



UNIVERSITY OF
WINCHESTER

School Centered Initial Teacher
Training (SCITT)
PGCE Secondary
Assignment Handbook

2020-21

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Studying towards the PGCE and towards becoming a teacher

The University of Winchester PGCE primary programmes support a view that teaching is both a 'craft and a profession' (Kirk 2011), learnt inside and outside the classroom, building on and reflecting on existing and emerging knowledge and evidence bases. This professional approach respects the necessity for a partnership between the University and schools, and identifies a strong relationship between the enhancement of practice through study, discussion, reflection and through practice itself.

On the PGCE programme, there are three focused study opportunities, described as 'modules':

Professional Studies

Curriculum Studies

Inclusion and Diversity

Each of these focused study opportunities will be supported by University based input, enabling you to:

- Develop knowledge and understanding of material relevant to children, teaching, learning and schooling, and education, from research/ theory/ policy and practice
- Extend your disposition to, and application of, learning and study, which embraces skills of analysis and reflection, preparing you for varied practice environments and changing policy and practice
- Secure scholarly engagement with the study of education; assessed through masters level credit

Each of the three focused study opportunities culminates in the completion and submission of an assignment, details of which can be found on the following pages.

Kirk, G. (2011) *It's not craft or profession. Teachers without both skills will be a walking disaster*
Times Educational Supplement

General advice regarding writing assignments on the PGCE

This handbook provides details of the three assignments you are required to successfully complete to be awarded a PGCE, and some programme specific guidance about submission and word count. In addition you should read advice about academic regulations in the following University policies available on Canvas:

Academic Regulations for Taught Programmes

Assessment Regulations

Academic Misconduct Policy

Extenuating Circumstances Policy

The Faculty of EHSC Guidelines for Written Assignments (detailed advice including Faculty conventions regarding Harvard Referencing)

How your programme supports writing at Masters Level (level 7)

As part of your introduction to the programme, you will be given guidance to support your thinking and writing at level 7. In addition, further support will be available from university tutors. Students are encouraged to engage positively with the processes of developing thinking and writing about their new profession, for example through the use of generic study guides, material from Canvas and through the active use of feedback from previous assignments. Assignment feedback should also inform on-going action plans.

Word Count:

Assignments are given a word count which is matched to the assignment design and to the expectations set out in the PGCE Definitive Course Document. Students must adhere to the word count for any assignment sections given by tutors in assignment briefs. Writing must not exceed the maximum given for any one part of an assignment, but we do not set a minimum. The following are counted as part of the total word count:

- 1) The written commentary of the assignment from the introduction to the conclusion including headings (if appropriate to the content)
- 2) All citations and quotations that are included in the main body of the text

The following are not counted as part of the total word count:

- 1) The bibliography
- 2) The title
- 3) Quotations that are separated from your commentary by indentations because they exceed 30 words (However, students are advised to consider the need for direct quotation either embedded in their sentences or in long quotes. Information in the Faculty of EHSC Assignment Guidance will help you with this.)
- 4) Tables, diagrams and figures and their titles (These should be included only if they actively enhance your commentary and are explicitly referred to)
- 5) Appended material; although an amount of this may be governed by specification in the assignment brief

Students must include a word count on the final page of their assignment after the concluding paragraph. Failure to do so may result in a reduction in your mark. Where the assignment is a presentation, the same applies to keeping within the designated timings.

Submission and Return Dates

Submission is online at times stipulated by the Programme Administrator. This information will be posted on Canvas.

Students are expected to submit a completed and signed assignment feedback cover sheet on which they have recorded how they have responded to feedback from previous assignments, where appropriate.

Assignment	Type and length	Hand-in	Marked by
Professional Studies	Essay 4000 word assignment (max)	Monday 16 th November	Curriculum tutors
Curriculum Studies	Essay 4000 word assignment (max)	Friday 26 th February	Curriculum tutors
Inclusion and Diversity	Presentation	w/b Monday 24 th May	Curriculum tutors

Marking Criteria

All assignments are marked to common PGCE criteria available on Canvas.

Professional Studies

Engaging with this area of study and completing the assignment will enable you to achieve the following learning outcomes:

- Demonstrate a systematic understanding and critical awareness of key approaches to promoting positive behaviour
- Evaluate critically research and advanced scholarship about pupil behaviour, dealing deal with complex issues and communicating clearly
- Systematically plan for your professional development with regard to your role in behaviour management

Assignment Brief

You will be introduced to a range of issues related to learning and teaching that need to be understood by the secondary school teacher. You will draw on both reading and school experience to demonstrate your understanding of how effective teachers and whole school policies help pupils learn, create a positive climate for learning and manage behaviour effectively.

The submission for this assignment is a 4000 word essay.

Title: Analyse the use of praise, rewards and sanctions in promoting behaviour for learning.

Reading to Support the Assignment

Literature to support the assignment and this will be found on the relevant Canvas pages.

Curriculum Studies

Engaging with this area of study and completing the assignment will enable you to achieve the following learning outcomes:

- Develop a critical awareness of teaching and learning within a subject specialism: policy and curriculum initiatives; aims and conceptions of the curriculum, including the National Curriculum; subject specific pedagogical approaches
- Evaluate critically research and advanced scholarship about learning and pedagogical strategies; deal with complex issues and communicating clearly
- Develop knowledge of the relevant subject(s) and curriculum areas

Assignment Brief

Consider a current issue relating to your subject specialism, linking academic reading directly to your own classroom practice.

You need to include:

- A brief overview of an aspect of pedagogy in your subject specialism, drawing on academic literature and thinking
- A more in-depth exploration of one or more particular pedagogies
- Consideration of how this pedagogy contributes to learning in classrooms - this might include reflection on your own practice and pupil progress
- Consideration of the implications for your own practice as a beginning teacher

The assignment will show your reading and growing understanding of pedagogy in your subject, and demonstrate how your practice is rooted in your own sense of what your subject is 'for' and what it is 'about'.

The submission for this assignment is a 4000 word essay.

Further guidance and detail, including possible areas of investigation, will be provided during the programme.

Reading to Support the Assignment

Literature to support the assignment and this will be found on the relevant Canvas pages.

Inclusion and Diversity

Engaging with this area of study and completing the assignment will enable you to achieve the following learning outcomes:

- Demonstrate a systematic understanding and critical awareness of theoretical perspectives and legislation in relation to inclusive education; deal with complex issues and communicate clearly
- Show an awareness of the complexity of values, attitudes, principles and practicalities of inclusion for individuals designated as having additional needs
- Critically examine the behaviours of all members of the school community in order to understand structural, cultural and attitudinal barriers to inclusion

Assignment Brief

The submission for this assignment is a **ten minute presentation** focusing on a case study completed during your time in school. The aim of your ten minute presentation is to present a critical analysis of your teacherly understanding of pupil progress for your case study child with additional needs in an inclusive environment.

The presentation will include:

- A brief outline of the child's strengths/interests and areas of need
- Detailed analysis of the work you completed with your case study child
- Reference to inclusive practice and pupil progress linked to your case study
- Some consideration of challenges and tensions
- Discussion regarding your own future teaching practice (related to assignment focus)

The presentation should demonstrate:

- That you have an understanding of meeting children's additional needs and enabling pupil progress within the context of an inclusive environment
- That you have an understanding of the complexities inherent in promoting pupil progress within an inclusive environment
- That where relevant, you can critically analyse the generalisable aspects of your main points, beyond the specificity of your case study pupil
- That you have an awareness of the current policy, legislation and up-to-date theory

Title: A case study of one child with additional needs.

Further guidance and detail for the case study and presentation will be presented during the programme.

Reading to Support the Assignment

Literature to support the assignment and this will be found on the relevant Canvas pages.