UNIVERSITY OF LEICESTER

School of Education

Postgraduate Student Handbook
University-Led and Lead Partners PGCE

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About Your Student Handbook

🎓 **This handbook** is designed to help you navigate university life. Inside, you'll find essential information about your course, key contacts, academic expectations, support services, and campus resources.

Please take time to read it carefully and refer back to it throughout the year.

Welcome to the School of Education

I wish you a very warm welcome to the University of Leicester and to our Initial Teacher Education Partnership and thank you for joining our PGCE programme at the School of Education.

You have joined a large and diverse department that works in partnership with numerous schools across our region and brings together students and staff from a wide range of backgrounds, united by an interest in education in all its forms. Students within the School are studying for Postgraduate and Doctoral qualifications, both here at Leicester and across the world though our distance learning provision.

With our school and academy partners, we share a strong commitment to teaching of the highest quality, informed by innovative research. I know that you will have the opportunity to work with outstanding academic staff and supportive mentors in our Partnership schools. In collaboration with staff and students across our Partnership, you will gain the necessary experience to provide an excellent foundation for a successful career in teaching.

I would like to offer you good wishes for your studies, and look forward to hearing about your success.

Professor Chris Wilkins
Head of the School of Education

On behalf of the School of Education, I would like to welcome you to the PGCE course at the University of Leicester. Whichever route you have chosen to complete, you will work with expert colleagues, both in university and in school, who will support and guide you through the initial stages of your teacher training with their skill, expertise and knowledge.

Take every opportunity to learn from these colleagues and, more importantly, from the pupils you work with throughout the year. They will teach you about learning, about teaching and also a lot about yourself!

In my role as Director of Teacher Education, I work with the tutors from all of our PGCE provision, and with colleagues from our partnership schools, to ensure that we provide an ambitious ITE curriculum which focusses on the 'knowing, doing and being' principles of becoming a teacher and giving you the best preparation for the next stage as an Early Career Teacher. This was recognised in our Ofsted inspection in February 2024 where we were graded as 'Outstanding'.

I wish you the best of luck with what I am sure will be an interesting and exciting year where you begin to have a positive impact on the pupils, and colleagues, you work with.

With best wishes for a successful PGCE year,

Jenny Bosworth

Director of Initial Teacher Education

Getting Started: Your First weeks

In your first week, you'll meet our expert academics, find out what you need to know about your course, and connect with fellow students.

You'll be added to the ['Succeed at Leicester' Blackboard course](#), where you can revisit the key info at any time.

Need help settling in? Our Welcome Team is here for you
Questions about your course? Contact the PGCE office: [pripgce@le.ac.uk/](mailto:pripgce@le.ac.uk) secpgce@le.ac.uk

Fees and Funding

It is important to **ensure you are able to pay your fees** and have a plan in place for supporting yourself **during your time at university**. You'll find everything you need to know about paying your tuition fees and financial support available on the [University Finance webpages](#). You'll also find some handy budgeting tips to help you manage your money.

If you have any questions or concerns about your fees, or would like to explore what financial support might be available to you, the **Fees and Income team is ready to help**.

✉ **Contact:** feesandincome@le.ac.uk | phone 0116 252 3733

Campus Essentials: Safety and Student Belongings

The University is committed to campus being a **safe and inclusive environment** for all. Read this section in conjunction with the *Student Conduct* and *Report and Support* sections

SafeZone App

We recommend all students **download SafeZone** – a **free location-based app** for Smartphones that makes it easy for you to get help or request assistance **any time you are on campus**. It **works 24/7** and will connect you directly with the **University's Security team** if you need **Help, First Aid**, or if you have an **emergency**.

The app needs certain permissions to ensure it works effectively but **your privacy is respected** – SafeZone only shares your location when you ask it for help or check in.

[i] [Learn more about SafeZone](#), including **step-by-step instructions to register it on your phone**

First Aid and Fire Safety

Your Belongings

If you're living in University of Leicester managed accommodation, **basic contents insurance is already included in your accommodation fees**. This cover is in partnership with Howden, a student insurance specialist.

To benefit from this protection, you must [activate your cover](#) by registering with Howden. Registration is quick and ensures you can check what's covered and arrange any additional protection you might need for higher-value items – such as laptops – or specific circumstances.

If you're not covered by this arrangement, or you're living in privately rented accommodation, we recommend checking if your parents' or family insurance policies offer adequate protection. If they don't, you'll need to arrange private insurance to safeguard your possessions.

If you have [lost something on campus](), contact the Estates and Campus Services (ECS) Support Office as soon as possible to check if it has been handed in.

You're welcome to **bring a bicycle** onto the main campus, but it must be placed in one of the [designated cycle racks]() when unattended. Please use a **strong lock** and take other appropriate security measures to help prevent theft or damage. Privately owned e-scooters currently cannot be used legally on public roads or pavements in the UK. The **use of e-scooters is prohibited** on the University estate for safety and legal compliance.

School Details

College of Social Science, Arts and Humanities

The School of Education is a constituent part of the College of Social Science, Arts and Humanities. The Director of the School of Education is responsible for the management of the School of Education. The management of the PGCE courses is led by the Director of Teacher Education.

Committee Structure

The College Learning and Teaching Committee advises the College on matters of policy, procedures and regulations relating to teacher education, both in the initial and post-experience stages.

Department Details

Information about the School of Education can be found on our website: [School of Education]() On this site you will find useful information about the School of Education, the courses we offer, staff, links to other useful sites and current research.

Departmental Communications

The postal address for all staff at the School of Education is:

University of Leicester
School of Education
Floor 3, Attenborough Tower
University Road
LE1 7RF

Tutors can be contacted by their university email but it is important to know that PGCE tutors teach on other courses, supervise students undertaking Higher Degrees, work for external agencies and carry out research. Tutors will let you know their preferred method of contact. Please adopt normal courtesy rules about the times and the days on which you contact them. Tutors should only be contacted outside reasonable working hours for genuine emergencies e.g. an early morning call to let them know you will not be in school if they have arranged an early morning observation visit.

Communications and People

For queries of an administrative nature, you should contact the PGCE Office. Please email: [pripgce@le.ac.uk/ secpgce@le.ac.uk]()

Please see the appropriate Blackboard site under 'Help & Contacts' for further details or the [School of Education website.]()

Staff List

Name	Role	Email
Dr. Fay Baldry	Secondary Mathematics Tutor	Fb128

Name	Role	Email
Jenny Bosworth	Director of ITE Designated Safeguarding Officer SCITT Academic Lead Primary Tutor Broader Curriculum Co-Lead	jb591
Dr. Jake Halford	Co-Head of Secondary PGCE Secondary History Tutor SCITT Academic Lead	Jjsh2
Ben Harvey-Ashenhurst	Head of Primary PGCE Primary Mathematics Tutor Primary Professional and Academic Lead	Bha6
Marianne Quinsee	Primary Science Tutor Broader Curriculum Co-Lead	Mq48
Sheila Dennis	Secondary English Tutor	Sd386
Dr. David Wharton	Secondary English Tutor	Dw199
Fiona Curtis	AccessAbility Tutor Primary English Tutor	Fc159
Adrian Warhurst	Secondary Science Tutor Professional and Academic Lead	Adrian.warhurst@leicester.ac.uk
Dr. Jon Heywood	Secondary Science Tutor	Jon.heywood@leicester.ac.uk
Kerry Onyejekwe	Co- lead of Secondary PGCE Secondary Social Science Tutor	Ko98
Prof Rose Griffiths	Primary Mathematics tutor	Rnag1
Rachel Hunt	Secondary Mathematics tutor	Rh456
Patrick Dudley	PGCE Programme Administrator	pripgce/secpgce@leicester.ac.uk
Stephanie Oswald	Secondary MFL Tutor	Stephanie.oswald@leicester.ac.uk
Dan Lathbury	PGCE Partnerships Coordinator	Dan.lathbury@leicester.ac.uk
Mita Patel	PGCE Partnerships Assistant	Mp105
Yvonne Lee	Operations Manager	Yvonne.lee@leicester.ac.uk
Austin Ruddy	PGCE Partnerships Coordinator	Ar524
Prof Chris Wilkins	Head of School of Education	caw11
Mei Zheng	Business Administration Manager	Mz192

A full list of School of Education staff is available here: [School of Education Staff](#)

Your University Calendar and Teaching Timetable

Each semester, your University Office 365 calendar is updated with teaching sessions and, before exam periods, campus-based exams will appear too.

Accessible via **Microsoft Outlook**, or on mobile devices in read-only format via the **UoL Citizen** app, it helps manage studies and social activities. You can add appointments like group work, student events, and study periods. Staff may send meeting invitations (e.g. personal tutor sessions) and school events. Sharing your calendar with students or staff simplifies scheduling. Keeping it updated ensures better organisation and time management.

☐ⁱ Learn how you can make the most of your University calendar

Your Student Information and Official Documents

The University keeps a record of your personal details such as your full name, addresses (i.e. home address and term-time address), telephone numbers, personal email address and your emergency contact details. It is important to keep your details up to date as this will help you to receive information about your studies and exams and also ensure that official documents are provided to you with the correct name details.

You can check and update your details by logging-in to MyStudentRecord (MSR) using your University username and password. Click on the *My Details* tab and you will then be able to review and change your personal details. You are also able to amend answers to the consent questions that were asked during Online Registration.

It is important that you check your University email account frequently to ensure that you do not miss any important communication from the University.

You need to contact the PGCE Office with any change of circumstances please email on Pripgce@le.ac.uk/ Secpgce@le.ac.uk

Equal Opportunities

Equal opportunities affecting students may initially be raised with Subject Tutors or the Head of Course (Students), but students may also wish to contact the Student Departmental Equality Officer

Student ID cards

You'll receive your student ID card after completing in-person registration. Your ID card is essential for accessing buildings, borrowing library books, registering your attendance, document printing, and more.

Due to the card's importance, there are certain obligations you will need to follow during your studies. Some of these are outlined below:

- **Carry your card** at all times on campus – you'll need it to access approved University buildings
- **Don't** leave it unattended or let others use it
- Use to **register your attendance** at timetabled teaching and events, and to prove your identity in exams
- Only one card is allowed at a time – faulty cards will be securely destroyed
- Replace lost or damaged cards promptly

☐ⁱ Find out how to get a new or replacement card | Get troubleshooting help with student ID card issues

MyStudentRecord (MSR)

MyStudentRecord (**MSR**) is your personal student portal for managing key aspects of university life. Log in with your University username and password to:

- ☑ **Complete your registration**

📄 Download **official letters** via the **My Uni Documents** tab, including

- **Certificate of Registration** – confirms your academic year registration status (often used for Council Tax exemption)

- **Bank letter** – helps you open a student bank account

- **Certificate of Employability** – for international students who require confirmation of working hours

- **Award letter** – to confirm study dates and award achieved

🏠 **Update personal details**: address, emergency contacts, disability declaration, consent preferences

🆔 **Upload your student ID photo** and check ID card status

💰 Manage **fees and funding**

☑️ Track **academic progress** and course details

📝 Submit **mitigating circumstances requests** if personal issues affect your ability to meet academic requirements.

✉️ **Trouble logging in?** Contact the Digital Service Desk | **For other queries**, visit the Information Hub

> Keeping your MSR information up to date ensures you receive essential communications and that your official documents reflect accurate details.

Learning Support

The University's caring and approachable staff are ready to help you achieve your career aspirations. The University engages **students as partners** in developing the curriculum and placing them at the heart of their own learning.

ℹ️ There are a range of learning resources and services to support your learning, including library guidance, IT skill development, maths help and English language support, and independent course advice.

University Library and Information Hub

The Library

The David Wilson **Library** is your gateway to high quality information and support relevant to your studies. Using it effectively contributes directly to your success.

The Library provides you with:

- access to a huge range of specialist digital and print information resources for your subject
- help in finding and using information - online, face to face and by telephone
- individual and group study spaces including silent, quiet, and collaborative
- PCs and wireless networking for your own device throughout the David Wilson Library
- services for distance learners and researchers.

You can access the majority of library resources online. Use **Library Search** on the Library home page to find material for your assignments.

✉️ **Contact the Library** through the Information Hub, or email library@le.ac.uk, or call 0116 252 2448. Follow the Library on Instagram

Information Hub – Here to help

The [Information Hub](#) is your first stop for support with library services and student enquires. If you're unsure who to ask or where to go, we're here to help – online, by phone, or in person.

We can assist with: ☑ obtaining new and replacement **student ID cards** ☑ carrying out **Visa/ID checks** ☑ producing **transcripts** and a range of official letters ☑ support with **graduation queries** ☑ answering **Library-related questions**, including access to **physical stock** and **eResources**, borrowing **loanable laptops**, navigating the **Library building**.

We also provide **signposting to other services** across the University, helping you connect with the right teams for your needs.

Need help with something not listed? Just ask! Our experienced staff are available **Monday to Sunday** to support a wide range of queries and are happy to point you in the right direction.

ℹ️ Explore the [Information Hub](#) for online guidance

Want to visit us? We're located on the **ground floor of the David Wilson Library**. Please see our opening times for more information on when we are available.

✉️ Our experienced and helpful staff can be contacted by emailing studentservices@le.ac.uk or library@le.ac.uk, or by phoning 0116 252 2448.

Centre for Academic Achievement

The [Centre for Academic Achievement (CAA)](#) offers free, expert support to help you succeed—whether you're working on referencing, maths, essay writing, or preparing for exams. We support all students, whether you're aiming for top marks or need extra help adjusting to university-level study.

We offer **one-to-one appointments and workshops**, both online and on campus. Appointments focused on **AI in academic work** and **SpLD support** (e.g. dyslexia, ADHD) are amongst those available.

You can book via our [MyAcademicSkills](#) system, where you'll also find our events calendar.

We also offer a quiet study space - visit us on the ground floor of the Library, near the elevators. We're open Monday to Friday, 10 am to 4 pm.

ℹ️ Explore [Academic Skills Online](#)—a digital hub with up-to-date guides on studying, writing, referencing, dissertations, AI use, and academic integrity.

Don't wait until deadlines—reach out early and set yourself up for success!

AccessAbility (support for disabilities and long-term health conditions

AccessAbility offers a range of services to all students with disabilities or long-term conditions, including physical and autistic spectrum conditions. Staff offer one-to-one support (which can be delivered online or face to face) with the co-ordination of alternative exam arrangements and assistance with applications for the Disabled Students' Allowance. The Centre welcomes self-referrals as well as referrals from academic staff.

Our AccessAbility tutor is Fiona Curtis (fc158@le.ac.uk)

✉️ **Contact:** accessable@le.ac.uk (initial contact by email is advised)

Digital Services

Whilst registered as a student at the University, you'll have access to a wide range of [digital tools to support your studies](#):

- **Student IT account, email and calendar –** accessible on any device
- **Online training –** learn to use study tools like Microsoft Office and more

- **Microsoft Teams** - create a 'Student Team' for group projects or social interaction
- **Software downloads –** install programs for personal use
- **eduroam Wifi –** free access at any participating university campus
- **OneDrive –** secure online storage for your files
- **Blackboard Digital Learning Environment** – your hub for course materials and learning support
- **Leicester Digital Library –** access journals, databases and e-books online.

✉ **Need IT Help? –** use the IT Self Service portal or contact the Digital Services Desk

CITE – Academic support for international students

Supporting your global journey at Leicester. The **Centre for International Training and Education (CITE)** offers language help and academic skills training to help international students succeed.

ⓘ **Find out more** at the Centre for International Training and Education website

Learn a Language with *Languages at Leicester*

Languages at Leicester helps you become a global Citizen of Change by building cross-cultural and communication skills. We offer expert-led courses in 18 languages, both on-campus and online, at eight proficiency levels. Languages include Arabic, BSL, Mandarin, French, Spanish, and more. Classes are small, interactive, and scheduled to fit around your studies—including evenings, Wednesday afternoons, and Saturday fast-track options. 95% of students report a positive experience and would recommend us!

ⓘ **Find out more** about *Languages at Leicester's* courses, including fees and term dates.

✉ **Contact** *Languages at Leicester* +44(0)116 252 2662 | lalenquiries@le.ac.uk

Your Students' Union

As a University of Leicester student you automatically become a **member of our Students' Union (SU)**, giving you access to our many fantastic services that aim to ensure you have an exceptional student experience. We are a community where all students are empowered to thrive, belong, and succeed. We advocate for, support, and create spaces for all students. Our services cover the areas of:

- **Advice and support** – ensuring you're supported throughout your student journey. We can give advice on academic issues, and other matters – such as housing

- **Voice** – making sure your university is reflective of your needs and helping you to make changes

- **Opportunities** – joining a society or sports club, volunteering, sustainability, and working with us are some of the opportunities we offer to help enhance your experience, whilst developing friendships, transferable skills, and building communities along the way.

We're here for you every step of your time here, so we've outlined **your membership benefits** below…

Advice Service

The Advice Service at the Students' Union provides confidential academic advice, which could involve changing your course, support with making a Mitigating Circumstances request, submitting an appeal or complaint. We also offer advice on housing, including University Accommodation and private landlords, our Housemate Finder Facebook group to help you find housemates and/or fill a spare room. We also offer guidance and signposting to Employment Rights, Legal and Wellbeing Services and anything else that enriches your University experience.

ⓘ **Visit the** Advice Service website for information on the full range of matters we can help with, access useful resources and find guides on processes you may need to follow.

✉ **Get in touch via our** online form. Alternatively, email us at advice@le.ac.uk.

Voice

Executive Officers are elected by students to represent your views to the University and beyond. They lead projects to enhance student life and are always open to hearing from you.

Part-Time Officers represent students from liberation and underrepresented backgrounds. Also elected by students, they run campaigns and work alongside Executive Officers to ensure every voice is heard.

Academic Reps (Course and School Reps) form a vital link between students, the Students' Union, and academic departments. They collect feedback and help shape your academic journey.

✉ **Email your Course Rep** if you have any course-related concerns, suggestions, or positive feedback you'd like to share

Leicester 100

The Leicester 100 is a representative panel that sits at the heart of decision-making within the Students' Union. It provides a space for you to debate and discuss issues that affect you directly. Most of these issues come from the Ideas System, which is based directly on student suggestions. The Leicester 100 then discusses and votes on proposals and policies, creating change that will enhance your student experience, set the Students' Union's stance on key issues and conduct campaigns on relevant topics for you.

Your ideas: Any student can submit an idea for consideration by the Leicester 100. Other students are then able to vote on these ideas, so that they can be enacted by Student Council.

ℹ **Visit the** Leicester 100 webpages for further information

✉ **Get in touch** by emailing su-voice@le.ac.uk

Opportunities: Get involved at Leicester

Make the most of your university experience by exploring a wide range of opportunities through the Students' Union:

- **Societies –** We have over 200 societies and sports clubs, which means there's something for everyone to get involved with, from academic groups to new hobbies or competitive sports. It's a great way to meet people, learn new skills and increase your employability.

- **Sports –** Whether you're into competitive sport, casual games, or just want to stay fit, there's something for everyone. From Joining *Team Leicester* and competing nationally, to sports societies, intramural sports, *Let's do Leicester* and becoming a member at our sports facilities.

- **Volunteering** – the Students' Union works with a wide range of national and local organisations, with opportunities for you to volunteer and make a huge difference to the work they do – all whilst you get to develop your skills and meet new people!

ℹ **Find out more** about student societies, sports, and volunteering opportunities
Can't find what you're looking for? Why not start your own group?

✉ **Get in touch** at unionactivities@le.ac.uk or visit the SU Office (Percy Gee Building) weekdays 10 am to 4 pm.

University Regulations and Student Responsibilities

🏛 As a student at the University of Leicester, you are expected to meet high standards in both your academic work and personal behaviour. Remember, you are a representative of the University and this should be reflected in your conduct. These expectations are **part of your contract** with the University and apply throughout your studies.

Senate Regulations

When you accepted your offer to study and registered, you agreed to follow the University's **Senate Regulations** – the **formal rules** that govern your **academic journey and conduct**. These regulations are detailed and wide-ranging, covering topics such as:

- admissions and registration
- assessments (including exams) and academic integrity
- student conduct expectations and disciplinary procedures
- progression and award

You are not expected to read and retain every detail at the start of your course. However, it's important to have a general awareness of the topics they cover so you know where to look if an issue arises.

> Familiarising yourself with the structure of Senate Regulations and related academic policies will help you to understand your rights and responsibilities throughout your time at the University.

🏛 **View the full Senate Regulations** and related guidance at: www.le.ac.uk/senate-regulations

Your Key Responsibilities

ℹ️ Read our **Short Guide to** Student Responsibilities set out in Senate Regulations

You are expected to:	Handbook section(s) with more information
☑ **Behave responsibly and with consideration for others** This applies both in your studies and beyond – including your social life, online interactions and use of social media Complete the Bystander and Consent training module on Blackboard	Student Conduct
☑ **Engage fully with your studies and meet deadlines** Balance any paid work with your academic commitments—working too many hours won't excuse missed deadlines, poor attendance, or lack of engagement, and you must follow any visa or programme-specific work limits	Attendance and Engagement Requirements Supporting Your Health and Wellbeing > University Support Services > Help with Managing Your Money >
☑ **Maintain academic integrity in your approach to study and all academic work** Respect the work of others, be honest about the origin of ideas, cite your sources accurately, and take responsibility for your own learning	Referencing and Academic Integrity
☑ **Notify your school of illness or other issues affecting your studies**	Mitigating circumstances
☑ **Respect University property and facilities**	Student Conduct
☑ **Maintain accurate personal details**	MyStudentRecord (MSR)
☑ **Adhere to additional responsibilities if you are an international student studying on campus**	Attendance and Engagement Requirements

⚠️ **Failure to meet your student responsibilities can have serious consequences.** It may result in disciplinary action or termination of your studies.

Student Conduct

The University's expectations about student conduct are described in detail in:

- **Senate Regulation 11**: governing Student Conduct and Discipline
- **Policy on Student Sexual Violence and Misconduct**
- **Code of Practice concerning Freedom of Speech**

These documents set out standards for academic integrity and personal conduct, as well as procedures for investigating breaches and applying sanctions. You can find out more on academic integrity in the *Referencing and Academic Integrity* section of this handbook.

🏛 **The Student Code of Conduct – within Senate Regulation 11 – sets out what is expected of students at the University of Leicester:**

The University is committed to sustaining an inclusive learning, working and research environment characterised by respect and dignity, and free from harassment, bullying, abuse and discrimination.

Students are required to behave with respect and courtesy at all times, as such behaviours demonstrate due regard for the feelings and rights of others, and in turn create an environment where dignity can be preserved and enhanced.

Students are required to contribute to ensuring that the University of Leicester is a safe, welcoming, productive and inclusive environment, which operates within a wider community, and where there is equality of opportunity and valuing of diversity, fostered in an environment of mutual respect and dignity.

Students are required to adhere to these Regulations in relation to expected standards of behaviour as follows:

- *Students must respect the views and beliefs of others. The University will not tolerate any behaviour which is intolerant of others' views and beliefs, or which incites hatred or aims to coerce others into accepting their views or beliefs.*

- *Students are required to adhere to the values of academic integrity and not to engage in forms of academic misconduct, such as plagiarism, collusion or cheating.*

- *Students must not engage in any form of sexual misconduct and the University will not tolerate any such misconduct.*

- *Students must not use language or behave in a way that is abusive, threatening, or offensive. The University will not tolerate violence, indecency, bullying or harassment in any form.*

- *Students must respect University property and facilities. The University will not tolerate damage to its assets, or any behaviour that presents a risk to safety on University premises.*

- *Students must not engage in any criminal or potentially criminal activity. The University will not tolerate theft or fraud, or the possession, supply or production of controlled substances.*

Senate Regulation 11.13-11.17

A Safe and Inclusive Environment

The University of Leicester is committed to providing a **safe and inclusive environment for all students and staff.** The Office for Students has set out a new regulation on Sexual Harassment and Sexual Misconduct, called E6. As part of this, the University has reviewed all its current work on sexual harassment and misconduct. We continue to take issues of sexual misconduct, harassment, and any unacceptable behaviour extremely seriously and are committed to the wellbeing of every member of our community.

> No student or staff member should ever feel unsafe. We provide measures to ensure all our Citizens feel supported throughout their time at the University of Leicester.

Bystander and Consent Training

Every first-year student, regardless of study type, has a mandatory requirement to complete the **Bystander and Consent training module** on Blackboard. This course is available for students from Monday 15 September, with a deadline for completion of **Monday 20 October**

ℹ️ **Find out more** information about the University's work on [preventing and providing support around Sexual Harassment and Misconduct](#)

Attendance and Engagement Requirements

Active consistent **engagement is vital to your academic success.** Students who attend and participate in all learning opportunities are more likely to reach their full potential.

The University's expectations are set out in Senate Regulation 4, which requires you to attend all scheduled lectures, seminars, practicals, and other formal sessions that are timetabled for you unless officially exempt. You are also required to submit assessed work within the deadlines notified to you.

Attendance is monitored throughout the academic year. If you miss sessions without providing an acceptable reason to your school, you will be contacted in line with University policy. Continued non-engagement may result in **suspension or termination of your studies**.

- Students who are sponsored by the University under the UK Government's Points-Based Immigration System (PBS) should engage in accordance with the [Policy on Engagement for International Sponsored Students](#)

- Non-sponsored students should engage in accordance with the [Policy on Student Engagement](#)

🏛️ For full details, visit the [Senate Regulations homepage](#) – navigate to **Senate Regulation 4** and also the **Policy on Student Engagement** (via the *Related Policies* section)

Management of Non-Engagement

⚠️ If you persistently fail to attend taught sessions, engage with your studies and/or to submit work on time, without good cause, you will be offered support to engage appropriately. You may be **withdrawn from your course** if you fail to re-engage appropriately with your studies within the timeframe agreed by your school.

International students should note that if your course is terminated, this will be reported to UK Visas and Immigration (UKVI), as part of the University's sponsor obligations.

Taking a Break From or Leaving Your Course (Suspension of Studies or Withdrawal)

If you're facing significant challenges that mean you have to step away from your studies, you have two main options:

- **Suspension of Studies**: A temporary, approved period of absence away from your course with the intention to return later at an agreed point.

- **Withdrawal from Studies**: A permanent decision to leave your programme.

Before making a decision, please speak to personal tutor or another appropriate contact in your school and relevant support services. They can **help you explore your options** and **understand the implications**.

If a suspension of studies is right for you, you will need to discuss with your school the length of time to take away to ensure your return point is appropriate.

⚠️ Both suspension and withdrawal can affect your **Student funding, Tuition fees, Accommodation, Visa status** (especially for sponsored students).

If you're considering switching to a different course, speak with your school about the **possibility of a course transfer** instead of withdrawing.

| i | **To proceed with an application** to suspend or to withdraw from your studies:

- Follow the detailed guidance on our website - suspension of studies | withdrawing from your studies
- Submit your request through MyStudentRecord **(MSR)**.

Course Details

Programme and Module Specifications – What They Are and Why They Matter

Programme and module specifications are the **formally approved records** of your course and its modules. They provide a clear framework for your learning.

Course Document	Featured key details
Programme specification A formal overview of your course relevant to your **year-of entry**	• Entry requirements and registration periods • A summary of course aims and overall intended learning outcomes • All featured teaching, learning, and assessment methods • Rules of progression and award • Research Inspired Teaching elements • Outline of the course structure – a list of its core and any option modules
Module specification A formal overview of your module, published by **year of delivery**	• Credit value and mark scheme • Intended learning outcomes and teaching and learning methods • Assessment components, including their percentage weighting and any specific mark requirements • A breakdown of student workload in hours • Indicative guided independent study activities

| i | View the programme and module specifications for your course

Assessment

At the University of Leicester, assessments are designed to help you meet the learning goals set for each module and for your programme as a whole – known as **Intended Learning Outcomes (ILOs)**. These goals focus on:

- Demonstrating your subject knowledge
- Applying ideas in different situations
- Thinking critically about what you've learned

Assessment ensures academic standards and supports your learning journey.

Key Principles of Assessment

Principle	Summary
Purposeful Assessment	Assessments are designed to **measure your progress** and provide **opportunities to develop your skills**: • **Formative assessments** help you learn and develop through practice and feedback • **Summative assessments** support your learning and they also measure your achievement. They count towards your module results, influencing progression and award.

Principle	Summary
Reliable and Transparent	Your assessments are marked using **agreed written criteria** (like a marking guide or rubric) to ensure reliable outcomes that reflect your achievement. Assessment methods and expectations are clearly communicated to both students and markers to ensure consistency, transparency, and fairness.
Academic Integrity	You are expected to **submit original work** and **uphold ethical standards**. Plagiarism and misconduct are taken seriously and may result in disciplinary action. See also the section on *Referencing and Academic Integrity*
Constructive Feedback	You'll receive **constructive feedback** to help you improve and reflect on your progress. Feedback is a key part of your development and supports your learning. See also the section *Feedback and the Return of Work from Staff*
Assessment Variety	Assessments come in many forms to reflect real-world learning. A **mix of methods** is used to provide **inclusive and authentic opportunities** for you to demonstrate your learning. These methods prepare you for future tasks in your course and in professional contexts.

The PGCE programme

Course Aims and Values

We aim to develop our trainee teachers to be confident and capable Early Careers Teachers so that they can positively impact on pupils' educational outcomes by:

Intention 1: Being evidence-informed practitioners

Developing our trainee teachers' curiosity to engage critically with research and theory so that they can become research informed practitioners who are able to make educational decisions in the best interest of the pupils.

Intention 2: Having good subject and pedagogical knowledge

Enabling our trainee teachers to draw upon their subject knowledge to develop their pedagogical understanding so that they can plan, teach and deliver an inclusive, broad and balanced curriculum

Intention 3: Using assessment effectively

Developing our trainee teachers' ability to use a range of appropriate assessment strategies to positively impact on all pupils' progress.

Intention 4: Developing positive relationships and behaviours for learning

Developing our trainee teachers' ability to develop positive relationships with pupils and to create purposeful classroom environments which respond to pupils' needs, enabling them to thrive.

Intention 5: Acting professionally

Expecting that our trainee teachers consistently demonstrate excellent personal and professional conduct, which includes treating everybody with dignity and respect, with proper regard for the ethos of their placement schools and fulfilling their duties to keep children safe in education. Our trainees will be supported to develop the skills to form positive and professional relationships with all stakeholders, including children, parents/carers, peers and expert colleagues.

Course Objectives

- Trainees should be able to meet the required professional standards for Teachers (TA 2012)
- Trainees should develop a detailed knowledge and understanding of the primary National Curriculum, Early Years Foundation Stage curriculum requirements for the age phase they study (5-11).
- Trainees should develop a detailed knowledge and understanding of the current methods used for learning and teaching all areas of the primary curriculum.
- Trainees should develop a range of effective approaches for planning, teaching and assessing in each subject in the age phase they study.
- Trainees should develop an understanding of progression from Early Years Foundation Stage to KS3.
- Trainees should have a secure knowledge and understanding of the subject content in all areas of the primary curriculum
- Trainees should develop a deeper understanding of pedagogical issues related to their chosen specialist area.
- Trainees should develop pedagogic knowledge that is subject- and phase-specific and relate this to practice in classrooms. They should also develop the capacity for professional reflection with particular reference to monitoring their own professional development.
- Trainees should develop an intellectual engagement in both their academic and professional studies as appropriate for a postgraduate degree.
- Trainees should apply their knowledge and extend their skills in a range of classroom situations.

These aims, values and objectives are embedded into all elements of the course, thus providing a comprehensive preparation for your career in primary teaching.

Children's Act 2004:

Change for Children was introduced in 2004 as an approach to foster the well-being of children and young people from birth to age 19. You may be familiar with this due to the Every Child Matters initiative in 2004.

Aims and Outcomes

Every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. The outcomes are mutually reinforcing. For example, children and young people learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty.

As a teacher in training you will be expected to understand how you play your part in supporting children and young people to achieve their full potential. Throughout the PGCE course you will learn how to; keep children safe from harm, bullying and discrimination; support them in developing physically, emotionally and mentally ensuring they are able to make healthy life choices; encourage children's positive relationships and self-confidence in order that they can make a positive contribution; make a major contribution to their economic well-being by being able to motivate pupils to learn most effectively and; enjoy and achieve national standards in primary education. This is achieved through having high quality core subject knowledge and teaching skills, professional skills and attributes including developing personalised teaching and assessment skills.

Course Structure

The curriculum is implemented through the purposeful integration of university-based and school-based learning. It is structured to enable learning to be revisited and built upon to deepen the knowledge, understanding and skills required to become a teacher. Trainee teachers are encouraged to be critically reflective, to be empowered to make educational decisions in the best interest of the pupils and to strengthen their identity as beginning teachers.

Our trainee teachers' learning is at the centre of the curriculum. To support their individual growth as beginning teachers the PGCE Curriculum at the University of Leicester recognises that:

> Teachers work in increasingly complex and diverse settings … teachers need professional learning opportunities that are tailored to their own needs and they need teacher educators who have different knowledge, skills and expertise to support and challenge them at different times in their career
>
> (Livingston, 2017, p.141)

We have adopted the concepts of Knowing, Doing, Being and Becoming (Craig, 2018) as a way to articulate the complex process of integrating theory and practice. This underpins our curriculum structure of taught sessions (professional, academic and subject elements) and school practicums, as outlined in the framework below (figure 1.1).
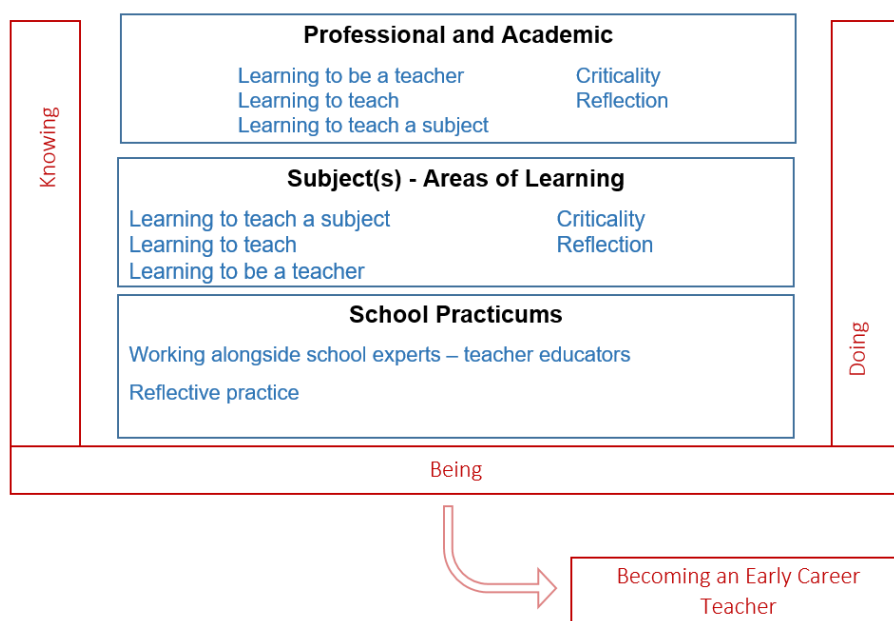

Figure 1.1 Curriculum Framework

- **Knowing** - The complex and interrelated body of knowledge for teaching and ways of thinking, such as creativity and criticality.
- **Doing** The multifaceted skills and practices involved in teaching.
- **Being** Self-awareness that establishes professional identity and responsibilities, and the reflexive relationships with others.

Approximately one third of the course is university-based, with those building blocks focussing on professional and academic issues, with an emphasis on learning to be a teacher, learning to teach, and subject specific elements with a greater emphasis on learning to teach a subject. The majority of the time on the course is spent on school practicums, where our trainee teachers will work alongside school experts to develop their practice. Whilst the university elements will focus more on the 'knowing' and school practicums encompass more 'doing', these interlink and will be drawn together, through reflecting upon practice, theory and research, in order to develop Trainee teachers' professional identity (being).

The PGCE curriculum is set within a number of regulatory frameworks from the Department for Education (DfE), Office for Standards in Education (Ofsted) and Quality Assurance Agency (QAA) for Higher Education. This course therefore draws upon:

- Experiences and expertise of tutors, partnership schools and wider professionals
- DfE (2025) Initial Teacher Training and Early Career Framework (ITTECF)
- DfE (2013) Teachers' Standards
- Ofsted (2020) Fundamental English and Maths skills
- QAA(2014) Academic skills and integrity of a masters level course

Our Partnership Management Groups, External Examiners, Student Staff Councils and trainee teachers and mentor evaluations also guide and support the develop and continual improvement of how our curriculum is implemented.

Reflective Practice

Our trainee teachers will engage in reflective practice which is an integral part in developing a strong professional teaching identity and practice. The following five questions will anchor the trainees' reflective practice in five key areas:

- **Relationships and Behaviour Management:** How do your relationships and expectations in a primary classroom support children's learning?
- **Pedagogy:** How can concepts of inclusion and diversity support you in providing opportunities for all to make progress in their learning?
- **Curriculum**: What contribution does your teaching of the broader curriculum make to children's health, wellbeing and wider development?
- **Assessment:** How do Assessment for Learning (AfL) strategies support your monitoring and evaluation of pupils' learning?
- **Professional Behaviours:** How has your understanding of your 'professional teacher identity' developed?

As these will be revisited throughout the range of university and school based experience this will support the trainees to remember more, know more and do more as the course progresses.

Key approaches to implementation

	University	School
KNOWING: Acquiring knowledge through		
Expert Colleagues	Taught sessions by expert tutors and educational professionals Subject and phase specificity	Observation of expert colleagues Discussion and analysis with expert colleagues Analysis and deconstruction of observations of expert colleague practice Feedback from expert colleagues
Reading and writing	Academic books and articles Professional sources, including journals Statutory, policy and advisory documents Academic assignment writing	School policy documents School curriculum documents School data Planning lessons
Peers	Paired/Group Discussions Online Discussion Boards	Sharing school experiences
DOING: application of knowledge in an educational context and learning through experience		
Practice	Teaching your peers (Microteaching) Scenarios	Observation and assessment of learning Deconstruction of own teaching Teaching small groups Whole class teaching Wider school life opportunities (whole staff/phase/subject meetings, parents consultation)
Learning from experts colleague	Acting on feedback from tutors	Acting on feedback from school based experts and university tutors Deconstruction of observations of teaching approaches
BEING: Developing teacher identity		
Reflecting	Theories and practice Experiences of learning both in university and school	Impact on pupil progress: • Lesson Evaluations • Weekly Reviews • Professional Development

Figure 1.2: Curriculum Implementation

During the PGCE year trainees can achieve up to 90 Level 7 credits. Our assignments have been designed to empower trainees to become evidence informed practitioners as outlined in Figure 1.3.
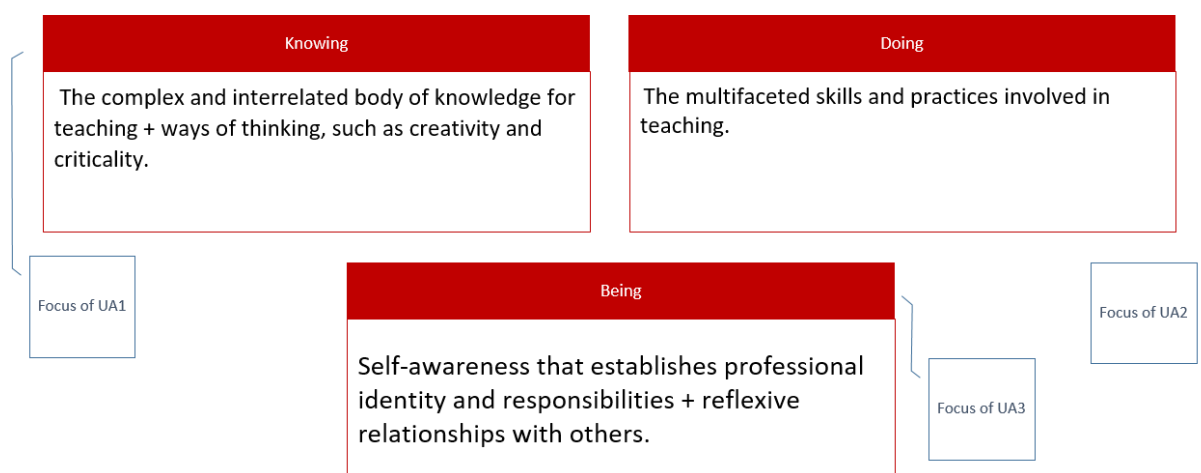
Knowing
The complex and interrelated body of knowledge for teaching + ways of thinking, such as creativity and criticality.

Doing
The multifaceted skills and practices involved in teaching.

Focus of UA1

Focus of UA2

Being
Self-awareness that establishes professional identity and responsibilities + reflexive relationships with others.

Focus of UA3

Figure 1.3 Assignment focuses

A brief guide to Course Strands and Experiences

The course consists of different subjects and strands. Brief descriptions are provided below. Further information about specific PGCE courses will be provided on Blackboard.

Professional Studies

The Professional Studies of the PGCE course is designed to provide firm generic foundations for you as a future teacher. It aims to support your development as a skilful practitioner by helping you to understand and engage with the complex act of teaching. For this reason it covers two important elements of the role of the teacher: both the pedagogical understanding necessary to teach, helping you to understand learning from the perspective of the pupils in your care and also the wider responsibilities of a teacher.

The Professional Studies runs throughout the PGCE year and has many different components, several of which are returned to in order to build and expand upon them in greater depth and at more advanced levels. The generic components of the Professional Strand are also developed through the different curriculum subject strands, academic strand and blocks of school placements. Through such collaboration, aspects of planning, teaching, learning, assessment and classroom management are addressed according to our ITE curriculum. Meeting these Standards at the end of the course ultimately leads to Early Career Teacher Status, with the Induction period marking the beginning of your professional development as a teacher, a development which will continue throughout your career.

Teachers also need to respond to changing Government policies and agendas, curricula and curriculum frameworks. You will be developing a crucial awareness of the legislation attached to the responsibility of the teacher through this Professional strand.

The Professional sessions will engage you in the process of critical thinking, you will be encouraged to construct your own understanding about learning and teaching through a range of methods. Writing, sharing experiences, debate, analysis and discussion are processes used within the sessions to further thinking and professional development and are a key part of professional responsibility. Trainees may also spend some of this time working as subject or phase specialist groups to enable them to prepare for their specific teaching experiences. You are expected to participate fully and demonstrate commitment to your own professional development.

School Placements

The school-based time is a vitally important element of the course. You will have the opportunity to observe expert colleagues and to discuss the reasons that underpin the day-to-day classroom activities. You will work

alongside experienced teacher-mentors who will support your learning about classroom practice and help you apply the ideas gained in the University based course work. Working with our partnership schools, mainly in Leicester City and Leicestershire, we aim to provide a variety of placements in schools of contrasting character and location. There is the opportunity to work in suburban, village, estate, inner-city and multi-cultural schools. For university-led trainees we will organise your placements. Lead partners organise placements for their own trainees.

Before each placement begins, information, via the School Experience website, will be provided which sets out detailed expectations and gives clear guidance on key requirements. These will be made available until just before the placement begins and taught session will ensure you understand and are familiar with the expectations.

Roles and Responsibilities

Partnership Agreement

The main agreement document contains a general statement of agreed aims and objectives which reminds partners of their joint responsibility for the initial training of teachers within a wider context, and outlines the broad areas in which roles and responsibilities are shared, and the balance of this sharing, reflecting the categories contained in "Teachers' Standards" (DFE, 2012). It also provides a more detailed summary of the shared roles and responsibilities, indicating ways in which they should be carried out.

It is accompanied by the annual contractual statement which specifies the minimal requirements that each partner institution agrees to meet, and the extent of the resources transferred from the university to the school to support the school contribution to the training. This is signed by a Senior Leader for the school or college, and an authorised representative for the University.

If you wish to read the Partnership Agreement please use the following link: https://www.le.ac.uk/pgce-school-experience

All students are enrolled on the level 7 (Master's level) PGCE at the start of the course and most complete at this level: attaining a Postgraduate Certificate in Education (PGCE) and the award of 60 level 7 credits.

After consultation with tutors, a minority of students may complete the course at level 6 (honours level): attaining a Professional Graduate Certificate in Education (PGCE).

Programme and Module Specifications

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module's aims, teaching and learning methods, assessment components and their percentage weighting.

View the programme and module specifications for your course.

Module codes: When two are listed, e.g. ED7420/7421, these relate to secondary/primary courses.

Overview of the Postgraduate Certificate in Education Course Requirements

Your PGCE comprises of four modules:

       Three level 7 modules:

(ED7420, ED7421, ED7435)

These are written assignments, commonly referred to as UA1, UA2 and UA3 (University Assignments 1, 2 and 3)

One level 6 Professional School Experience module
ED3100

This is a professional competencies in relation to the Teachers' Standards, split into semester 1 (making sufficient progress) and semester 2 (meet all the Teachers' Standards).

In order to be awarded your PGCE at level 7 you need to **pass** your Professional School Experience module (level 6) **and pass both** of the written assignments (UA1 and UA2) at level 7. If you choose to submit, and pass UA3, you will be awarded an additional 30 Level 7 credits.

Alternative Qualification Routes

However, the situation is complicated by the fact that there are alternative routes available if elements of the PGCE are not passed; in certain circumstances, alternative qualifications may be awarded.

There are two exit qualifications routes available:

Professional Graduate Certificate in Education (PGCE):

After consultation with tutors, a level 6 route for UA1 and UA2 can be made available to students; if the school practice modules are passed and UA1/UA2 are passed at level 6***** this leads to a Professional Graduate Certificate in Education.

*If one is passed at level 6 and the other at level 7 then both are treated as level 6 passes.

Postgraduate Certificate in Educational Studies:

Please note: this is **not** a teaching qualification (you will not have met the Teachers' Standards; **no** QTS).

If UA1 and UA2 are passed at level 7 but school practice modules are not passed, there is an exit award of a Postgraduate Certificate in Educational Studies (60 level 7 credits). However, data collection is undertaken in schools, so this is only possible if you maintain successful school placements for most of the course.

Please note: you can only retake 60 credits within the PGCE course and this includes

The Professional Competences Programme

The following module at Level 6 is compulsory to all entrants to the PGCE. This module is mapped against the Teachers' Standards, criteria set by the Department for Education.

Standards

The Teachers' Standards, issued by the Department for Education in 2012, must be used as the basis of assessment of teachers seeking qualification. They are grouped into a Preamble, Part 1 Teaching and Part 2 Personal and Professional Conduct.

Module ED3100: Professional School Experience:

In this module, you will:
- Demonstrate an awareness of the ways in which primary and secondary school teachers plan and organise their work, provide for the varying needs of your pupils, and recognise the constraints of curriculum and regulatory structures;

- Discuss and evaluate your experience and relate it to the challenges of learning how to teach your specialist subject at secondary level;
- Discuss and evaluate your experience and relate it to the challenges of learning how to teach a range of subjects at primary level;
- Report on a small-scale observation project in which you study the performance and behaviour of an individual pupil;
- Develop your level of achievement in the Teachers' Standards for QTS so that many of the fundamental skills of teaching become internalised, and provide evidence that you have secure potential of meeting them all by the end of the course;
- Teach your subject effectively to a number of classes, with an appropriate level of support from an experienced teacher at secondary level;
- Teach a range of subjects effectively to a range of year groups, with an appropriate level of support from an experienced teacher at primary level;
- Demonstrate an understanding and observance of professional codes of behaviour;
- Reflect on and critique your own working practice, so that you develop your own efficiency in teaching and related activities.

Module ED3100: Professional School Experience (continued)

By the end of this module you should:
- Demonstrate your level of achievement in all the Teachers' Standards so that an assessment may be made to establish your suitability for the award of QTS.
- Teach your subject effectively with the minimum of support from an experienced teacher at secondary level;
- Teach a range of subjects effectively with the minimum of support from an experienced teacher at primary level;
- Reflect and critique your own working practice, so that you are able to plan for further professional development in your induction period.

Module ED3100 Assessment

Assessment takes the form of observation of classroom practice and scrutiny of school files by school-based staff (e.g. mentors, ITT coordinators) and PGCE tutors.

Modules ED3100 (level 6) is essential (though not in themselves sufficient) for the award of the PGCE.

You complete modules ED3100 through attendance of taught sessions and in school placements with the development of practical teaching skills. These modules are deemed to be at graduate honours level and successful completion of these means that you have met the professional competences contained within the Teachers' (QTS) Standards. Examination of these modules is by observation of teaching and through evidence you gather during placements (e.g. teaching practice file and teaching materials).

Academic Competencies: Written Assignments

As discussed above, the two written assignments (UA1 and UA2) for the PGCE are usually completed at level 7 (ED7420), although are, on occasions, submitted at level 6 (ED4421).

> **UA1:** University Assignment 1
> ED7420: Critical Reflections on Classroom Practice
>
> **UA2:** University Assignment 2
> ED7421: Small Scale Classroom Research Project
>
> **UA3**: University Assignment 3

ED7435: Reflective Practice in Education

Protection of Children and Fitness to Practise

The Disclosure and Barring Service (formerly Criminal Records Bureau) makes checks on the suitability of all entrants to teaching, and provides a copy of the checks it makes on individuals by means of an Enhanced Disclosure. As far as teaching is concerned, this includes a copy of the person's criminal record, but also reference to other measures, designed to prevent access to children and young people by those who are deemed unsuitable to be trusted with such access. A new Enhanced Disclosure is currently required on each occasion a teacher is offered a teaching post.

The Secretary of State has powers to bar automatically from qualification or employment as a teacher a person who is found guilty or pleads guilty to a sexual offence which involves a child under 16 years of age or a pupil under 18 years of age. The current law which outlines the procedures relating to the exercise of these powers, and all other matters of child protection is the Protection of Freedoms Act (2012).

If you think that you may be affected by the implications arising from the implementation of the above, you should seek advice from the Director of Initial Teacher Training, Jenny Bosworth, in the first instance. In general terms, a criminal record alone is not in itself a bar to working with children, and an isolated minor conviction should not give cause for concern. Convictions for sexual, violent or drug offences, particularly of recent date, would however be considered as of concern in this context.

Fitness to Practice

If during the course any evidence emerges which brings into question your fitness to practise as a teacher, including (but not limited to) issues of behaviour and attitudes, dishonesty or criminal conduct, or illness likely to pose a risk to pupils, either as a Trainee or after qualification, then you may be referred to the University's Fitness to Practise Committee. Please see full details of the Fitness to Practice policy on Blackboard.

Trainee Teacher Entitlement

As a trainee teacher in the University of Leicester Partnership for Initial Teacher Training, you are entitled to:

- an induction programme at the University and with your Partnership schools;
- support and development time with your University Tutor and Mentor/ Co-Tutor
- opportunities for developing your work towards achieving the Teachers' (QTS) Standards, through weekly meetings with your Mentor/ Co-tutor,
- individual review tutorials with your Personal Tutor
- a programme of taught sessions
- be treated as a prospective member of the profession, with all the rights and responsibilities that this implies;
- where problems arise, access to an independent person, who would normally be the Head of Course;
- where deficiencies in meeting the Teachers' (QTS) Standards are identified, opportunities to rectify these through negotiated targets agreed with tutors and mentors/ Co-tutors.

Teacher Reference Numbers

Teacher Reference Numbers are issued by the Teaching Regulations Agency to all Trainee teachers subject to provisional registration, which takes place during the year. On completion of the procedures, trainees will be notified of their number.

Use of cars

Please check, when using your own car, if you are able to share the travelling with another trainee based in the same school or while at University.

Passengers in cars

If you use your own car to visit schools and carry other trainee teachers with you, it is important to check that your insurance cover is valid for such passengers. **It is expected that any trainee being given a lift by another trainee will contribute towards the travel cost.**

Financial Support

The University's Student Finance Advisors can advise trainees experiencing hardship. Further information about the support available can be found on the Student Welfare website:

http://www2.le.ac.uk/offices/welfare/Financial%20Support

Unions and Professional Associations

Two recognised teachers' unions exist, with members from a range of subjects and different kinds of schools and colleges, and will provide publicity about their services to you during your time as a trainee. Trainee membership of each of these is free of charge, and entitles you to most of the benefits of full membership. Entry to any events provided by a union for trainees is usually not dependent on your being a member. One valuable benefit of union membership is the insurance cover that is provided without cost. You have the right to choose whether or not to belong to a trade union.

The unions are:

NEU   National Education Union
NAS/UWT   National Association of School masters/ Union of Women Teachers
A second group of associations relates to subject development. Most areas of the curriculum have one or more of these professional bodies, which are usually run by volunteers with or without a small office staff. They generally provide as benefits of membership subject teaching journals, and national and regional conferences. Often trainee teacher membership is available at reduced rates. Your subject tutor will be able to advise you on the appropriate body/bodies which are applicable to you.

Insurance Matters

Your time in school

The day to day responsibility for the safety and care of the pupils in your charge rests with the teacher employed to supervise them, and the ultimate responsibility lies with the Head teacher. It is important therefore that the teacher should be readily available in the case of an emergency. In the case of PE lessons and break duty, a trainee teacher must never be left alone without a teacher present. Membership of a union or professional association provides insurance cover for you in carrying out your normal activities as a trainee teacher.

You are required to exercise proper care for your own health and safety as well as that of others. In carrying out your responsibilities, it is essential that you only act within the limits of your own expertise and qualification, and follow the current school guidelines and regulations. It is your responsibility to acquaint yourself with these.

It follows that in planning out-of-school activities, the Head teacher's approval for the proposed activity and his/her authority to make arrangements with the outside agencies involved must first be obtained. The Head teacher must also approve full details of the visit planned, the proposed activities, supervisory provision, transport arrangements, and insurance cover.

PGCE Professional and Post Graduate Certificates in Education

Outline of Programme Structure

	Level 6 PGCE 1 x 60 credits at Level 6	Level 7 PGCE 2 x 30 credits at Level 6; 2 x 30 credits at Level 7	Level 7 PGCE 1 x 30 credits at Level 7
Professional Competences Programme *Level 6 only*	Professional School Experience ED3100 (Level 6)	Professional School Experience 1 & 2: ED4052(Level 6)	
Academic Competences Programme *Level 6 or 7*	Critical Reflections on Classroom Practice: ED4050(Level 6)	Critical Reflections on Classroom Practice: ED7050(Level 7)	
Academic Competences Programme *Level 6 or 7*	Small-scale Classroom Research Project: ED4051 (Level 6)	Small-scale Classroom Based Research: ED7051 (Level 7)	Reflective Practice in Education: ED 7435 (Level 7 Only)

It is possible to complete the PGCE at two levels:

1. **Post Graduate Certificate in Education (Level 7)**
    The Post Graduate Certificate in Education will lead to the award of 60 credits at Level 7, effectively the first third of a Masters in Education programme. It is expected that this will become the principal pathway for "good" honours entrants to the profession and is therefore the expected initial route for Primary PGCE Trainees.

    The PGCE (Level 7) comprises 4 modules, two at intermediate Level 6 (60 credits at graduate level) and two at Level 7 (60 credits at Level 7: Postgraduate Certificate).

2. **Professional Graduate Certificate in Education (Level 6)**
    The Professional Graduate Certificate in Education will lead to the award of 120 credits at Level 6. To achieve this qualification Trainees would take four modules at Level 6.

Programme and Module Specifications

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module's aims, teaching and learning methods, assessment components and their percentage weighting.

View the programme and module specifications for your course.

Assessment: Meeting the Teachers' Standards for QTS

Introduction

All trainees training to teach in the UK are required by the Government to satisfy the Teachers' Standards (TA 2012). These must be achieved before you can be awarded Qualified Teacher Status. There are eight standards and each must be met across the curriculum as well as through your generic teaching. There are also requirements for personal and professional conduct. These are outlined below.

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1: Teaching

A teacher must:

1: Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2: Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3: Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- (if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies).

4: Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5: Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6: Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7: Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8: Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Covering the Standards during the PGCE

Our ITE Curriculum has been designed to ensure that trainees will meet the Teachers' Standards by the end of the course. If you attend and actively participate in all sessions, complete all school placements, directed tasks and assignments you will be able to gather evidence towards these Teachers' Standards

Absence: If you are unavoidably absent you must catch up missing work by looking at handouts and notes taken by colleagues and discuss how you will address the work missed with the appropriate tutors. You must complete your Personal Tutorial proforma to demonstrate how you have ensured you have caught up on any work missed

Demonstrating that you have achieved the Standards

Your EPortfolio will be developed over the course of your PGCE. Through the development of your knowing and understanding of what it means to be a teacher, this online portfolio will demonstrate how are developing your awareness of being a teacher and how you are meeting the Teachers' Standards.

The Eportfolio is a OneDrive file which you will create and share with your PGCE tutor. It will also be shared with any nominated staff in school in order that they can support and monitor your progress. This will be your responsibility to complete and ensure all evidence is included within your online folder.

You will work closely with your Personal Tutor across the year to continuously review your Eportfolio and ensure it has got all elements required to demonstrate your progress through the year.

It is your responsibility to ensure that your Eportfolio is accurate, comprehensive and up to date throughout the PGCE year. You must regularly share this record with your course tutors and with nominated colleagues in school in order to help them to support your professional development. External Examiners scrutinise a sample of Eportfolios during their visits towards the end of the course.

Fundamental English and mathematics

In accordance with the DfE guidelines we will need to assure that you have the necessary skills in maths and English to become a teacher by the end of your training year.

You will be expected to demonstrate competence in the following by the end of your course:

- Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly and coherently using correct spelling and punctuation.
- Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers.
- Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve mathematical problems using a variety of methods and approaches including estimating and rounding, sense checking answers, breaking down problems into simpler steps and explaining and justifying answers using appropriate language.

The process for assessing your skills started at the interview stage to support your awareness of if you already have a good sense of whether you need to develop your skills in either English or mathematics. If at interview, you were identified as needing to develop your skills in either English or mathematics you were provided a personalised 'Action Plan'. You will discuss how you responded to your plan prior to starting the course with your Personal Tutor during the first two weeks of the course.

During the course, we may monitor your use of English and mathematic through:

- Audits in English and mathematics

- Speaking, listening and communication
- Communication with tutors and peers
- Observations of teaching
- Written communication
- Emails
- Assignments
- School experience documentation
- Mathematics
- Directed tasks during school experiences

Improving Subject Expertise

You are responsible for your own learning and you need to set yourself targets within curriculum areas to build on what you already know as well as to address problems you and your tutors have identified. The Audits, Directed Tasks, your self-review of what you understand in the lectures and workshops and your self-assessment before teaching will help you to decide what action you should take to address any weaknesses.

These targets should cover:

- Areas of secure knowledge or skills you want to extend
- Preparation for Teaching Experience
- Weaknesses/areas for development

On Blackboard there is a section with training material to support you in your self-study.

Review by Tutors

E-Portfolios will be used in peer and group discussions under the direction of professional tutors who will also examine in detail a sample of the Portfolios at intervals during the year.

Assessment by External Examiners

Important note: At the end of the year, all folders (including your E-Portfolio) will be required for review by External Examiners. This is part of the formal examination process for the PGCE and a trainee who fails to submit a completed E-Portfolio at this point cannot be recommended for PGCE or award of QTS.

Assessment by Other Individuals or Agencies

The Head of the PGCE Course may also request to review your Portfolio as well as Headteachers and Mentors/ ITE coordinators in teaching placements, and they may be required for the purposes of OFSTED inspections and/or internal Quality Assurance monitoring.

Planning and Monitoring Your Professional Development

The PGCE is centred on the principle of the teacher as reflective practitioner, and this means that it is important that you take responsibility for monitoring and reflecting upon your own professional development. You will collect evidence and work with tutors throughout the year to review your progress and set targets for your own development so that you ensure that you can meet all Standards for QTS.

Action Planning

Action Planning is an on-going process within the PGCE course based on the philosophy of encouraging you to be responsible for your own professional development. It is important that teachers are able to review their own development and continue to improve throughout their careers. It involves you in regular target setting, identification of strategies for improvement and review of progress with your Personal Tutor and mentors in school.

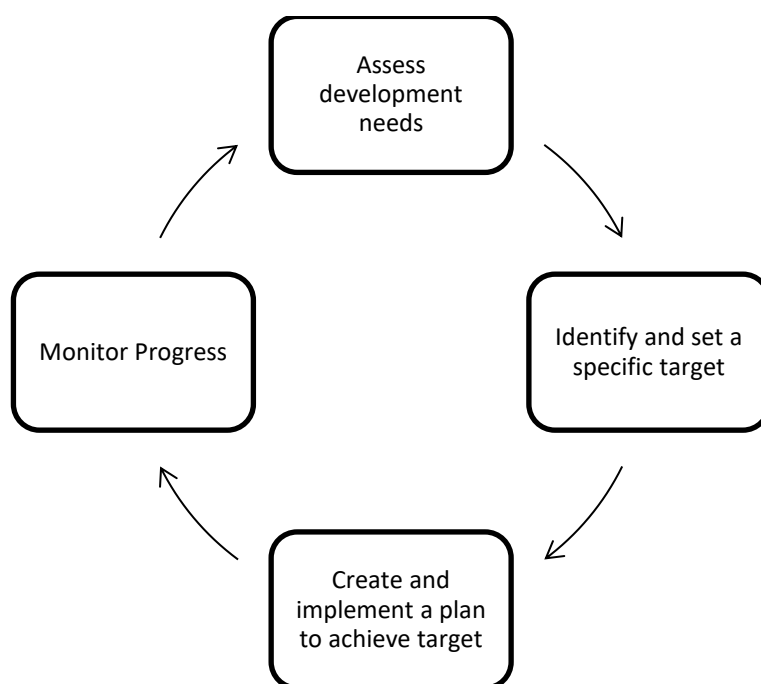You will be required to carry out action planning throughout the course.

Main aims of action planning in the PGCE Course are:

- To help you improve your competence as a classroom teacher. In this context your targets will be designed to improve your teaching competence so that by the end of the course you have met the Teachers' Standards.
- To support key transitions* in relation to your teaching in the PGCE year. This includes reviewing your subject knowledge across the curriculum, your pre-course experience and the professional competences you already will have brought to teaching. Your final tutorial will form the basis of your Early Career Development Profile
- To encourage you to develop your knowledge and understanding of both curriculum areas and professional issues and their application in teaching and learning by reading widely and carrying out recommended practical activities
- To improve your competence in areas which will be of general use in your teaching, such as improving your Computing or communication skills

* although these key transition points will provide a 'snapshot' of your professional development, action planning is a continual process, not something that you only address at these points.

The Process of Action Planning

The key stages to the action planning process are:

```
        ┌─────────────┐
        │   Assess    │
        │ development │
        │    needs    │
        └─────────────┘
   ┌──────────┐      ┌──────────────┐
   │ Monitor  │      │ Identify and │
   │ Progress │      │ set a        │
   │          │      │ specific     │
   └──────────┘      │ target       │
                     └──────────────┘
        ┌─────────────┐
        │ Create and  │
        │ implement a │
        │ plan to     │
        │ achieve     │
        │ target      │
        └─────────────┘
```

Cause for concern process

Where a student is not making expected or satisfactory progress towards the Teachers' Standards, they may be placed on a support plan, in line with the cause of concerns process. Further details can be found on Blackboard.

The Academic Competences Programme

During the year you will undertake:

- Three formally assessed assignments

- • A number of directed tasks in curriculum subjects and generic professional areas (details of which will be provided)

Formally Assessed Module Assignments

The assignments are designed to show that your knowledge, including your use of literature and the ability to evaluate both this and professional practice, is of a satisfactory level for you to be awarded a postgraduate level qualification. Your written submissions should demonstrate your ability to research, read and write at Level 7 and for the second assignment, to share your work with others through oral presentation. Successful completion will demonstrate your capacity to address aspects of the Teachers' Standards.

During their university based teaching blocks and in teaching placements, all PGCE trainees learn about the National Curriculum – how learners develop their skills, knowledge and understanding in aspects of the school curriculum and the methods used to assess their progress. Level 7 sessions also provide trainees with additional theoretical perspectives with which to analyse practice and in addition. Both educational research method sessions and assignment writing guidance sessions are also timetabled.

The modules detailed in the sections below, can be awarded at either Level 6 or Level 7. All trainees also have to satisfy the requirements of the professional modules, common to all participants, in order to gain QTS.

Coursework Submission

Assignment deadlines are **thoughtfully scheduled to support your progress** through your course and help balance your workload across modules. **Missing a deadline can disrupt this structure** and may compromise your learning experience.

To avoid penalties, plan ahead and manage your preparation time effectively so that you can complete assignments to a high standard and submit them on time. Late submissions are automatically subject to mark deductions, although an accepted mitigating circumstances submission may result in late submission penalties being waived.

🏛 The University's **penalty scheme for late submission** is outlined in **Senate Regulation 7**: Assessment of Taught Programmes, available via the [Regulations home page](#).

> ⓘ **To stay on track and reduce last-minute stress**, consult the [Students' Guide to Submitting Coursework](#) for practical tips and guidance, including in the event mitigating circumstances arise.

Changes to Aspects of Your Course

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline, meet external requirements – such as conditions imposed by accrediting bodies – and offer the best learning experience to students. On occasion, it may be necessary to make some alterations to particular aspects of a course or module – such as a variation in content, method or timing of delivery, or assessment format.

Any changes will be made in line with the University's [Terms and Conditions](#), specifically section 6: *Variation*. If the University thinks the change is significant, we will make reasonable efforts to consult you and provide adequate notice to allow you to respond.

If you have questions about variations to your course or module, please speak with your personal tutor or the programme lead/director.

Anonymous marking: Exams are marked anonymously. Summative coursework (i.e. coursework that contributes to your module mark or grade) is also marked anonymously, unless a specific exception has been approved for sound educational reasons (e.g. developmental feedback) or the assessment format makes anonymity impractical (e.g. presentations).

Moderation practices: All assessments contributing to your degree classification are subject to an approved system of moderation – such as when a second marker receives a full set of the marks generated from first marking and reviews an appropriate sample of the student work. Single marking (when only one internal examiner is involved) is only permitted when the work does not contribute to degree classification. **Moderation ensures consistency and fairness.**

External examiners: Each programme has one or more external examiners, who are subject specialists from other institutions or otherwise external to the University. They help ensure academic standards and student achievement are appropriate and comparable with other UK universities. The University publishes the names and institutions of current external examiners for transparency. You can find out the External Examiner(s) for your course and view the most recent External Examiner reports.

Feedback and the Return of Work from Staff

The School complies with the University's Policy for the return of assessed work. Its general principles are:

For coursework

Submission schedule

- To help you manage your time effectively, you will receive a calendar of assessment dates at the start of the year/each semester and will be informed of the indicative return date for each assessment.

Nature of feedback

- The returned work should incorporate **appropriate feedback guidance** to enable you to identify both where you have demonstrated particular strengths and how to improve your performance in future assignments.

Exceptional delays

- You'll be informed promptly of the reason for any delay and revised return date. Where possible, relevant future submission deadlines will be revised so you can still act on feedforward feedback

Type of coursework	Submission Deadline	Feedback and Provisional Marks Return	Notes
Standard coursework	*Before* formal assessment/exam week(s)	Within **20 working days**	Submissions in the 10-day late submission window will be returned within **30 working days**
Standard coursework	*During* formal assessment/exam week(s)	Released after the relevant Panel/Board of Examiners has met	Applies to any coursework submitted after the start of the formal assessment/exam period
Major Projects/ Dissertations	Typically near or at the end of your programme	Released after the relevant Panel/Board of Examiners has met	Longer turnaround due to assessment scale

Note**. Working days** are Monday to Friday, excluding public holidays and other University closure days.

Progression and Award Essentials

Progression decisions

If you pass everything first time, the Board of Examiners will be able to confirm you can proceed to the next year of your course. However, if you have failed any modules or qualifying components, you may be awarded a **resit**

or resubmission attempt for the failed assessment(s). Reassessments are **capped at the pass mark** and are limited to eligible assessments. You cannot be reassessed in passed modules.

After reassessment

The Board of Examiners will review your updated results to see if you now meet the criteria to progress. If you still have a failed module(s), you might be awarded a compensated pass, another reassessment attempt, a repeat period of study, or – if necessary – have your studies terminated. In making its decision, the Board will consider total credits passed, your CWA for the year, any module marks below 30.00%, and if you have exhausted eligible reassessment attempts.

Account will be taken of any **accepted mitigating circumstances** affecting your assessments, in line with University policy. Marks cannot be changed. For more information, refer to the *Mitigating Circumstances – Support with Unexpected Issues Affecting your Assessments* section of this handbook.

> **Understanding how progression works helps you stay focused and seek support early if challenges arise**

🏛 The University's formal rules on undergraduate progression are set out in **Senate Regulation 5 (SR5).** To access these, visit the Senate Regulations 5 homepage and navigate to the **2025/26 onwards regulations**. A helpful glossary of SR5 terms is also provided to support your understanding.

ℹ️ **Need more guidance?** Whether you're looking for definitions, examples, or step-by-step guidance, the Progression and Award My Workspace site is your go-to hub for everything related to progression, award and classification.

Introduction to Progression (for PGT Students Starting *After* 1 August 2025)

📈 Your academic progress through your course will be reviewed at key points by the Board of Examiners for your course. For students registered on a Postgraduate Certificate or Postgraduate Diploma, there is usually not a progression point before the point of award if you are passing all your modules.

To progress automatically, you need to pass your taught modules first time and meet any course specific progression requirements set out in your programme specification (see Course documentation).

Reassessment

If you fail any modules or qualifying components at first attempt, you may be awarded a **resit or resubmission attempt** for the failed assessment(s). Reassessments are **capped at the pass mark** and are limited to eligible assessments. A maximum of half the credits that make up the taught element of your programme can be reassessed, up to a maximum of 60 credits. For example, if a student's programme is made up of 150 credits of taught modules and a 30 credit dissertation, the maximum number of credits they can be reassessed in is 60.

After reassessment, the Board of Examiners will review your updated results to see if you now meet the criteria to progress or if you qualify for exit with a lower award. If you are not eligible for either, your studies will be terminated.

Account will be taken of any **accepted mitigating circumstances** affecting your assessments, in line with University policy. Marks cannot be changed. For more information, refer to the *Mitigating Circumstances – Support with Unexpected issues Affecting your Assessments* section of this handbook.

> **Understanding how progression works helps you stay focused and seek support early if challenges arise.**

🏛 The University's formal rules on taught postgraduate progression are set out in **Senate Regulation 6 (SR6).** To access these, visit the Senate Regulations 6 homepage and navigate to the **2025/26 onwards** regulations. A helpful glossary of SR6 terms is also provided to support your understanding.

ℹ️ **Need more guidance?** Whether you're looking for definitions, examples, or step-by-step guidance, the Progression and Award My Workspace site is your go-to hub for everything related to progression, award and classification.

# Introduction to Award and Classification (for PGT Students Starting *After* 1 August 2025)

🏅 You become eligible for the award for which you are registered once you have:

a) **Completed** the award's required number of credits (180 credits for a master's degree, 120 credits for a PGDip, 60 credits for a PGCert)

b) Achieved **a pass or compensated pas**s for all of the credits associated with the award, and have no module marks below 40.00%

c) For a Masters Award, achieved a minimum of **50.00%** in the **project or dissertation**

d) Met any **programme specific requirements** set out in the programme specification.

Your final degree classification is calculated according to the University's regulations for students starting PGT studies after 1 August 2025. A Programme Credit Weighted Average (CWA) of at least 50.00% is required for a Pass classification. Merit requires a Programme CWA of 60.00% or more (or ≥58.00% with sufficient credits at 60.00%+). Distinction requires a Programme CWA of 70.00% or more (or ≥68.00% with sufficient credits at 70.00%+). Please note that accepted mitigating circumstances cannot increase marks.

> **Understanding how your marks contribute to your award is essential for planning your progression and achieving your goals.**

🏛 The University's formal rules on taught postgraduate award and classification are set out in **Senate Regulation 6 (SR6)**. To access these, visit the [Senate Regulations 6 homepage](#) and navigate to the **2025/26 onwards** regulations. A helpful [glossary of SR6 terms](#) is also provided to support your understanding.

ℹ **Need more guidance?** Whether you're looking for definitions, examples, or step-by-step guidance, the [Progression and Award My Workspace site](#) is your go-to hub for everything related to progression, award and classification.

School/Course Prizes: Recognising Outstanding Achievement

These are awarded for outstanding academic achievement.

Referencing and Academic Integrity

Principles of academic integrity apply to the work of everyone at the University, staff and students alike, and reflect the University's commitment to maintaining the highest ethical and academic standards. A key part of this is **acknowledging where and when**, in the process of producing your own work, **you have drawn on the work of others**. In practice, this means that the ideas, data, information, quotations and illustrations you use in assignments, presentations, reports, research projects etc. must be credited to their original author(s). This includes **content generated via artificial intelligence (AI)**; you must only use AI tools when it is explicitly permitted for a particular assessment.

This process of crediting the work of others is achieved through **referencing** (see the section below on *Referencing styles*). **Failure to do this properly** is to risk committing **plagiarism: the repetition or paraphrasing of someone else's work without proper acknowledgement.**

What We Mean By 'Plagiarism', 'Self-Plagiarism' and 'Collusion'

Plagiarism is used as a general term to describe taking and using material authored by another person or persons or generated by a platform (for example the use of artificial intelligence), whether published or unpublished, and presenting them as if they are our own. Examples of **forms of plagiarism** include:

- the **verbatim (word for word) copying** of work, authored by another person or persons or generated by a platform, without appropriate and correctly presented acknowledgement – this includes content generated by artificial intelligence (AI);

- the **close paraphrasing** of another's work or several sources by simply changing a few words or altering the order of presentation, *with or without* appropriate and correctly presented acknowledgement;

- **unacknowledged quotation of phrases** from another's work;

- the **presentation of another's concept as one's own**;

- submitting for assessment work that you have previously submitted for assessment, whether in whole or in part, unless this is expressly permitted. This is defined as **self-plagiarism**.

Collusion is where work is prepared or produced with others but then submitted for assessment as if it were the product of individual effort. Collusion may also encompass a student allowing another individual to copy their work or a student sharing their work or answers with other students or a third party, which may allow another individual to gain an unfair academic advantage.

⚠️ **Unless specifically instructed otherwise, all work you submit for assessment should be your own and must not be work previously submitted for assessment either at Leicester or elsewhere.**

🏛️ **Find out more** about how the University defines academic misconduct in Senate Regulation 11.

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that schools are authorised to apply are defined in the Regulations governing student discipline (see the section *Plagiarism and collusion: School penalties for plagiarism and/or collusion* within **Senate Regulation 11**).

Resources and Advice to Help You Study with Integrity and Avoid Committing Plagiarism

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying.

ⓘ The Centre for Academic Achievement has a range of online resources to help you to develop and demonstrate academic integrity in your assessed work and in your approach to your studies. You can also attend one of its workshops or book a 1-2-1 appointment.

Generative AI (GenAI) Traffic Light System

The University uses a traffic light system to guide students about the permitted use or not of AI within each assessment. The system classifies assessments into three categories:

Red – Generative AI May **Not** Be Used

Amber – Generative AI **May** be Used in Development

Green – Generative AI is a **Required** Component

Look out for the logos and instructions for each assessment Clear instructions will be provided by lecturers and the assessment information will show whether it is graded **Red**, **Amber**, or **Green**.

ⓘ **Go to Academic Skills Online** AI Guidance for practical information on the University of Leicester's Generative AI (GenAI) guidelines so that you can stay within the rules.

Referencing Style

One of the most important practices in ensuring the academic integrity of your work is **proper referencing**. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.

You must **use a consistent referencing style** when referring to books and other publications that you have read for your coursework. Most subject areas have a specific referencing style that you are **required to use**. If you are on a Joint programme, you may find that your subjects use different referencing styles and it is important that you use the correct ones.

[i]   Use the **referencing guides on** [Academic Skills Online](#) to find out which referencing style your school uses and access information and help on each referencing style.

Requirements differ on how to arrange bibliographies (complete list of all reference and other sources at the end of your coursework) and whether references are included within the word count for your coursework – please **refer to any separate guidance** provided on these points.

> [i]   **If you are in any doubt about academic integrity** and what constitutes good practice, ask your **personal/academic tutors** for advice or make an appointment with the [Centre for Academic Achievement](#) for individual advice.

Mitigating Circumstances – Support with Unexpected Issues Affecting Your Assessments

The University defines a mitigating circumstance as a **serious or significant event** affecting your health or personal life that is **beyond your control**. Such circumstances must be severe enough to prevent you from attending (in person or online) completing, or submitting an assessment on time. In these cases the **mitigating circumstances regulations and policy** may apply. These are designed to ensure all students are treated fairly and consistently.

> If personal circumstances affect your ability to undertake an assessment, you must **inform your school promptly** so that we can support you appropriately.

The deadline for **submission of a mitigating circumstances claim** is no later than **7 calendar days** after the assessment deadline. **Supporting evidence** (e.g. a medical certificate) should normally be provided at the time of submission of the mitigating circumstances claim but, if necessary, evidence may be submitted up to 7 working days later. In certain cases, evidence may not be required and **self-certification** may be accepted.

If you submit or attend an assessment on time, you would not normally be eligible to claim mitigating circumstances afterwards. However, if you believe your judgement was impaired when deciding whether you were fit to complete the assessment, you will need to provide **appropriate evidence** to support this part of your claim.

Please note: A mitigating circumstances request will not excuse you from completing the assessment. It is most likely that a successful request may grant you the ability to submit late (without penalty) or to complete the assessment at a later available date. More information about all potential outcomes can be found online.

[🏛]   The University's **mitigating circumstances regulations** can be found in full within **Senate Regulation 7**: Assessment of Taught Programmes. Visit the [Regulations Homepage](#) and navigate from there to Senate Regulation 7 and to the Mitigating Circumstances Policy.

> [i]   **More guidance and support** are available from the University's [Mitigating Circumstances](#) page, including: a short explanatory video and FAQs; instructions on how to make a mitigating circumstances claim (via MyStudentRecord); a breakdown of the information and evidence your claim should contain; details on self-certification and when it can be used; potential outcomes and outcome notification arrangements.

Ethical Approval of Student Projects

An appropriate Research Ethics Committee (REC) must review **all research that involves**:

- human participants, human tissue, material, remains or personal data

- any other types of research that might not involve humans but still raises ethical issues or concerns. For example, the research or results of the research may pose a risk of damage to the environment, or cause political or social tensions/sensitivities or may impact on cultural heritage;

- animals or their tissue.

You can determine which pathway you should take by using the [Research Approval Pathway Flow Chart](#) (PDF). It is highly recommended that you double-check this to prevent any wasted time and effort.

[i] The [Research Governance](#) website contains lots of information and guidance, including:

- how to apply for approvals, including using the [Infonetica System](#)
- how to apply for [Sponsorship](#), should your project involve the NHS and require it
- how to produce [appropriate documentation](#)
- how to [apply for approvals to use animals or animal tissue](#) in your project

Supporting Your Health and Wellbeing

Personal Tutors

> **Personal tutors -** From discussion of academic progress, to friendly advice on personal matters; **personal tutors** are there to provide support, signposting, advice and guidance on an individual level.

Common topics for discussion may include course changes, study progress, module choices, exam results, career opportunities or more personal problems such as accommodation or financial difficulties. Supporting you in your studies is key to the educational approach of the University of Leicester. Your personal tutor will be available on campus and/or online, as appropriate to suit your needs at the time.

The School's personal tutor system operates in accordance with the [Code of Practice on Personal Support for Students](#).

Equality, Diversity and Inclusion

Equal opportunities affecting students may initially be raised with the Head of Course, but students may also wish to contact the Director of Initial Teacher Training, Jenny Bosworth.

Support Services

You can visit the **Support Services Desk** on the third floor of the Students' Union Percy Gee Building to book an appointment with the Accessability, Welfare and Wellbeing support services, as well as visa and immigration support. This desk is open Monday to Friday 9am to 5pm.

Student Wellbeing Service

The **Student Wellbeing Service** is a free, confidential and professional service that offers **wellbeing support for all registered students**. A range of wellbeing support is available to you, including short-term counselling, access to self-help resources and guidance from specialist Mental Health Advisers. There is also dedicated resource to support international students.

[i] **For further information** about our services, please look at our SharePoint page [Your Wellbeing Support](#).

Student Welfare Service

The Student Welfare Service is here to provide practical support throughout your studies. The team consists of advisers who are specialists in providing you with guidance on a range of issues, including financial support.

Report and Support

The Standing Together Team works to tackle unacceptable behaviours and offers support to those affected. They can guide you through reporting options and help coordinate any additional support you may require.

> **If you are affected by any unacceptable behaviours,** you can make a named disclosure on the Report and Support online system. A named disclosure allows the Standing Together team to contact you via email to offer you support as well as exploring any reporting options. You can also leave an anonymous disclosure on Report and Support.

✉ **You can contact** the Standing Together team via email at standingtogether@le.ac.uk if you have any questions relating to Report and Support

ⓘ See also the *Student Conduct* section of this handbook for more information on the University's **commitment to providing a safe and inclusive environment** for every student and staff member.

Help with Managing Your Money

If you have **concerns about managing your money**, advisers can help you consider options that are available for you. This may include accessing additional money from the hardship fund, looking at budgeting or external funding options.

Specific financial support is available for UK Home students – if you have a disability or long-term health condition, if you are a young carer, care leaver, estranged student, mature student, asylum seeker or refugee. There are also a number of bursaries and scholarships available.

In addition to support from our Welfare advisers, you can access free financial advice through Blackbullion, which offers a range of resources for students – including, a budget calculator, online learning activities, and a scholarship search engine.

Part-Time Work Alongside Your Studies

A part-time job can help you gain work experience and develop transferable skills, as well as earning money to support your living costs. Unitemps advertise flexible work that can fit around your studies and other commitments. You can register at www.unitemps.com [external website].

ⓘ **You can find out** lots more information about applying for and working through Unitemps on our My Employment pages.

⚠ If you do decide to take on a part-time job, **don't let it interfere with your studies**. Make sure its hours comply with Senate Regulations and, if applicable, your visa conditions. These rules are in place for your benefit and breaking them has consequences. If you are worried about money, please seek advice from the **Student Welfare Service**. See also the *Help with Managing Your Money* section above.

Registering with a Doctor

We recommend that you **register with a local doctor** (GP) while studying in Leicester – especially if you have a pre-existing health condition or have missed vaccinations for measles, mumps, rubella, or meningitis.

Many students choose to register with the **Victoria Park Health Centre**, as it is located right next to campus and the University works closely with it. However, you can also explore other local doctors and NHS Services.

If you do have a pre-existing medical condition, it helps to have on arrival in Leicester:

- a letter from your current doctor explaining your condition and current treatment

- enough medication to last at least a few weeks, giving you time to register with a local GP

ℹ️ **Useful Contacts and Resources**

Service	Details
Victoria Park Health Centre	Victoria Park Health Centre [*external website*] 203 Victoria Park Road, Leicester LE2 1XD | 0116 215 1105
Find NHS Services Near You	NHS Service Finder [*external website*]
University resources	Register with a doctor | Support and wellbeing

Pregnancy, Maternity, Paternity, Parental Leave and Adoption

We understand that becoming a parent is a significant life event, and the University is committed to supporting students through pregnancy, maternity, paternity, and adoption.

If you're expecting a child or becoming a parent during your studies, you may be entitled to academic adjustments and leave. To ensure you receive the right support at the right time, it's important to inform your Personal Tutor or relevant staff member as early as possible. This allows us to work with you to plan appropriate support, including adjustments to your timetable, assessments, or study arrangements.

ℹ️ **For full details,** please visit the Academic Quality and Standards Policies homepage and navigate to the University's **Policy on Student Pregnancy, Maternity, Paternity, Parental Leave and Adoption**

Chaplaincy

A space for faith, reflection, and support. Our chaplaincy team is here **for students of all religions and none**. Prayer rooms are available across campus for quiet use, and regular events offer opportunities to connect and explore faith.

ℹ️ **Find out more** on the Chaplaincy webpages or you can visit the Chaplaincy in person at The Gatehouse near the Students' Union.

✉️ **Contact** Chaplaincy@le.ac.uk \| follow us on Instagram or Facebook

Careers and Employability

As a postgraduate student, you might be wanting to progress your career or even change your career path. The **Careers & Employability Service** is here to help you achieve your career goal.

You will have access to expert and friendly advice and guidance, digital career development resources, a range of experience options, and support specifically designed for postgraduate students.

Pop into our '**Career Hub**' located in the Library, to discuss what type of support is right for you.

📊 **Graduate Outcomes Survey**

Everyone who completes a higher education course is invited to take part in the Graduate Outcomes Survey 15 months after completing their course. It's the UK's largest annual social survey; capturing insights into whether you're in employment, have continued with further study, or are doing something else – and to what extent your qualification played a part.

ℹ️ **Find out more** about our **Careers & Employability support** at www.le.ac.uk/careers

✉️ **Get in touch** with the Careers & Employability Service by emailing careerhelp@leicester.ac.uk
Follow us on Instagram @LeicesterCareers and TikTok @Leicester.Careers

Student Voice: Giving Us Your Feedback

💬 Throughout the year the University will ask you for feedback on your course, the Students' Union and your wider experience. **Your voice helps shape real improvements.**

Student feedback has led to changes such as increased library resources, access to past papers and marking schemes, more revision sessions, and additional careers workshops. You have three main ways to share your feedback:

Your Course

1. **Talk to a member of staff –** studying at Leicester should be enjoyable and intellectually stimulating. If you have any comments or concerns about your course, speak to your lecturers or seminar leads.

2. **Student Module Feedback.** You'll be invited to provide feedback throughout your course the University's [Student Surveys Portal](#) [external site]. Each module will appear in the portal with a link to an online survey, typically near the end of the module. You will also have an opportunity to complete a mid-module temperature check (via means chosen by your school). show in this portal with a link to an online survey you can complete. The feedback period is usually done at the end of each module.

3. **School Student Staff Committee.** Each school has a committee where students and staff discuss teaching and learning. Share your feedback through your Academic Rep or attend a meeting. You can [find your academic rep](#) on the Students' Union website.

Student Experience Surveys

All students are invited annually to take part in University-wide surveys, including Leicester's **Student Academic Experience Survey**.

In your final year, you will be asked to complete the [National Student Survey (NSS)](#) [external website], an independent national survey. The NSS collects feedback about your overall experience and helps future students compare courses and universities.

Complaints and Academic Appeals Procedures

The University has robust systems in place governing the quality and standards of its degree programmes and your experience as a student here. We are confident that, like the vast majority of students here, you will enjoy and be satisfied with your overall experience.

In most instances, your school will be able to resolve any issues that do occur but we recognise that this will not always be possible. For this reason, the University has formal [complaints and academic appeal procedures](#) that are available to students.

Academic Appeal

An academic appeal allows you in certain circumstances to ask for a review of a decision relating to your academic progress or your final award. You can only submit an appeal after you have received official confirmation of the decision of a Board of Examiners, or other relevant academic body.

⚠️ **An academic appeal cannot alter academic thresholds.** This means it cannot excuse you from completing an assessment, increase your marks, waive progression requirements, or raise your degree classification if you do not meet the criteria for the higher classification. However, an appeal may offer you the chance to achieve thresholds – for example, by allowing another attempt at an assessment or a repeat period of study, depending upon your circumstances. **Further details on** [possible appeal outcomes](#) can be found in our online guide.

ℹ️ **Consult the** [Academic Appeals](#) online guidance for more information about academic appeals procedures

Complaints

If you have a complaint about teaching or supervision or other circumstances that relate to the delivery of your course then these should be raised as a complaint with your school at the earliest opportunity and, if necessary, subsequently through the formal complaints procedure.

| i | **Consult the** Complaints online guidance for more information about complaints procedures

> 🏛 Guidance about the complaints and appeals procedures should be read in conjunction with the University's **Regulations governing student appeals** (Senate Regulation 10) and **Regulations governing student complaints** (Senate Regulation 12) – these can be found via the Senate Regulations homepage.

Complaints