



*School of Education, Communication and Language Sciences  
Inspiring teachers; changing lives and building futures*

# **Primary**

## **PGCE Assessment [M Level]**

# **Handbook**

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2020 – 2021

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**Assessment of the PGCE with QTS: an overview**

Assessment for the Post Graduate Certificate in Education  
60 Credits at M level

Assessment for the award of Qualified Teacher Status (QTS)

English Assignment  
Mathematics Assignment  
total of 30 Credits  
(Professional Learning in Context Module EDU8134)  
Module Tutor: Fred Clark

Reflective Practitioner Assignment  
30 Credits  
(Thinking Through Teaching Module EDU 8009)  
Module Tutor: Hanneke Jones

*Assessed by University*

Evidence of Meeting the Teachers' Standards

Course Work  
(e.g. learning journal, reading, method files, diaries, notes, visits)

School Experience (e.g. observations, reports, pupils' work, learning journal)

*Self-evaluation and assessment by school-based tutors, training co-ordinators and university tutors*

*Assessed by school-based tutors, training co-ordinators and university tutors*

Record of Professional Development (ROPD) – contains the **evidence** to show you have met the Teachers' Standards

## Assessment for the Post Graduate Certificate in Education: 60 Credits at M level

The PGCE consists of two **compulsory** modules:

The **Professional Learning in Context** module is so named in order to reflect the common use of small-scale research in teachers' own learning and school and pedagogic development. This 30 credit module prepares student teachers to undertake action research that requires them to reflect on their teaching of numeracy. The work is contextualised in school experience placement, providing real opportunities to learn through observation, discussion, application of research and enquiry tools and direct experience of teaching.

The module is assessed by the submission of two assignments: the English Assignment and the Mathematics Assignment. The two assignments are research evidence driven, and this research evidence is considered with respect to practice and theory.

The **Thinking through Teaching: Reflective Practitioner** module provides trainees with the opportunity to develop a knowledge and understanding of, as well as locate themselves as teachers in, the wider historical, social, political and cultural contexts of schooling. This requires not only an awareness and capacity to engage with various theoretical ideas and concepts, but importantly the opportunity to debate and reflect on the meaning and implications of such ideas for their own situation and practice. Student teachers complete a Reflective Diary during the module to record the key ideas and their views in relation to the issues explored. Through this process student teachers are better able to address particular Teachers' Standards in a more informed and reflexive way. The module is assessed by the submission of the Reflective Practitioner Assignment worth 30 credits.

In order to pass the modules listed above, candidates registered on the Primary PGCE programme must obtain an aggregate mark of at least 50 per cent for the module overall **and have a mark of at least 50 per cent in each of the assessment components** in EDU8134 Professional Learning in Context (Primary): i.e. Assignment One: The Teaching of Reading and Speaking and Listening [3500 word written critical commentary] AND Assignment Two: The Teaching of Number: a small-scale inquiry [3500 word written critical commentary].

### Expectations of PGCE submissions

Assessment for the Postgraduate Certificate in Education is at Level 7 (M level) using criteria that apply across all universities. Your submissions will need to demonstrate that they meet the criteria in the following aspects:

- Critical Engagement, Coherence and Quality of Discussion
- Enquiry / research design and methodologies (where appropriate)
- Research ethics (where appropriate)
- Presentation

You will achieve Critical Engagement, Coherence and Quality of Discussion by structuring your work clearly and providing links and commentary on the significance of what you have included. You are required to refer to wider reading and show skill in using evidence to support the points you make – this includes being critical and showing the limitations as well as the strengths of what you have read and the additional evidence you may have collected. Presentation includes using the appropriate conventions for references and the bibliography. You should consult the appropriate section of this handbook for guidance if you are not fully conversant with the Harvard Referencing System.

All M level work is marked using **The Master's Level Assessment Criteria**, which are given at the end of this handbook. The Master's Level Assessment Criteria provide descriptions of the quality of the work at four levels: distinction, merit, pass or fail. Marks of 50+ lead to the award of 'Pass' at Level 7

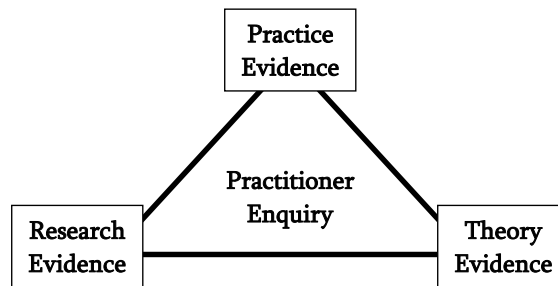
In exceptional circumstances, a discretionary exit award at level 6 (the Professional Certification in Education) is available, in agreement with the Board of Examiners.

Better work will not just refer to literature but "critically engage" with it. In other words it will demonstrate the relevance of the theory and research to your own experience and practice; it will use theory and research to analyse and interpret outcomes; it will be used to demonstrate contrasting perspectives and alternative interpretations. In the very best work you will demonstrate the capacity to conceptualise and theorise yourself.

All marks are provisional until confirmed by the Board of Examiners. Where students want a Board of Examiners to take mitigating circumstances (illness; personal problems) into account in progress decisions, they must complete the appropriate form and make sure that their personal tutor or other appropriate staff in the relevant school are aware of the issue.

To do this, complete a Personal and Extenuating Circumstances (PEC) form. This form will be a way of telling the School about the problems and requesting a number of different types of adjustment - such as extensions, exemptions, deferrals, concessions, board of examiner discretion. Please see: <https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/PEC.htm>.

## Three types of evidence



Throughout the assignment briefs and assessment criteria you will see references to practice, research and theory evidence. It is essential that you feel able to draw on each to be successful in your assessed work.

**“Practice evidence”** refers to your work in school, for example:

- Evidence from lessons that you have observed, and conversations about practice that you have with colleagues (including school-based tutors);
- Evidence from your own teaching, including lesson plans and evaluations;
- Evidence collected for the purposes of planned enquiry;
- Evidence of the mentoring and reporting processes including lesson observation proformas, and school-based tutors’ reports for each stage of your placements;
- Evidence of your professional reflections and target-setting in relation to your progress, such as entries from your Learning Journal.

In each case you need to analyse the evidence to determine its relevance to the assignment, and also to ensure that you have something worthwhile to write about it.

**“Theory evidence”** refers to the work of theorists in relevant fields. Two examples of this are:

- In a discussion related to learning you might refer to the Constructivist Theory (Bruner) which states that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge.
- In a discussion relating to your own progress you might refer to Kolb’s learning cycle describing experiential learning. This theory asserts that without reflection we would simply continue to repeat our mistakes.

**“Research evidence”** refers to both your own (where appropriate) and others’ research.

- Your own research evidence will overlap with practice evidence. It is characterised by a systematic collection of data to answer enquiry questions.
- Academic research is characteristically first published in peer reviewed research journals, or edited texts.
- Also of relevance is professional practitioner research, which will more normally be published in professional journals by the practitioners themselves.
- Practitioner research that is not published such as that conducted by school teaching and learning groups is also relevant.

### Links to QTS

Although the assignments outlined in this handbook directly lead to the award of the PGCE they may (depending on how you approach each assignment) lend evidence to your meeting of the Teachers’ Standards.

### Guidance for Writing

You should pay careful attention to your standard and style of writing and presentation throughout each assignment. Please see the handbook on Canvas called ‘Guidance for Writing’.

## Writing Development Centre

Location: Level 2, Philip Robinson Library  
Website: <http://www.ncl.ac.uk/students/wdc/>  
E-mail: [wdc@newcastle.ac.uk](mailto:wdc@newcastle.ac.uk)  
Twitter: @NCL\_WDC

The Writing Development Centre's role is to help you become a confident and successful independent learner. Our team of tutors specialises in issues around writing for assessment and associated topics including:

- Understanding assignment questions and marking criteria
- Critical thinking, critiquing and reviewing literature
- Planning and structuring writing (incl. paragraphing)
- Academic writing style (incl. fundamentals of grammar)
- Avoiding plagiarism
- Managing time, work and writing (incl. writers block and procrastination)
- Exams and Revision (excluding take-home exam papers, except in general terms)
- Presentations and posters

We work closely with colleagues in other services such as the Library, Student Wellbeing and INTO Newcastle University who can also help you to develop your academic skills.

Our approach is developmental – we don't 'check', proofread or correct work for you, but we do help you identify and develop effective strategies which will suit your subject and your own study preferences, and help upgrade your academic performance. We work with students at all levels from Undergraduate to Postgraduate and across all subjects. We can only offer advice on work submitted for assessment as part of a degree programme at Newcastle University.

We offer one to one tutorials based in the Writing Development Centre which focus in depth on a specific issue you want to work on. Tutorials with us are centred around your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website. We also run a range of other activities throughout the academic year on core academic skills topics, and are invited by Schools and Faculties to run subject-specific sessions as part of degree courses. We also maintain a range of online resources on academic skills and writing.

To make an appointment, book a workshop or find out about our opening hours, please see our website <https://www.ncl.ac.uk/library/subject-support/wdc/>

### Online resources

Academic Skills Kit (ASK) has advice on developing your academic skills and information about where you can go for support. <https://internal.ncl.ac.uk/ask/>

### Enquiry and Research Ethics

Your enquiry and research will be in, and about, pupils and teachers in your placement school as well as a reflection on your own development. It is therefore essential that you take full account of appropriate ethical considerations when both collecting evidence and writing up your assignments. You should read the guidelines on 'Enquiry and Research Ethics' which can be found in the **Presentation guidelines for submission** section at the end of this handbook. You will see that this is also part of the Master's Level Assessment Criteria.

### Personal Extenuating Circumstances (PEC)

The deadline for each assignment is detailed in each assignment brief. You must not miss any taught session due to issues associated with assignment completion.

Sometimes things happen that are beyond our control – illness, personal problems etc. If things start to affect your course, you need to let someone know. Inform your personal tutor– they will be able to advise you about the various University procedures and signpost you to other sources of support.

Students who believe that their performance in or ability to complete assessments is being affected by personal extenuating circumstances should advise the examiners by completing the PEC form, so that the appropriate adjustments can be made, e.g. extensions. Forms must be submitted to the School Office as soon as possible before or after the problem arises. Information relating to the Personal Extenuating Circumstances (PEC) procedures can be accessed at: <https://www.ncl.ac.uk/student-progress/circumstances/pec/>

### Late Submission

Work submitted within 7 calendar days of the assessment deadline will, for the assignment in question, be given a maximum of 50% for postgraduate programmes; work submitted after 7 calendar days will be given a mark of zero.

Assignment feedback is returned to students within four calendar weeks of the submission date, including within non-term/semester periods. If there is to be a delay we do our best to let students know.

### Information for candidates with special requirements

The University aims to provide a fair and flexible examination system for disabled students. Further information is available at: <https://www.ncl.ac.uk/wellbeing/supportservices/disabilitysupport/#overview>

### External Examining

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University's standards and on student achievement in relation to those standards;
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports

The current external examiners for the Primary PGCE programme are:

Roger Wood  
Senior Lecturer in Education, Oxford Brookes University.

Emmajane Milton  
Senior Lecturer in Education, School of Social Sciences, Cardiff University.

Please see the University's Policy for External Examiners of Taught Programmes for further information. It is inappropriate for students to make direct contact with an External Examiner, in particular regarding their individual performance in assessments. Students can engage formally with the quality management process through which the University considers and responds to External Examiners through course representatives on Boards of Studies, Staff-Student Committees, and Faculty Teaching, Learning and Student Experience Committees. Students may meet with an External Examiner during the final week of the programme. Such meetings are an opportunity for External Examiners to evaluate the student experience and to provide general feedback on the degree programme.

### Assessment Irregularities

The University is committed to ensuring fairness in assessment and has established a procedure for dealing with assessment irregularities. For the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process.

This includes, but is not limited to, the following:

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Introducing examination scripts into the examination process otherwise than in the course of an examination
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism. This is defined as the unacknowledged use of another person's ideas, words or work either verbatim or in substance without specific acknowledgement
- Using work submitted for another assignment

The University's procedure in full can be found at:

<https://www.ncl.ac.uk/students/progress/Regulations/Procedures/assessment.htm>

### Plagiarism

Plagiarism is defined as the use of the work of others without acknowledgement. This covers not just using words, but also, for example, concepts, ideas, data, designs, images, computer programmes and music. Note in particular that it refers to ideas, not just to words, so even if you express someone else's ideas in your own words, the source of the idea must still be acknowledged.

The Right-Cite website has been developed by the Student Progress Service to provide in one location materials and links to other websites on **good academic conduct**, plagiarism, collusion, proof-reading, referencing and citation. For further information, please refer to: <https://www.ncl.ac.uk/right-cite/>

### Student Disciplinary Procedure

The University promotes good personal conduct in all students, in order to secure the proper working of the University in the broadest sense. The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University's code of conduct. Please see:

<https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/>

## Assignment One: The Teaching of Reading and Speaking and Listening

Although reading instruction is critically important in developing successful readers, it is also crucial for schools to focus on both 'the skill and the will' to read. Currently, in both England and internationally, policy seems to have emphasised the skills of reading rather than engagement, motivation and the commitment to reading. (Cremin et al 2014, cited in Bearne and Reedy (2018) p.150).

Discuss this view with reference to policy, to research and to theory related to the teaching of reading.

### Key facts about this assignment

**Module leader:** Fred Clark.

**Assignment Tutor:** Maria Mroz

**Number of credits:** 15 credits towards the 30 credit module.

**Word length:** 3,500 words

**Submission deadline:** 13<sup>th</sup> November 2020 5p.m.

**Method of submission:** You MUST submit an electronic version through tur it in on Canvas by 17:00.

### Assignment aims (rationale)

*'Helping children learn to read is one of the most important roles that early years and primary teachers carry out.'* (Wyse et al 2013 p. 123)

The assignment is focused on how children are taught to read in English primary schools and how the approaches associated with learning to read and being a reader who reads for pleasure, are communicated.

The assignment will expect you to draw on lecture content, reading and guided learning tasks related to the teaching of reading including, but not restricted to how children learn to read, systematic synthetic phonics, oracy, reading aloud and developing reading comprehension.

The penultimate section of your essay will include a 300 word reflection highlighting key factors that reflect your new understandings of what it means to 'teach reading'.

You will provide a summary (200 words – can be bullet points) at the end of your assignment about the implications for your first placement in school in terms of what you need to understand in terms of both reading instruction and how to be a teacher of reading who promotes reading for pleasure and how you may acquire that understanding.

The assignment will enable you to:

- Analyse the current policy, including the curriculum, for the teaching of reading in primary schools and the teachers' standards to determine the key approaches to teaching reading
- Access research in the teaching of reading and understand how this aligns to, or provides a different view, to that expressed in curriculum documentation
- Access the research into the importance of reading for pleasure and how this is communicated to teachers and to children
- have a more thorough understanding of how children develop as readers and the factors that may benefit or hinder a pupil's progress in reading.

### Nature of the assignment

This an essay

### Presentation

The assignment **must** adhere to the presentation requirements detailed previously.

### Assignment structure

Essay format with professional reflections (500 words) at the end of the essay

- What do you now understand about the teaching of reading that you did not understand before? (c300 words). This reflection will highlight key factors of your new understandings of what it means to 'teach reading'. This can be in prose or bullet points.
- What aspects of learning to read will you want to explore further in your SE1, placement? (c200 words). This can be in prose or bullet points and should form part of your Training Plan.

### How this assignment will be assessed:

The assignment will be assessed against the Newcastle University, ECLS, Education Section, Masters Level Assignment criteria .

For moderation purposes 10% of assignments will be double-marked and all assignments on the pass/fail-resubmit borderline will be second marked.

Written feedback will be issued to students four weeks after submission (this does not include University vacation time).



## Assignment TWO: The Teaching of Number: a small-scale inquiry

### Key facts about this assignment

<b>Module leader:</b>	Fred Clark
<b>Assignment Tutor:</b>	Fred Clark
<b>Number of credits:</b>	15 credits towards the 30 credit module.
<b>Word length:</b>	3500 words (+/-10%)
<b>Submission deadline:</b>	<b>8<sup>th</sup> January 2021</b>
<b>Method of submission:</b>	You <b>MUST</b> submit an electronic by 8.50am. <b>(Please ensure that you are organised so that you do NOT miss the start of the sessions due to any issues associated with your assignment).</b>

### Assignment aims (rationale)

To give you the opportunity to demonstrate:

- your ability to undertake small scale systematic investigation of the teaching of number and children's responses to number;
- your ability to critically reflect on your own practice through evaluation of teaching and learning
- the full extent of your background subject knowledge;
- quality of feedback to pupils;
- your skill in lesson planning;
- your ability to systematically search for relevant and up to date information.

**Throughout the assignment you must make reference to literature within the appropriate sections, following the Harvard method for citations. All cited work MUST be included in the bibliography.**

### Planning

In your initial planning towards this assignment, you must:

1. **research** the teaching of number – do NOT expect to do the teaching THEN the research;
2. develop a clear rationale for your inquiry of a particular **number** topic;
3. schedule, plan, resource and teach a particular number topic to a group of pupils;

### Nature of the assignment

This an essay

### Presentation

The assignment must adhere to the presentation requirements detailed on page 14.

### Assignment structure

The assignment consists of the following parts:

- Front cover with assignment title, tutor group and student identification number;
- 'Declaration of own work' (An example of which can be found on page 14)
- Contents page (please make sure all pages are numbered)

#### Section 1: Contextual information and Rationale

- Information which is relevant to the mathematical content of the work e.g. about the school, catchment area, the children, - and other information you consider pertinent to the teaching and learning of maths;
- A detailed **rationale** for the inquiry – i.e. the reason(s) why you decided to teach this topic to these children in the manner chosen. Include links to learning theory. This should be about 500 words;

#### Section 2: Background to the planned lesson

- How the lesson links to the National Curriculum for mathematics. Mention what else influenced your planned lesson, e.g. research, lectures, etc.
- Detailed lesson plan of the lesson/s that led to the work in this assignment - aims, objectives, structure, subject specific vocabulary, ICT links, outcomes, success criteria etc. (The plan will not be counted in the overall word count);

### **Section 3: Analysis of pupil's learning.**

- Analyze the children's errors, with reference to relevant literature. Include feedback provided to the pupils in order for them to recognise the next steps, and how to take them.

### **Section 4: Critical evaluation of your teaching of the lesson and of children's learning**

- Reflect upon and evaluate the quality of your teaching and the impact this had on the children's learning. Make reference to the relevant research. This should be about 500 words;

### **Section 5: Analysis of effective teachers of maths**

- A brief **analysis** (approx 200 words) of how your teaching relates to the orientations of effective teachers of maths in the chapter 'It ain't (just) what you do: effective teachers of numeracy' by Mike Askew.

Please also ensure you record a **word count** at the end of the 3500 word essay.

### **Appendices should include elements to accompany the assignment**

- Children's work and your written comments to them which demonstrate your knowledge in relation to progressing learning through written feedback;
- Copies and/or photographs of learning resources used in the teaching session. (The appendices will not be counted in the overall word count)

### **Reference List**

The textbook 'Teaching and Learning Early Number' (Thompson, I. (Ed.) (2008). Buckingham: Open University Press) offers a starting point for this assignment. However, you are required to carry out a thorough literature search as part of this assessment.

### **How this assignment will be assessed:**

The assignment will be assessed against the Newcastle University, ECLS, Education Section, Masters Level Assignment criteria (see details on pages 19 – 22 of this handbook).

For moderation purposes 10% of assignments will be double-marked and all assignments on the pass/fail-resubmit borderline will be second marked.

Written feedback will be issued to students four weeks after submission.

## Assignment Three: The Reflective Practitioner

### Key facts about this assignment

<b>Module leader:</b>	Hanneke Jones.
<b>Assignment Tutor:</b>	Hanneke Jones
<b>Number of credits:</b>	30 credits.
<b>Word length:</b>	4,500 words (+/-10%)
<b>Submission deadline:</b>	<b>9<sup>th</sup> February 2021</b>
<b>Method of submission:</b>	You <b>MUST</b> submit an electronic version by 8:50am.

### Assignment aims (rationale)

This is a substantial piece of work, which draws upon the Reflective Practitioner sessions taught in Term Two. The assignment gives you the opportunity to formulate your own informed views about 'the good teacher' and 'good education' before joining the profession.

### Nature of the assignment

This an essay

### Presentation

The assignment must adhere to the presentation requirements detailed on page 13.

### Assignment structure

The assignment consists of the following parts.

1. Imagine you have been asked to prepare a 4000 word essay for a forthcoming national educational conference. The audience to whom you will present the essay will consist of academics, teachers and educational researchers. In this essay, you are asked to present and justify your own position with regard to the following question:
  - Everyone agrees that we should aim for the 'best' education. But what sort of education and what sort of teacher should we aim for now in the 21<sup>st</sup> century? What exactly should we mean by the 'good teacher' and the 'good education' and how might we achieve these?

You must construct a scholarly, structured and convincing **argument**. Please note that in order to be successful you must do more than express your opinion; you must back it up, supply evidence, respond to potential objections, expose contradictions, critique oppositional arguments and so on. You must **engage critically** with the literature; you must assess the validity of the competing claims made by different authors, and make your assessment explicit.

**To construct your argument, you must therefore judiciously draw on the following:**

- **your own research, the Reflective Practitioner sessions, the provided course reader and set text, your own Reflective Diary and your school experiences.**
2. Complete the Reflective Diary (details of how to complete this will be given in an introductory lecture to the sessions). This should be included as an appendix in you essay.
  3. Write a brief summary of what you have learned from the module and how it has impacted on your professional development – this should be no more than 500 words. This should be included as an appendix in you essay.  
Please also ensure you record a **word count** at the end of the 4000 word essay and at the end of your 500 word summary. The word count includes all direct quotations but excludes bibliographic references.

### How this assignment will be assessed:

The assignment will be assessed against the Newcastle University, ECLS, Education Section, Masters Level Assignment criteria (see details on pages 19– 22 of this handbook).

For moderation purposes 10% of assignments will be double-marked and all assignments on the pass/fail-resubmit borderline will be second marked.

Written feedback will be issued to students four weeks after submission.

## Presentation guidelines for submissions

### Format for assignments

1. Paper Size: A4
2. Margins: Inner margin 3 cm minimum.  
Outer margin 2 cm minimum.
3. Typing: **Double line spacing**, one side of page only.
4. Title Page: Include full title, as well as qualification for which work is submitted, the date and candidate's student number **ONLY**.
5. Pagination: Centred at the bottom of page in the footer.

#### Organisation:

ALL work should have:

TITLE PAGE

DECLARATION [A signed statement that the work is your own and original]

TABLE OF CONTENTS [and if appropriate, list of tables, figures]

BIBLIOGRAPHY

APPENDICES [if necessary]

as well as the MAIN TEXT

**Assignments should be clearly structured with headings and sub-headings.**

In submitting each assignment you must certify that all material in the assignment which is not your own work, has been identified and that no material is included which has been submitted for any other award or qualification.

Include a declaration at the beginning of each of your submissions:

#### Specimen Declaration Form

<p><b>UNIVERSITY OF NEWCASTLE</b> <b>Post Graduate Certificate in Education</b> <i>I certify that all material in this assignment</i> which is not my own work, has been identified and that no material in included which has been submitted for any other award or qualification.</p> <p><b>Student Number:</b></p> <p><b>Date:</b></p>
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### References

In the text give the name and year in parentheses, e.g. (Edwards, 1997). At the end of the assignment provide a section headed 'Bibliography' in which the references are listed alphabetically by last name. Examples of references are given below. Note the punctuation and the information provided for journals and books. Underline titles of books and names of journals. See the following section for a detailed guide to the Harvard Referencing System.

### Quotations:

Short quotations [a line or two] should be enclosed by quotation marks and included in the main text. They should normally be followed by author, year, and page number, all in parentheses, e.g. [Edwards 1989, p.163]. Longer quotations, typed in single spacing, should form indented paragraphs and should also, of course, be followed by author, year and page number.

### Appendices:

Appendices should be lettered in the order in which they are referred to in the text. Place copies of unpublished instruments in appendices. [If you wish to include non-text materials, e.g. audio or video tapes, discuss this with your course tutor. If they are included, please ensure that your name is on both the tape and the box].

### Proof Reading:

This means checking the final copy with the original draft, not merely re-reading the final typescript. It is very important that errors of all kinds are detected and corrected. External examiners frequently comment either adversely or favourably on this point. Marks may be deducted if lack of proofreading impacts on the presentation of the text.

## Enquiry and Research Ethics

Throughout the assignments it is essential that you consider the ethical implications of the research or enquiry that you are conducting. You will note that there is a dedicated column in the Master's Level assessment criteria for 'enquiry and research ethics'. Unless you demonstrate that you have met the basic requirements in this context you will fail the assignments.

You are expected to read the Research Guidelines published by BERA, the British Educational Research Association. The latest version of the guidelines can be viewed by going to <https://www.bera.ac.uk/researchers-resources/resources-for-researchers>.

### Core considerations:

- You are inexperienced as teachers and educational researchers – and should be aware of the sensitivities of conducting research in this context.
- Educational research is not intended to be used in a subjective, judgemental way – data collected should be considered objectively. For example in a classroom observation your role is to report on what you find to be happening, not to decide whether it is best practice or not.
- All teachers, pupils and fellow students in any way represented in your research should do so as INFORMED PARTICIPANTS.
- You should look for opportunities to analyse your own and each other's practice as well as asking for teachers to VOLUNTEER to be involved (e.g. be interviewed or observed).
- Teachers and other staff volunteering to participate should always receive an outline of the methodology before the research activity takes place, so that they are able to make informed decisions about whether to participate. While you cannot seek permission from the pupils in the same way, you should seek permission from appropriate teachers before engaging pupils in a research task (e.g. completing a questionnaire or pupil diary). The pupils should always be informed of the purpose of any such activity (e.g. when giving out a questionnaire explain what their answers will be used for).
- Following the data collection findings should be shared with the teachers or other staff involved and permission sought before it is used in the study. This is an important part of your triangulation of evidence. The question you need to seek an answer to is "Does my data from pupils or observations align with the teacher's own perceptions?" You need to consider the implications of whatever you discover from this conversation.
- You should respect privacy at all times. All data collected must be anonymised for the purposes of the presentation and written reflection. Take every precaution to ensure anonymity of pupils, schools, teachers and other students.

# Harvard Referencing System

## Introduction

When writing a piece of work you will need to refer in your text to material written or produced by others. This procedure is called citing or quoting references. Consistency and accuracy are important to enable readers to identify and locate the material to which you have referred. The same set of rules should be followed every time you cite a reference.

## **Complete and accurate referencing is extremely important in academic work and failure to reference properly can lead to failure of assessed work.**

### Citation in the TEXT

All statements, opinions, conclusions etc. taken from another writer's work should be cited, whether the work is directly quoted, paraphrased or summarised. In the Harvard System, cited publications are referred to in the text by giving the author's surname and the year of publication in one of the forms shown below. If details of particular parts of a document are required, e.g. page numbers, they should be given after the year within the parentheses.

**If the author's name occurs naturally in the sentence** the year is given in the parentheses:-

e.g. In a popular study, Blake (1991, P.556) argued that ...

If however, **the name does not occur naturally in the sentence**, both name and year are given in the parentheses:-

e.g. More recent studies (Edwards 1996; Blake 1998) show that...

When an **author has published more than one cited document in the same year**, these are distinguished by adding lower case letters (a,b,c, etc) after the year and within the parentheses:-

e.g. Jones (2003a) discussed the subject....

If there are **two authors**, the surnames of both should be given:-

e.g. Smith and Jones (2004) have proposed that...

If there are **more than two authors** the surname of the first author only should be given, followed by et al.:-

e.g. Mroz et al. (1997) conclude that ...

If there is **no originator** then "Anon" should be used:-

e.g. A recent article (Anon 1993) stated that...

If you refer to a **source quoted in another work** you cite both in the text:-

e.g. A study by Smith (1960 cited Jones 1994 p. 24) showed that...

(You need to list the work you have used, i.e. Jones, in the main bibliography)

### Page Numbers

If you are referring to the overall argument of a book or article, do not use page numbers, e.g. "Blake (2001) presents a convincing argument that we are living in an audit culture."

If, however, you are referring to a specific point within a book or article, mention the page number(s), e.g. "Thompson (1982 p. 56) provides an example of intervention in a lesson."

### Quotations

A short quotation of less than a line may be included in the body of the text in quotation marks, but if it is longer, start a new line and indent it. You must include the page number.

e.g.: so "good practices must be taught" (Smith 1996, P. 15) and we should...or:  
Theory rises out of practice, and once validated, returns to direct or explain the practice. (Stevens 1997, p. 92)

### Diagrams

Diagrams should be referenced as though they were a quotation, with the author and date given alongside and full details in the list of references.

## The Reference List

The reference list describes references to cited documents and other material you have consulted in the writing of the assessment. This is given in a list at the end of the text. These are usually described as bibliographic references. In the Harvard System, the references are listed in **alphabetical** order of authors' surnames. If you have cited more than one item by a specific author they should be listed chronologically (earliest first), and by letter (1993a, 1993b) if more than one item has been published during a specific year.

Each reference should use the elements and punctuation given in the following examples for the different types of published work you may have cited.

### Reference to a book

Elements to cite:

Author's Surname, Initials.,  
Year of publication.  
Title.  
Edition. (if not the first).  
Place of publication:  
Publisher.

e.g. Mercer, P.A. and Smith, G., 1993. Private Schooling in the UK. 2<sup>nd</sup> ed. London: Longman.

### Reference to a contribution in a book

Elements to cite:

Contributing author's Surname, Initials.,  
Year of publication.  
Title of contribution. Followed by  
Initials. Surname, of author or editor of publication by ed. or eds if relevant  
Title of book.  
Place of publication:  
Publisher,  
Page number(s) of contribution.

e.g. Bantz, C.R., 1995. Social dimensions of software development. In: J.A. Anderson, ed. Annual Review of Software Management and Development. Newbury Park, Ca: Sage, 502-510.

### Reference to an article in a journal

Elements to cite:

Author's Surname, Initials.,  
Year of publication.  
Title of journal  
Volume number and (part number),  
Page numbers of contribution.

e.g. Evans, W.A., 1994, Approaches to intelligent information retrieval. Information processing and management, 7 (2), 147-168

### Reference to a conference paper

Elements to cite:

Contributing Author's Surname, Initials.,  
Year of publication.  
Title of contribution. Followed by In:  
Initials. Surname, of editor of conference proceedings (if applicable) followed by ed. or eds.  
Title of conference proceedings including date and place of conference  
Place of publication:  
Publisher.  
Page numbers of contribution.

e.g. Silver, K., 1991. Electronic mail: the new way to communicate. In: D.I. Raitt, ed 9<sup>th</sup> international online information meeting, London 3-5 December 1990. Oxford: Learned Information, 323-330

### Reference to a publication from a corporate body (e.g. a government department or other organisation).

Elements to cite:

Name Of Issuing Body,  
Year of publication.  
Title of publication.  
Place of publication:  
Publisher,  
Report Number (where relevant).

e.g. Unesco, 1993. General information programme and UNISIST. Paris: Unesco, (PGI-93/WS/22).

## Electronic material - following the Harvard System

No standard method for citing electronic sources of information has yet been agreed upon. The recommendations in this document follow the practices most likely to be adopted and are intended as guidance for those needing to cite electronic sources of information.

### Citation in the TEXT

Follow the author, date procedure as specified above e.g. Miller (2003)

### Elements to include in the bibliography at the end of a work

#### Reference to individual works

Author/editor. (Year). Title [online]. (Edition). Place of publication, Publisher (if ascertainable). Available from: URL [Accessed Date].

e.g. Holland, M. (1996). Harvard system [online]. Poole, Bournemouth University. Available from:-

<http://bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsyst.html>  
[Accessed 15 Apr 1996].

Library Services. (1995). Internet user glossary [online]. North Carolina, North Carolina State University. Available from:-

<gopher://dewey.lib.ncsu.edu:70/7waissrc%3A/wais/Internet-user-glossary> [Accessed 15 Apr 1996].

#### Reference to E-Journals

Author. (Year). Title. Journal Title [online], volume (issue), location within host. Available from : URL [Accessed Date].

e.g. Korb, K.B. (1995). Persons and things: book review of Bringsjord on Robot-Consciousness. Psychology [online], 6 (15). Available from:

<gopher://wachau.ai.univie.ac.at:70/00/archives/Psychology/95.V6/0162> [Accessed 17 Jun 1996].

NB You should note the use of [square] brackets for the accession date.

See also <http://libguides.ncl.ac.uk/referencing>



## **Assignment Submission and Receipting**

**You must submit an electronic copy through Turnitin on Canvas by the proposed deadline.**

### **Submitting via Turnitin:**

When submitting assignments, you are required to submit an electronic copy through the Turnitin system on Canvas,

To submit an assignment through Canvas you need to open the appropriate module, then select the 'assignments' tab on the left hand side, select the relevant link for the submission of your assignment, then click 'view/complete' and upload your work.

Submission through our Turnitin system will be a single one off action and should be your completed final assignment.

The deadline for each assignment is detailed in each assignment brief.

Any work submitted after the deadline is subject to penalties – up to 7 days late work is capped at 50%, over 7 days late work is given mark of 0%.

# Newcastle University, ECLS, Education Section, Masters Level Assignment Feedback

Name	Module	Year & semester	
	<b>Key Aspects of the Assessment Process</b>		
Grade	<p><b>Quality of discussion and criticality based on the SOLO taxonomy</b> NB. Consideration must be given to the credit value when making judgements against these descriptors, recognising the greater depth and breadth that is possible in modules &gt; 20 credits.</p>	<p><b>Enquiry process and ethics</b> NB. It is critical to bear in mind the nature of the assignment as indicated in the assignment brief and credit rating when grading this aspect. Different forms of enquiry will be judged appropriately (e.g. enquiry through reflective practice, action research, case study, narrative enquiry). This criterion should be applied in a way that is relevant to the nature of the research undertaken.</p>	<p><b>Presentation and communication skills</b> NB. The quality of communication and presentation is described at all levels. In order to gain an overall Merit or Distinction this element should be achieved at Merit level or above.</p>
Upper Distinction 80-100%	<p><b>Extended abstract response (higher)</b> The student achieves the extended abstract response, but at a more sophisticated level. The student demonstrates the application of conceptual knowledge and engagement with theory, resulting from the process of enquiry. This may, for example, be achieved through the demonstration of the generalizability or transferability of the study to other contexts. There is a high level of critical engagement with a range of sources including peer-reviewed literature, and this is also reflected in the sustained coherence and quality of the discussion. At this higher level there will be a strong metacognitive and/or dialogic dimension; with the student providing critical insight into how their professional or academic thinking has been influenced through the study, for example demonstrating a critical appreciation of alternative viewpoints. The study shows evidence of robust, sustained and critical engagement with theory. Where appropriate the student demonstrates the impact of theorised practice leading to praxis (practical wisdom).</p>	<p>The nature of the enquiry underpinning the study is fully articulated, with a strong rationale provided through critical engagement with research methods literature (including the ethical dimension). The chosen methodology is valid, and appropriate methods for data collection and analysis are robustly applied and sensitive to the context and role of the researcher within it. Alternative research approaches are discussed. The student problematises research ethics; for example in recognising the complexities in the relationships that exist in educational research, the sensitivities of the themes, or the way that different methodologies position the researcher and their subjects. Alternative ethical perspectives are offered. Confidentiality is maintained throughout, unless an ethical argument is articulated for disclosure. In dissertations the processes of gaining consent are fully explained and demonstrated.</p>	<p>The assignment is written at a standard which could be considered publishable. Effective communication is enabled through excellent standards of written English, with figures (where appropriate) which provide an additional vehicle for disseminating processes, data or concepts. Citations within the text consistently follows the expected format and the reference list is complete and accurate. Appendices are selected appropriately and purposefully cross-referenced.</p>
Distinction 70-79%	<p><b>Extended abstract response</b> The student demonstrates the application of conceptual knowledge and critical engagement with theory, resulting from the process of enquiry. This may, for example, be achieved through the demonstration of the generalizability or transferability of the study to other contexts. There is a high level of critical engagement with a range of sources including peer-reviewed literature, and this is also reflected in the sustained coherence and quality of the discussion.</p>	<p>The nature of the enquiry underpinning the study is well explained, with a rationale provided through critical engagement with research methods literature. The chosen methodology is valid, and appropriate methods for data collection and analysis are applied and sensitive to the context and role of the researcher within it. Alternative research approaches are suggested. The student demonstrates critical engagement with research ethics so that the ethical implications are well understood, and the extent to which these have influenced the enquiry process is discussed. Confidentiality is maintained throughout, unless an ethical argument is articulated for disclosure. In dissertations the processes of gaining consent are explained and demonstrated.</p>	<p>The assignment is fluent with complex ideas appropriately articulated. Grammar, punctuation and spelling are of a standard which supports highly effective communication. There are very few typographic errors. Effective use may be made of figures to support explanation. Citations within the text consistently follows the expected format and the reference list is complete and accurate. Appendices are used appropriately.</p>

	Quality of discussion and criticality based on the SOLO taxonomy	Enquiry process and ethics	Presentation and communication skills
Merit 60-69%	<p><b>Relational response</b></p> <p>The student demonstrates an understanding of how the relevant dimensions in the study (such as policy, practice evidence, research evidence and theory) relate to each other. The processes of enquiry are supported through critical engagement with thematic and/or research methods literature, including peer-reviewed literature, and thus draw on a range of perspectives. A robust and justifiable enquiry process leads to sound appraisal of evidence and well-argued conclusions. The assignment is coherent and demonstrates insight.</p>	<p>The study is based on a clear process of enquiry, which is indicated through the selection of a methodological approach relevant to the theme and context. Methods of data collection and analysis are appropriate, although there may be some gaps in their application or justification. Some thought is given to alternative approaches but these may not be fully explored. The student ensures that they do not conduct research which is ethically unsound, and maintains confidentiality throughout the study. In dissertations there is valid explanation of the ethical decisions taken.</p>	<p>The student communicates effectively ensuring clarity of meaning is expressed. Grammar, punctuation and spelling are of a standard which supports effective communication. There are few typographic errors. Citations within the text and the reference list are largely accurate, and consistent, with any errors being occasional rather than indicative of misinterpretation of the requirements. Appendices and figures may be used to aid communication and are appropriately referenced in the text.</p>
Pass 50-59%	<p><b>Multi-structural response</b></p> <p>The student has articulated the relevance of more than one dimension in the study (such as policy, practice evidence, research evidence, theory) and demonstrated some understanding of the relationships between them. Although the processes of enquiry draw on a range of perspectives offered from literature (including peer-reviewed) the conclusions may be inconsistent with some of the evidence cited, or not well-substantiated. There is evidence of critical reflection which goes beyond the anecdotal level.</p>	<p>The student demonstrates the means by which they have undertaken their enquiry. They justify their choices in terms of data collection and analysis, although there may be some weaknesses in the procedures followed or the justification of these. Where alternative approaches are suggested some indication is offered of their potential, but this is limited in scope. The student ensures that they do not conduct research which is ethically unsound, although they may not fully explain their understanding of this. In dissertations confidentiality is maintained throughout the study. In other assignments if confidentiality lapses sensitive information is not disclosed in a way which would be considered unprofessional. Clear feedback is given to the student regarding confidentiality for future assignments.</p>	<p>The student demonstrates their understanding through clarity of explanation. Grammar, punctuation and spelling are of a standard which supports effective communication. There are few typographic errors. Citations within the text and the reference list are largely accurate, complete and consistent, enabling the reader to source the references. Appendices and figures may be used to aid communication, but may be under-developed or not always used as selectively as they might be.</p>

	<p><b>Notes on Failed Assignments at M.level</b>  The bullet points below are all limiting factors, i.e. they mean that the student has FAILED to meet M.level criteria, and the work as a whole will be graded as FAIL.  Relevant bullet points are highlighted as feedback. These will be critical areas to address in resubmission.</p>		
	<b>Quality of discussion and criticality based on the SOLO taxonomy</b>	<b>Enquiry process and ethics</b>	<b>Presentation and communication skills</b>
Fail / resubmit <49%	<p><b>Uni-structural response</b></p> <ul style="list-style-type: none"> <li>The student reports on how isolated aspects or single factors are relevant to the study, but attempts to integrate them to develop a coherent argument are unsuccessful.</li> <li>The discussion is largely anecdotal and the process of enquiry (whether into practice or secondary sources) is poorly explained or fundamentally flawed.</li> </ul> <p><b>Pre-structural response</b></p> <ul style="list-style-type: none"> <li>The student has failed to answer the question set in the assignment brief or has not identified or followed a relevant enquiry theme in their dissertation.</li> </ul>	<ul style="list-style-type: none"> <li>The student shows limited understanding of a relevant enquiry process, and the study appears ad hoc and poorly planned.</li> <li>The student makes poor choices regarding data collection, analysis is limited or inaccurate and no significant consideration of alternative approaches or limitations is offered.</li> <li>The means chosen for data collection show no evidence of appropriate ethical decision making.</li> <li>Inappropriate information may be disclosed, or confidentiality seriously breached. This demonstrates an unprofessional approach to sharing information or making judgements.</li> </ul>	<ul style="list-style-type: none"> <li>The student fails to communicate their ideas appropriately. This may be due to significant errors in grammar, punctuation and spelling or obvious typographical errors that could have been avoided through good proof reading.</li> <li>There are serious omissions or inaccuracies in either or both the citations within the text or reference list, preventing the reader from sourcing a number of references.</li> <li>There is evidence of assessment irregularities or plagiarism (please note that this will be dealt with through university procedures).</li> </ul>
Pass at level 6 40 – 49%	<p>The student has articulated the relevance of more than one dimension in the study (such as policy, practice evidence, research evidence, theory) but has not demonstrated a consistently sound understanding of the relationships between them. Although the processes of enquiry draw on some perspectives offered from literature (including peer-reviewed) the conclusions may be divorced from earlier evidence cited, or not always well argued. There is evidence of some critical reflection which is characterised by informed exposition and reflections on experience.</p>	<p>The student demonstrates the means by which they have undertaken their enquiry. They make a limited case for the choices that they make in terms of data collection and analysis. Procedures followed are sound with a limited but meaningful explanation. The student ensures that they do not conduct research which is ethically unsound, although they may only demonstrate a concrete rather than more abstract understanding of this. Any sensitive information is not disclosed in a way which would be considered unprofessional.</p>	<p>The student demonstrates their understanding through clarity of explanation. Grammar, punctuation and spelling are of a standard which enables effective communication. There are limited typographic and other errors. Citations within the text and the reference list are largely accurate, complete and consistent, enabling the reader to source the references. Appendices and figures may be used to aid communication, though not always consistently integrated with textual comments.</p>

### Notes on Grading

- Each aspect of assessment is described holistically. It is not necessarily the case that all aspects have to be achieved in full, but the better the match between the work and the description the higher the % awarded.
- The *Quality of discussion and criticality* aspect which is based on the SOLO taxonomy is the lead grade for grading. To gain a Pass, Merit, Distinction or Upper Distinction work has to largely meet the descriptor for *Quality of discussion and criticality* at that level.
- To gain a Distinction or Upper Distinction overall both the *Enquiry process and ethics* and the *Quality of communication and presentation* have to both be at least Merit level.
- To gain a Merit overall both the *Enquiry process and ethics* and the *Quality of communication and presentation* have to both be at least Pass level.
- To gain a Pass overall no aspect can be graded Fail.

### Examples of grading rubric:

Quality of discussion and criticality based on the SOLO taxonomy	Enquiry process and ethics	Presentation and communication skills	Overall grade NB. This can never be higher than the grade for Quality of discussion and criticality based
UD	UD / D / M	UD / D / M	UD
D	D / M	D / M	D
D	M	P (this is the limiting grade)	M
M	D	M	M (higher %)
M	P	P	M (lower %)
P	P	M	P
P	P	F	F
P	F	P	F

Feedback is offered in order to explain the grade, to highlight points of interest and to indicate areas for improvement for future work

- Feedback relating to the quality of work
- Question(s) of interest arising from the study
- Advice for future work M. level work, including feedback on the quality of writing (where appropriate)

### Grade awarded

Quality of discussion and criticality based on the SOLO taxonomy	Enquiry process and ethics	Presentation and communication skills	OVERALL	%
Fail / Pass / Merit / Distinction / Upper Distinction	Fail / Pass / Merit / Distinction / Upper Distinction	Fail / Pass / Merit / Distinction / Upper Distinction	Fail / Pass / Merit / Distinction / Upper Distinction	

Tutor:

Date:

**NB – All marks are provisional until approved by the Board of Examiners**

## Possible Pathways Through to MEd

