a basis on which to set future targets.

Part of a trainee’s development as a professional is to learn how to set and work towards specific targets. In some instances a trainee will identify his/her own targets. At other times the targets will emerge through joint discussion. It is better for the trainee if SMART targets are set and regularly monitored e.g. targets that are Specific, Measurable, Achievable, Realistic. They should be monitored within a set timescale.

<table>
<thead>
<tr>
<th>Placement</th>
<th>Review of Progress</th>
<th>Record of Lesson Observation (RoLO) –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block A First</td>
<td>Weekly verbal reviews plus informal feedback</td>
<td>1 RoLO per week</td>
</tr>
<tr>
<td></td>
<td>Interim Report</td>
<td>Plus feedback given in phonics workbook</td>
</tr>
<tr>
<td></td>
<td>See key dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See key dates</td>
<td></td>
</tr>
<tr>
<td>Block B Alternative</td>
<td>Weekly verbal reviews plus informal feedback</td>
<td>1 RoLO per week</td>
</tr>
<tr>
<td></td>
<td>Block B Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See key dates</td>
<td></td>
</tr>
<tr>
<td>Block A Final</td>
<td>Weekly verbal reviews plus informal feedback</td>
<td>1 RoLO per week</td>
</tr>
<tr>
<td></td>
<td>Final Summative Assessment Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See key dates</td>
<td></td>
</tr>
</tbody>
</table>

This table outlines minimal requirements for observation and feedback. In the case of trainees who are experiencing difficulties, it is advisable that observation, feedback and target setting are carried out more frequently in order to support the trainee and to provide evidence of a clear audit trail.
9.4 Reflection and Evaluation

Part of the professional development of a trainee involves them in evaluating teaching and learning and requires them to reflect on their experiences. Mentors can play a valuable role in helping students to reflect and evaluate, to begin to identify their own philosophy and develop into the ‘teacher they want to be’. Discussion may also help a trainee to recognise progress or identify reasons for lack of progress and suggest a course of action that will inform and improve future practice, ensuring they have an impact on children’s learning.

9.5 The Block A First Interim Report and Block B Report

At about the mid-point of the Block A First Placement the University Tutor will visit the school to talk with the Class Mentor and Professional Mentor about a trainee’s progress and to discuss the Interim Report (this process will be repeated towards the end of Block B for the same purpose).

All reports are based on a variety of evidence and data e.g.

- Lesson observations RoLOs
- Discussions with the trainee
- The Planning & Teaching File
- The completion of the Phonics workbook, SEND tasks
- Engagement with the Behaviour workbook and the English as an Additional Language (EAL) booklet
- A student’s work in or around the school and involvement in the wider life of the school
- Professional conduct and responsibilities
- Monitoring of targets set
- Reference to the Grading Criteria.

During the Interim and Block B visits a joint observation of a lesson, between school mentor and University Tutor will usually be carried out. The Block B alternative school placement Report will inform the Final Summative Assessment Report that will be written during the Block A Final placement.

The Interim and Block B visit normally involves:

- Observing part of the lesson together
- Looking at the trainee’s files, particularly checking the quality of the planning, assessment and evaluation. Progress towards school-based tasks will be checked, as will the PDR file
- Comparing judgements about progress against the Standards using the PDR statements and Grading Criteria
- Making notes on a RoLO
- Talking to the trainee
- Agreeing the previously drafted Report.

After the Interim visit and the Block B visit when the report is finalised, it should be emailed by the Professional Mentor or Class Mentor, to the Programme Office ittbrooks@mmu.ac.uk
9.6 At Risk of Failure

In a very few cases a student may be judged to be at risk of failure. The outcomes of the Interim Report or Block B Report, must always be shared with the trainee, this is imperative if they are at risk. If there is any doubt about whether progress is satisfactory it is essential that the student has a copy of the Interim Report which should indicate CLEARLY in writing, why they are at risk of failure and in which areas. There must be a clear audit trail of RoLOs which provide evidence that areas of concern have been identified, targets have been set and have been carefully monitored.

An ‘At Risk’ pro-forma will be drawn up by the mentors in school, once the trainee has been formally identified as ‘At Risk’. In this way clear targets, action points and a defined timescale can be identified and shared by the trainee, school and University Tutor and monitored on a regular basis. The ‘At Risk’ pro-forma MUST be completed with the trainee present and whenever possible the University Tutor should be present. A trainee must also receive written targets and actions for the rest of the placement that are designed to enable him or her to make satisfactory progress towards the Standards.

Important things for mentors and University Tutors to note:

1. If there is any doubt about whether a trainee’s progress is satisfactory then they should be placed ‘At Risk’ in order to ensure that they receive the support to which they are entitled. Please contact the University Tutor by telephone as soon as you have any concerns.

2. The trainee must have time to work on the set targets before the end of the placement. Normally late judgements to put a Trainee ‘At Risk’ are not acceptable within the University Regulations.

3. In order to ensure that sufficient time is available for this process to take place, Interim Report must be received by the Programme Office by the date specified in the handbook.

9.7 The Block A First Placement Final Report

At the end of the first placement (Block A), a trainee is assessed by the mentors in school as Grade 1 Outstanding Pass, Grade 2 Good Pass, Grade 3 Pass Requires Improvement, Grade 4 Fail. Please ensure there are no split grades. This is not permissible.

The University Tutor will visit the school towards the end of the placement to talk about a trainee’s progress and to agree the previously prepared Final Report. Usually this visit will focus on reviewing the RoLOs and Report, looking at a trainee’s files and a discussion of their progress in order to agree an overall judgement. The decision about whether a trainee has passed or failed and how much progress they have made is a joint decision between the school and the University. The decision must be based on clear evidence, provided by the RoLOs, Interim or Block B Report including the Grading Criteria and annotations in the trainee’s School Files. This report must be discussed with the trainee, together with targets that have been identified for the future. After the report is finalised it should be emailed by the Professional Mentor or Class Mentor, to the Programme Office ittbrooks@mmu.ac.uk

9.8 The Block A Final Placement Summative Report

This will be written towards the end of the Block A Final Placement when a student has returned to their main school. It will draw on all the evidence that has been collected over the course of all of a student’s SBT experience. It will be written by the mentors in school and discussed and agreed with the University Tutor (who will visit as he or she did at the end of Block A (1st) to review files, progress and agree grades). Students should be involved in the discussion about evidence of progress and their final grade and be in agreement with decisions made by mentors and tutors. After the report is
finalised it should be emailed by the Professional Mentor or Class Mentor, to the Programme Office ittbrooks@mmu.ac.uk

10. REFERENCES AND EMPLOYABILITY

The employability rate for School Direct students is high and it is usual for students to start applying for jobs from about February half term.

The University reference is written by the Lead School, usually well informed by information provided by the Professional and Class Mentor in the main school. Completed references need to be sent by email to ittbrooks@mmu.ac.uk

Second references may be obtained by a student from the alternative school that they are attached to in Block B, or from another school that may have knowledge of their capabilities. Tutors from the University, should not be approached directly by students for personal references.

11. AND FINALLY

A handbook like this can make it all seem a little overwhelming and there is no doubt about it the School Direct year is challenging and very hard work, but it is well worth it!

Students enter their NQT year with a wealth of experience and an extensive repertoire of strategies to facilitate effective teaching, embedded in sound pedagogy and with a well-developed personal philosophy.

The School Direct team at MMU are here to help and support if necessary and MMUs partner schools have considerable expertise in preparing new colleagues to enter the teaching profession ahead of the game. It is in their interest to help educate competent, thinking practitioners, well versed in the complexities of the 21st century school context and ready to join their dynamic settings as good or outstanding teachers. Your success is their success.

Enjoy your PGCE School Direct year. The adventure is just beginning!
i. PROGRAMME AIMS

The Programme reflects the University's General Educational Aims.

The Programme enables trainees to become effective teachers by developing their:

- intellectual and imaginative powers
- understanding and judgement
- knowledge and understanding of diversity and the social contexts in which they teach
- decision taking and problem solving skills
- ability to communicate
- ability to see relationships within what they have learned
- ability to perceive their professional preparation as a teacher in a broader perspective, including that of democratic and ethical values
- ability to engage in enquiring, analytical and creative activities
- ability to exercise independent judgement and critical awareness
- ability to engage in analysis of their own professional practice in a multi-professional context.

The Programme seeks to ensure, through its structures, content and conduct, that trainee teachers:

- can achieve with their peers and their pupils the aims for the curriculum set out in The National Curriculum Handbooks for primary teachers in England
- can develop pupils' creativity and cultural understanding
- are confident in teaching in diverse settings and children from diverse social and cultural backgrounds
- acquire and can continue to develop the knowledge, understanding and skills necessary for achieving high academic standards in their areas of study; including literacy, numeracy and computing
- demonstrate the knowledge, understanding and skills involved in a wide range of teaching methods
- understand the varieties of ways and contexts in which children learn
- are sensitive to the social and emotional dimensions of interaction with children and adults
- are able to work independently but also collaboratively with colleagues, other professionals and parents in the interests of children
- are able to think openly, critically and imaginatively about teaching, learning, curriculum and assessment
- can engage with other professional perspectives
- can use evidence-based research with discrimination to inform their practice
- have a commitment to career-long professional development
- can promote high standards of pupil achievement in intellectual and wider skills, including the world of work, citizenship and British values
- are capable of responding to, and managing, change and its consequences in the context of teaching, learning and welfare, including safeguarding in its entirety; building resilience to grooming and radicalisation.

ii. PROGRAMME AND PROFESSIONAL OUTCOMES

In order to be awarded the Postgraduate Certificate of Primary Education successful trainees will have achieved the Teachers’ Standards (May 2012), excluding the Skills Test, as defined in the Standards

Final Award - Learning Outcomes

Those to be awarded a Post Graduate Certificate in Education should when assessed, demonstrate evidence of the ability to:

a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks professionally

c) continue to advance their knowledge and understanding, and to develop new skills to a high level

d) formulate appropriate enquiries into classroom practice and carry them out, either individually and/or by making a contribution to an enquiry carried out by a group of practitioners (including peers, mentors and tutors)

e) the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations, and
- the independent learning ability required for continuing professional development

These will be demonstrated by professional engagement with the programme at the university and on placements and through:

- Participation in practitioner enquiry (including collaborative enquiry with other trainees, tutors and mentors)
- Critical discourse on matters of education principle and policy (including professional discourse in the Review Process)
- Formulation of thoughtful and critical written and spoken discourse to justify their own work as a practitioner.

iii. KEY STAFF

Head of Department of Primary Teacher Education

Dr Elaine McCreary
Student Experience Leaders

The Student Experience Leaders are responsible for the day-to-day running of the Programme. They also have responsibility:

- Maintaining and building upon the quality of trainee experiences and, with the Head of Department, ensuring continuity and progression
- Organising meetings of the Staff Trainee Consultative Groups
- Monitoring trainee progress across the Programme, including attendance.

Personal Tutors

The Personal Tutor oversees academic and professional development and offers support and advice. S/he has responsibility for:

- Having meetings, either individually or as part of a group, to discuss your progress and enable you to set targets for future development
- Monitoring your progress on the Programme
- Supporting and monitoring your academic and professional development through the Professional Development Record
- Overseeing completion of your NQT Development Profile and verifying it.
iv. PROFESSIONAL VALUES AND PRACTICE

The Faculty of Education has in place a **Code of Professional Conduct for primary and secondary trainees**. It requires the trainee to ‘make judgements about appropriate standards of personal responsibility and professional accountability’. The Code will form part of the Induction session for trainees, it will be discussed with the Personal tutor prior to the trainee’s first placement in school and the trainee will sign a copy. By doing this the trainee will acknowledge their commitment to the Code. Partnership schools can also be confident that their individual policies can be contextualised within the over-arching Code.

**Any serious breaches of the Code of Professional Conduct will result in a trainee attending a Progress Review and may ultimately lead to a trainee being required to leave the Programme.**

**Physical Contact with Children**

It is helpful at an early stage for teachers and mentors to discuss with the trainee issues of appropriate behaviour/physical contact with children. All trainees are advised that they should never ask to see one child alone. If there is a very strong reason why they might want to talk to one child without others around they must ask for another colleague from the school to be there.

Trainees should note that under no circumstances must they use any kind of physical force with a child. Clarity of procedures at this point will prevent any potential problems from occurring in school. **The school mentors should ensure the trainee has been given all relevant information regarding child protection/safeguarding vulnerable children; school procedures; name of relevant colleague to whom issues should be reported etc. Trainees are advised that if they have any concerns they should raise these with their Class or Professional Mentor immediately.**

iv. DISCLOSURE AND BARRING

Students on both the Undergraduate and Postgraduate Programmes are required by the Department for Education to satisfactorily complete an enhanced Disclosure & Barring Service (DBS) check at the beginning of their training programme and before they begin day visits into school. All schools have been notified in writing of the rigorous DBS arrangements which the University has in place. DBS certificate numbers and dates of issue for individual students will be sent to schools prior to their school-based training placement. Please refer to the information on the Partnership website: [http://www.mmu.ac.uk/education/partnerships/primary](http://www.mmu.ac.uk/education/partnerships/primary) or contact the Placements Office for further clarification of the University’s DBS procedures if required. Please note that the 2007 information on safeguarding was updated for September 2012: [www.education.gov.uk/ittcriteria](http://www.education.gov.uk/ittcriteria)

v. EQUAL OPPORTUNITIES AND RELIGIOUS OBSERVANCE

All who teach on the Programme intend to ensure that all members of staff and trainees are valued. Differences in age, ethnicity, gender, disability, sexual orientation, socio-economic background or religion will not be the basis of any form of discrimination. Such differences will not only add to the body of experience, but will also contribute to the development of positive attitudes and experiences.

In addition to Manchester Metropolitan University guidelines it should be noted that trainees work in schools which also operate equal opportunities policies.

Trainees are expected to become familiar with these policies and their operation within the school environment. In their work in schools, they are required to provide equal opportunities in order to create an inclusive classroom. They are required to provide a ‘safe and secure’ environment in which all pupils feel valued and able to contribute to the work of the classroom.
Trainees will learn how to support the different needs of pupils of different abilities, including those with special needs, understanding that all pupils have the right to develop at the rate of which they are capable. Trainees on all ITE programmes have to fulfil national standards with regard to equal opportunities.

Following MMU equal opportunities policy, the Faculty of Education seeks to go beyond the minimum standards imposed by law and is committed to best practice in the area of equality. We have a responsibility as an educational institution to recognise and value diversity as a source of strength and enrichment for all. All trainees and staff at the Faculty are entitled to equality of opportunity and treatment regardless of age, disability, race, gender, religion or belief, sexual orientation, marital status, caring responsibilities, or any other unjustifiable grounds. It is the intention of the Faculty to uphold these values in all its work on and off the site and to ensure trainees become familiar with these policies and their operation within the school environment. In their work in schools they are required to provide equal opportunities in order to provide a ‘safe and secure’ environment in which all children feel included, valued and able to contribute to the work of the classroom.

**Equal Opportunities Expectations for Placements**

The University requires that schools will comply with the requirements of the Equality Act 2010 and current Health and Safety at Work legislation in its approach to children and trainees. The Equal Opportunities Committee chaired by a Head of Department from the Faculty of Education monitors the progress of trainees from under-represented groups and formally investigates cases of harassment and bullying whether they occur in schools or in the University.

Any trainee who believes, therefore, that they are being subjected to any form of discrimination or harassment from adults or children should immediately discuss their concerns with the mentor, school tutor or Head Teacher of the school. Should a trainee not feel able to do this, they should contact their supervising tutor, or the relevant Cohort Leader. Trainees should not wait until after the placement has finished before they share any concerns.

*There are Equal Opportunities procedures in place to support trainees and mentors whilst working on placements.*

Please refer to:

Equal Opportunities Procedure for Placements on the Partnership section page of the website [http://www.ioe.mmu.ac.uk/partnerships/resources/primary/](http://www.ioe.mmu.ac.uk/partnerships/resources/primary/)

**Religious Observance**

All trainees can expect schools to be sensitive to personal and religious beliefs in terms of being able to wear religiously and culturally appropriate dress, having a place to pray, and being able to observe religious festivals which require them to be absent from school. It is anticipated that trainees will require no more than 2 days religious observance during any placement. **It is a trainee's responsibility to inform the school and University tutor as far in advance as possible of the need to have time off for religious observance.** The Notification of Absence for Religious Observance pro-forma must be completed.

vi. **ACADEMIC ETHICAL PROCEDURES**

Work undertaken in school in order to complete University and school-based tasks and assignments will involve working with children. You are reminded that the University’s Ethics Procedures must be followed at all times.

In its vision the University aims to ‘behave professionally and ethically in all [its] activities.’ The university therefore requires that its staff and trainees are mindful of the ethical implications of activities with which they engage and remain committed to discharging their responsibilities to the
university in an ethical manner conforming to the highest professional standards of conduct. Issues of morality, safety and personal and institutional liability affect the University at many levels. The university must be seen to be acting with propriety and care for the welfare of its staff, trainees and other sentient beings with which it engages (MMU Quality Manual November 2005:23.1.1)

For full details of the Academic Ethical Procedures, please consult your MMU Trainee Handbook.

vii. EVALUATION OF THE PROGRAMME

Formal and informal evaluation of the programme occurs at regular intervals. Several strategies are used for evaluation including:
- Ongoing feedback from representatives of each group of trainees through the Staff/Trainee Consultative Forum,
- Written feedback at the end of each unit including SBT (School Based Training), and at the end of the Programme. Trainees are required to engage with evaluations.
- Formal representation of the trainees on the Programme Committee,
- Informal monitoring by tutors, teachers and mentors involved in the programme.

Staff/Trainee Consultative Forum

A separate Staff/Trainee Consultative Forum occurs on each site. One meeting each term is calendared. They are normally chaired by the Programme Cohort leader for each site and minuted. The Staff/Trainee Consultative Forum normally consists of the following membership:
- Cohort Leader (chair)
- 2 trainee representatives for each group
- Tutors teaching on the Programme.

Responsibilities

i. To ensure that trainees' concerns are considered and addressed as appropriate
ii. To ensure that tutor concerns, relating to the programme, are considered and addressed as appropriate
iii. To identify strategies for responding to staff and trainee concerns
iv. To ensure that changes in policy and other information relating to the Programme are discussed and disseminated via the group representatives
v. To identify issues for Programme development
vi. To consider strategies to improve the trainee experience
vii. To evaluate Programme quality
viii To identify issues to be presented at the Primary Programmes Committee.

The Primary Programmes Committee normally consists of the following members:
- Head of Primary ITE
- Assistant Heads of Primary ITE: PGCE Programme Leader and BA Programme Leader
- Cohort Leaders
- Placement Co-ordinators
- Programmes Officer
- Additional Programmes officers as appropriate
- A Representative of the University Library
- 1 trainee representative elected from each age phase on each site of the Programme
- Faculty representatives drawn from the full-time and part-time staff teaching on the Programme.

The Primary Programmes Committee meets once a term or more frequently if necessary. It is responsible for:

I. the maintenance and enhancement of the academic standards of the Programmes
II. the monitoring and evaluation of the Programmes and in particular evaluating its operation, its delivery and standard, its teaching methods, its curriculum aims and trainees’ needs

III. ensuring the Programmes operate in accordance with the approved Programme specification

IV. agreeing recommendations for changes to the Programme (content and structure) and on any matter affecting the operation of the Programme

V. considering and implementing at Programme level such policies as may be determined by the Academic and Faculty Board in relation to:
   - Programmes, teaching and learning, the content of the curriculum;
   - the assessment and examinations of trainees (in conjunction with Board of Examiners);
   - criteria for the admission of trainees;
   - research, scholarship and Programme-related staff development;
   - the appointment of internal and external examiners

VI. ensuring the academic development of the Programme

VII. advising the Head of Primary Programmes on the resources needed to support the Programme

VIII. Responding to issues raised by the Senior Management Group

IX. Identify issues of concern to the Senior Management Group

X. Advising on staff development issues related to the Programme.
viii. GENERAL GUIDELINES FOR RESPONDING TO CONCERNS

It is rare for serious concerns to be raised, but the University has clear guidelines in place, in the event that there are concerns. The way that concerns are dealt with makes an important contribution to the ethos of the Faculty of Education. Policies and procedures make statements about beliefs and values, both personally and collectively.

Concerns may be raised by any of the people who work on site, including trainee teachers, tutors, teachers, administrative and support staff, as well as schools, visitors and applicants for courses. The range of issues about which they may express concerns is very wide. It is therefore very unlikely that any single set of procedures would provide an adequate basis for dealing with concerns which are raised. However the existing Policy for Professional Preparation of Teachers does give an indication of the values, beliefs and practices which should inform professional dialogue and relationships. It notes, for example:

- the need to promote equal opportunities and social justice
- the need to respect the professional beliefs and values of others
- that dialogue should be based on mutual trust and respect.

From this policy it is possible to derive a number of principles which can inform any action which is taken in response to a range of concerns. These principles are set out below.

Principles for Informing Action in Response to Concerns

- Any concern which is expressed should be treated with respect
- Personal communication, ideally face to face, between the people who are involved is preferable to communication through a third party
- Any response should be kept on an informal level where possible; lengthy and formal documentation should be avoided in the first instance where possible
- If concerns are expressed about any individuals then they should normally be informed about the nature of those concerns
- The minimum number of people should be informed about the details of any concerns which are raised, consistent with responding properly and managing any wider implications of the concern
- Any response to a concern will involve an element of professional judgement rather than following a prescribed procedure
- These professional judgements will take factors such as the seriousness of the concern, the scale of the concern and the context in which it arises into account in formulating a suitable response
- The nature of any response to concerns which are raised will take into account whether they are based on evidence or solely on feelings
- All parties who have contact with the Faculty of Education have the right to express any concerns which they may have, but they also have a responsibility to act in a responsible and professional manner.

Responding to Trainee Concerns

Within the University, Programme Leaders have a formal responsibility for ensuring that courses are of high quality and they are required by the university to take account of Trainee concerns. Trainees’ views are significant in internal quality assurance procedures and course validation arrangements.

The purpose of these guidelines is:

- to ensure that trainees and staff are able to register their views within the primary courses
to ensure that communication between trainees and staff teaching on the primary courses is effective and contributes to improved course quality

to ensure that trainees have access to a clearly-defined system for dealing with any concerns that they may have about their courses and its procedures

to ensure that systematic and consistent procedures are in place across the primary courses.

Trainees should expect to be able to register any concerns with the Programme Leader or a senior officer with authority within their programme. They should expect their concerns to be treated seriously and for action to be taken where this is appropriate. They should have access to well-defined communication systems, including the Primary Programmes Committee, where their concerns can be expressed. They should elect trainee representatives to ensure that their views can be registered effectively as part of normal programme procedures.

Any response to trainee concerns should be based on the principles outlined above and in addition:

a) a balance needs to be struck between enabling trainees to have their concerns noted and ensuring that staff do not feel that any procedure is prejudiced against them

b) any response to trainee concerns should be judged against the criteria of enhancing effective communication between staff and trainees and improving programme quality

c) Trainees are entitled to request that any concerns are passed on anonymously, but in most circumstances direct contact between trainees and staff will be the most effective course of action

d) any discussion about individual tutors will normally be seen as confidential.

**Concerns Trainees Raise**

There is no restriction on the type of concerns which trainees may raise within the primary programmes. Trainees are entitled to their own representative bodies which set their own agenda for meetings; they have access to normal channels of communication within the programmes; and they can request items to be included on the agenda for meetings of the Programme Committee. They are encouraged to take responsibility for their learning in a variety of ways, and this naturally includes influencing the type of learning experiences which they are offered and the learning environment in which they operate.

However trainee teachers also need to recognise that they are on professional programmes and that they have a responsibility to act in a professional manner. They are therefore actively discouraged from criticising individual tutors in any public forum and expected to handle any possible concerns about individual staff with sensitivity and due regard for confidentiality. The primary programmes encourage trainees to make use of the Staff/Trainee Consultative Forum in taking up their concerns and acting in a representative manner. This can enable concerns to be depersonalised and programme procedures to be clarified across the whole trainee body.

A further issue is that of academic judgement. Trainees may be disappointed with the grades that they receive in those aspects of the programmes which are formally assessed. However they do not have the right to challenge the academic judgement of tutors or external examiners. They may be concerned about the procedures by which they have been prepared for assessment and these procedures certainly can be challenged. It is important to note that the principles outlined in this paper apply to teaching and assessment procedures but not to the grades which are awarded.

The guidelines above also apply to school placements. Should you feel you need to register any concerns regarding a school placement, and it would be inappropriate to do so with the Head Teacher or School Mentor, please contact your University Tutor or PDR tutor.
ix. STUDENT SUPPORT STRATEGY

Trainees come from a variety of academic, professional and vocational backgrounds and bring with them a wide range of prior experience and learning. This diversity of the trainee teacher population is seen as a valuable resource for teaching and learning. The diversity of the trainee teacher population also mirrors the diversity of cultures, backgrounds and abilities of the children and pupils in schools which trainees will experience during their placements.

Prior to commencement of the Programme, you will have received pre-course activities.

In common with all trainees at MMU, trainees on this programme will benefit from the induction activities offered during the first week of the Programme and the related printed and web-based support material, e.g. those provided by Trainee Services, the Library, and the Faculty.

Each unit will be described on Moodle. This will include an outline of content, learning outcomes, the criteria for grading, submission dates, a reading list and details of how to contact unit tutors.

Computing support is available for all trainees on the Primary Programme.

Your use of written English will be monitored and advice will be provided about support both within the Faculty and centrally. This is provided by dedicated support programmes and electronic and paper-based resources. Dedicated support is also available for trainee teachers’ spoken/ presentational skills.

You will also have access to all assessment items on Moodle.

You will benefit from regular timetabled meetings with your Personal Tutor who will have responsibility for a group of trainees throughout their time on the Programme. Personal Tutors will:

- discuss with you all matters affecting the Programme and act, where necessary, as an academic adviser
- support you to develop the ability to evaluate, analyse and reflect upon your teaching
- discuss with you any difficulties or problems you may be experiencing and refer you, where necessary, to the appropriate University service
- advise you, should you be subject to discrimination or harassment
- undertake a general oversight of your progress
- deal with a variety of administrative and technical matters which may affect you
- contribute to writing your reference from the available information

Programme tutors will identify the study opportunities available at MMU and the support systems which are in place. Unit leaders and tutors will offer advice and feedback and will be available for individual consultation as they or you feel necessary.

The University has several full-time counsellors based at the All Saints site (0161-247 3496) and They operate an appointment system and also have drop-in sessions on a daily basis from 12.00- 2.00pm. The University Chaplaincy seeks to provide personal counselling and pastoral care for all trainees. The Manchester site has Prayer Rooms which are available for trainees to use.

The Learning Support Team is based at All Saints (0161 247 3491) Manchester (0161 247 5339) or email at l.support@mmu.ac.uk website www.mmu.ac.uk/lsu. The specialist team provides support for trainees with a range of Special Educational Needs, including Dyslexia
and for disabled trainees. If trainees declare a disability at the interview stage they will be contacted early in the programme to ensure any special considerations need to be in place.

Support is also available for trainees’ presentation skills, spoken English, written English and study skills. If you feel you would benefit from support from any of these services, please contact your Personal Tutor or Student Experience Lead.