

STUDY SKILLS HANDBOOK

BA Primary Education with QTS

**THE SOUTH WEST WALES CENTRE OF
TEACHER EDUCATION**

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1. AIMS AND EXPECTATIONS

The aim of the Study Skills Handbook is to provide you with guidance on the academic skills needed for success during your teacher training programme of study.

To get the most out of your course it is important that you:

- ✓ attend all sessions
- ✓ prepare for tutorials and seminars
- ✓ participate in question-and-answer sessions
- ✓ undertake directed tasks
- ✓ work collaboratively with others
- ✓ learn to manage your time and balance your academic studies with other aspects of your life
- ✓ attend field visits
- ✓ evaluate and use a wide range of information sources
- ✓ learn to produce essays and reports that meet the required standard
- ✓ take full advantage of a virtual learning environment including the Moodle system
- ✓ prepare for and take examinations
- ✓ reflect on your current academic skills and identify an appropriate action plan
- ✓ **above all, conduct yourself in a professional manner**
- ✓ **do not expect lecturers to be in their office when you turn up without an appointment. They are busy people teaching other groups, marking, making school visits, researching, and preparing. You are strongly advised to make an appointment.**

The key documents which will tell you about details and procedures for this programme are:

-  The Study Skills Handbook
-  The SWWCTE Reference Guidance Handbook
-  University Regulations: Student Guide
-  Programme of Study Handbook
-  Module Handbook

You will soon realize that the programme has been designed to encourage you to demonstrate growing independence and responsibility for your own learning. For example, there are opportunities for you to undertake problem-based learning tasks away from the University environment.

2. BECOMING AN INDEPENDENT LEARNER

During your time in the South West Wales Centre of Teacher Education (SWWCTE) you will develop your skills as an independent learner. But what does it mean to be an independent learner?

✎ Complete the questionnaire at the end of this Handbook on independent learning styles (see Appendix D).

Independent learners are motivated to learn. They accept responsibility for their own learning and have the confidence to approach others for help if they need it. Independent learners manage their learning processes effectively.

This includes:

- ☐ identifying what they want to learn, for example, reading the learning outcomes in the modules
 - ☐ identifying how they are going to learn, for example, individual study, working with a friend, asking for help
 - ☐ managing time, stress, other commitments
 - ☐ using a wide range of learning opportunities and resources, for example, using appropriate printed and electronic sources
 - ☐ adapting the learning process to make use of new opportunities.
- ✎ Ongoing task: read through the learning outcomes at the start of each module and make a note of any that you would like the tutor to explain further. Ask the tutor to go over these at the start of the module.
- ✎ Consider the following learning outcomes for a Year 1 module. Can you explain these to a friend in your own words?

LEARNING OUTCOMES FOR MODULE ITSP4002

By the end of this module trainees should be able to:

- demonstrate an understanding of the complex nature of learning and of factors promoting effective learning experiences;
- demonstrate an understanding of what is meant by a 'learning environment' and how this impacts on children's development;
- identify and explain the significance of some key theories of learning;
- explore and evaluate strategies used by practitioners to monitor and assess learning;
- organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

Independent learners are able to monitor and reflect critically on how and what they learn. Through this they develop an awareness that helps them to learn with increasing effectiveness. They also demonstrate a more questioning attitude to what they are learning. The last point is an important one. To achieve a high class degree, you will need to demonstrate your ability to think critically. You are not expected to accept passively the ideas and concepts presented by your tutor. Learning is an active process and you are expected to engage in it during seminars, tutorials and private study sessions.

3. SOURCES OF HELP

Your personal tutor will usually arrange to meet with you at least once a term. The main focus for this meeting will be to discuss your **professional development profile** (see also section 15).

 Task: complete the following

Personal tutor:

Name:

Phone number:

Office location:

E-mail:

Read Section 8 of the University Regulations

- What is the role of the personal tutor system?
- What is the Code of Practice that tutors should follow?
- What is the range of student services available to you?

STUDENT SUPPORT SERVICES

Student support services offer advice and support to students on a range of issues.

3.1 Study Support – Finding and Using Information

Need help with planning, researching, structuring, writing and referencing your assignments?

Contact the Information Desk at Student Services or call 01267 676830 for information on Study Skills Support sessions being run during term-time. Information will also be available on the Student Services Moodle site.

3.2 Learning Support - Dyslexia and other Specific Learning Difficulties

Location: Learning Support Office
Student Services, Canolfan Myddfai
Open: Mon – Fri
Tel: (01267) 676947

Support for students with Specific Learning Difficulties is available. This includes screening, initial assessment, one-to-one tuition, adjustments to examination arrangements, and IT training. Where possible, help can be provided regarding suitable funding to provide equipment and other support relevant to your particular needs. Please contact the Additional Needs office to arrange an appointment to see the appropriate member of staff.



For further information see the University Regulations : Student Guide

4. APPROACHES TO LEARNING AND TEACHING

At Trinity Saint David, you will experience a number of different approaches to learning and teaching.

Typically these will include:

- ☐ Lectures
- ☐ Seminars
- ☐ Group activities
- ☐ Tutorials
- ☐ Online activities
- ☐ PBL
- ☐ Independent research.

Lectures

In lectures you are likely to be in a large group of students listening to a member of staff (tutor or lecturer) giving a talk on a specific topic. Sometimes you will be in your professional group (between 15-30 students). On other occasions, the lecture may be directed at the whole cohort.

Lectures are often used to provide an overview of a subject and to identify key themes and issues. The lecturer will normally use audio visual aids or provide a handout to identify the key points. There may be opportunities to ask questions. During a lecture you will normally make notes.

Seminars

In the programme you will have to deliver seminar presentations. For example, in module **ITPP4001** you will be required to give a small group seminar presentation in response to the question *what makes an outstanding teacher?* But what is a seminar?

Seminars involve smaller groups of students coming together with a tutor. Seminars normally focus on a particular topic and issue related to the module that you are studying. You may be asked to prepare for the seminar by reading a particular article or book, working on a case study, or by making a short presentation to the group. In your degree programme the words 'seminar presentation' refers to a presentation to an audience, usually comprising other students and staff. These are usually video-recorded for moderating purposes.

Seminars are very important as they give you the opportunity to discuss and debate ideas with your tutor and peers. If you prepare for seminars by reading the relevant information sources, then you will find it easier to become an active participant.

You may find the following points (from Southampton University) useful in designing and giving a seminar presentation:

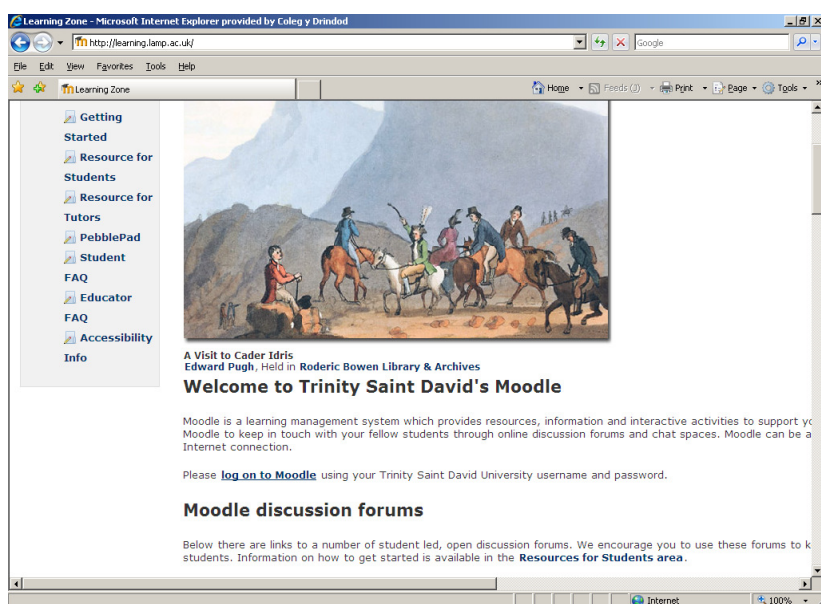
- 1 A seminar presentation is a means of **communication with a specific audience** (in the case of seminar presentations, with your fellow students). It is NOT a monologue, delivered to a lecturer, to prove to him/her that you've done your homework.
- 2 A seminar presentation is an oral presentation. **It is not a written essay that is simply read out from paper** [We would add here that you should take care not to simply read out from Powerpoint slides]. If you don't feel confident enough to speak completely freely, which would be ideal, then use notes/bullet points on prompt cards. Make sure that your presentation uses English as it is spoken (so no longwinded sentences of the kind that you are likely to read), but also that the language fits the occasion (so: neither too formal, nor too casual).
- 3 **Speak in a lively and engaged way**, so that you avoid monotonous delivery. If you give the impression that you are not particularly interested in your subject, no one else will be either (particularly if the session is early in the morning or late in the day). If in a large room, try to project your presentation, that is: speak loudly enough.
- 4 **Don't speak too quickly**, but keep your pace with your audience and allow your material to 'sink in'.
- 5 Make frequent **eye contact** with your fellow students. Address them as your audience - not just the lecturer.
- 6 If at all possible, stand up while giving your presentation; if you prefer to sit down, try not to look down too much, or hide behind your notes. Choose a seat where you face your audience, rather than blend into it.
- 7 At the beginning of your presentation, outline in a few words the **aims of your presentation**. When doing a joint presentation, the first speaker should explain how the different parts will work together. It is therefore absolutely essential that you co-ordinate your part of the presentation with your co-presenters in advance, so that you avoid overlaps, or an overall disjointed presentation.
- 8 **Distribute a prepared handout**. This handout should give a run down of your presentation, preferably numbered or in bullet points, and it should have a title. In any case it should be structured, and easy to read/follow. A handout is NOT identical with your notes, but a condensation of your presentation, so don't have more than one to two A4 pages. Use illustrations only if they relate to your argument or if you refer to them.
- 9 If you use (particularly lengthy) quotations from secondary sources, print them in full on your handout, as your audience will find it easier to follow them than if you just recite them. When you come to these quotes in your presentation, tell your audience they can find them on their handout.
- 10 Also list on your handout all names and specific terms you mention in your presentation, particularly those that your audience may find difficult to note down without seeing them spelt out (i.e. foreign names, words, etc.).



See also section 5 below

Online activities

The Centre and University use the Moodle system as the main means of communicating information quickly and accurately. For example, changes to lectures, notices of visits and updates on assignment guidelines. It is important therefore for you view the Moodle site on a regular basis – **we recommend that you do this daily.**



The Moodle system allows you to discuss course issues in forums. It is important that you do so in a professional manner, for example by avoiding personal criticism. Online assessment tasks may also feature in modules.

Tutorials

Tutorials are meetings between you, other students and your tutor. The focus of these meetings may be specific academic issues, for example, feedback on an assignment, or they may be about more general matters such as module choices.

Group activities



Read the policy on group assessment – see Appendix B.

In some modules you may be asked to undertake a group activity, such as working together at a field location to produce a teaching resource. The principle behind group assessment activities is to give you

some experience in being part of, or perhaps leading, a team. It provides opportunities for you to develop and demonstrate transferable skills such as communication, negotiation, participation, compromise, decision-making, and obviously teamwork.

This is an important part of the learning process as it enables you to get to know each other, learn more about a particular subject learn from each other and also develop your team working skills. The ability to work in teams is an important skill for you to develop as intending teachers.

Problem Based Learning

Problem Based Learning (PBL) features strongly within the programme. The philosophy of PBL is explained at the start of Year 1 (**ITPP4001**) and you will be given clear guidelines on what is expected when working in teams. You will have opportunities to work collaboratively on module assignments including collating evidence and presenting findings. These team skills are essential to the teaching profession.

✍ Things to consider:

1. How do I learn best?
2. Why is it important as a prospective teacher to learn to work together in teams?
3. What happens if we feel someone is not doing their fair share?
4. Is PBL an 'easy option'?
5. Is it fair to be assessed as a group?

When working in groups, you must all keep a record/diary of your meetings – module coordinators will explain this to you.

📖 Task: Visit this starter website and take notes on PBL as an approach to learning:

<http://www.studygs.net/pbl.htm>

5. PREPARING A PRESENTATION

Presentation skills are important as presentations are frequently used during in-service training courses. One day you may be asked to lead on these. Moreover, at interview sometimes you may be asked to give a brief presentation.

One of the major dangers is 'death by Powerpoint'. A few years ago Powerpoint was the way of presenting information. But the danger of reading through text-heavy slides is something which you need to be aware of at the start of your course. Technology is constantly changing; in a few years time, the accusation of 'death by OPUS' may be made. The key point when deciding on the use of ICT is appropriateness. Bear in mind that the common criterion for seminars is as follows:

Common seminar criteria

Knowledge and Understanding - 30%

Intellectual skills - 30%

Pedagogic applications - 30%

Key/transferable skills - 10%

This makes it clear that the use of Powerpoint is not a criterion in itself. Rather, the quality of communication skills and the use of ICT (as a seminar resource) are noted as key criteria. Bear this mind when preparing your seminars.

Analysing the presentation

It is useful to raise questions when preparing a seminar. For example:

- Who is the audience?
- What is the objective of the presentation?
- What is the topic?
- How long is the presentation?

6. PLANNING YOUR STUDIES

You will receive your timetable that will identify your contact hours (in terms of lectures and seminars). But you may find it helpful to complete the following type of chart to include notional hours (that is, time for directed learning tasks away from the lecture room) and to identify:

- ☐ the times you will be attending taught sessions
- ☐ times you will be able to study (from printed materials)
- ☐ best times for you to use a computer (at home, work or at the university)

	Morning	Afternoon	Evening	Night
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

7. KEY FACTORS IN MANAGING YOUR TIME

When you start teaching you will realize how important it is to be good at time management. Good time management is about being able to identify what you need to do and then to set priorities. When you are thinking about time management you need to consider activities such as:

- Attendance at lectures and seminars.
- Independent study.
- Time for accessing resources and materials, for example, information searching, visiting the library.
- Paid employment or voluntary work.
- Sports and social activities.
- Personal and family time.

The following factors are all useful tips to becoming an effective time manager:

Identifying goals

- The first step is to identify short term and long term goals.

Getting organised

- Buy and use a diary or wall planner – whichever you prefer.
- Keep a to-do list – daily, weekly, for the term.
- Organise your study space.
- Make sure you have the right equipment and stationery.

Set up and organise simple filing systems

- Invest time in learning how to use a computer.
- Invest time in learning how to access and use information sources.
- Identify useful support and help services within the university.

Sort out key documents and information

- Make sure you have your module handbooks.
- Identify key dates, including examination dates or submission dates for assignments. Make a note in your diary of all such dates, or put them all onto your wall planner.

Produce a work schedule

- Many people find it helpful to work backwards from key dates and to work out a schedule of study times.

Keep up-to-date

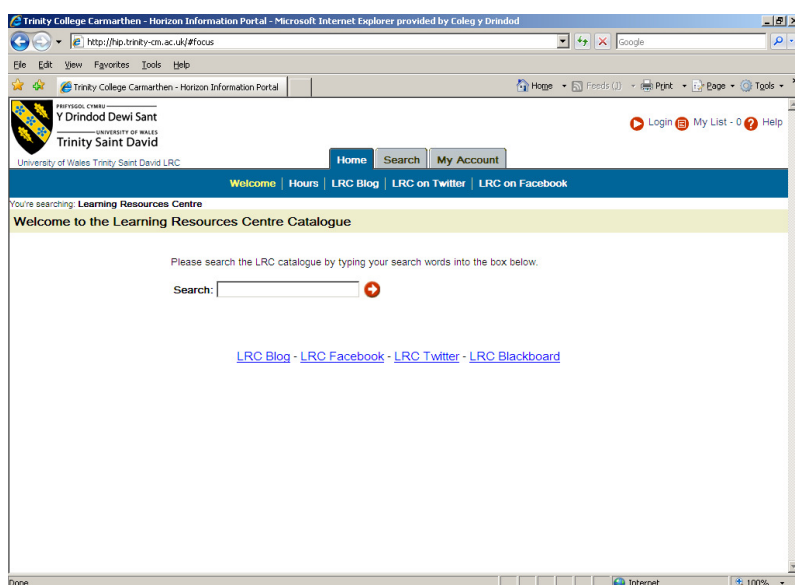
- Check your university email address, Moodle, notice board etc. on a regular basis for any changes to teaching timetable, assessment submission dates etc.

REMEMBER: It is up to you to keep up-to-date – your lecturers and the administrative support staff do not have the time to track you down to give you specific information personally.

8. USING INFORMATION SOURCES

We have noticed in recent years a growing trend among students to use the Internet as their first port of call when researching for assignments. While the Internet is a key source, it is important that you also learn to consult academic books and journals, as well as printed pedagogic materials. The Learning Resource Centre holds a good range of journals that you should consult.

Make full use of the online catalogues, especially HIP, when searching for texts and journals.



To do well at Trinity Saint David, you will need to develop advanced information skills so that you can identify and use reliable and credible academic information sources. Effective searching involves more skills than the ability to use Google or another search engine.

You need to be aware of the provenance, reliability, authority and background of particular web pages. You should also be aware that web based resources can change through time. You should always include the date that you have consulted a particular web page as well as the actual address and author/publisher if this appropriate.

For further help with Information Literacy consult <http://novemberlearning.com/> and look for "Free information literacy resources".

In the SWWCTE trainees are free to consult Wikipedia as one of the most powerful instruments for opening knowledge that the Internet has yet produced. But it is not a one-stop-shop for reliable knowledge. Rather than merely quoting from this source, quite often a better way forward is to use it to lead on to other more reliable web links that are more readily verifiable.

Checklist for evaluating information sources

Key questions to consider:

- ☐ Can you trust this source? Is it reliable?
- ☐ Is it credible in the context of academic study and research?
- ☐ Who is the intended audience?
- ☐ Is the information accurate?
- ☐ What evidence is it based on?
- ☐ How up-to-date is the information?
- ☐ Does the information source repeat information available in other reputable sources?
- ☐ What topics are covered? Are there any omissions?
- ☐ Is coverage of the material superficial or thorough?
- ☐ Are the explanations and arguments logical and coherent?
- ☐ Have any steps or discussion points been omitted?
- ☐ Are there any other interpretations of this data?
- ☐ What assumptions are made in this work?
- ☐ Does the author identify the weaknesses in their work?
- ☐ Who is the author? What is the author's background? Is the author a credible source?
- ☐ Who has sponsored the information resource? Is this likely to result in bias in the information?

Making notes

It is usually impracticable to try and copy all the information presented to you during a lecture. Instead, listen to what the lecturer is saying, read any overheads presented, and make notes from your understanding, that is, a summary, the key points, or details about the original source.

Think about why you are making notes:

- ☐ Do you want an overview of the subject?
- ☐ Do you want to record extremely detailed information?
- ☐ Will you be sharing your notes with a friend?
- ☐ Are you looking for a specific piece of information?

This is important as it will affect how you make notes. There are different ways of making notes:

- ☐ List main headings and topics – keyword notes.
- ☐ Draw a Mind Map or spider diagram.
- ☐ Copy out specific details, for example, a quotation from a book, or factual information.

Different people make notes in different ways. Do not be distracted during a lecture by people making different types of notes to you – everyone develops their own style. What is important is that you find and use a method that works for you.

Advice on how to make notes

- ☐ start with background details, for example, lecture notes should include the module title, the date, the title of the lecture, and the lecturer.
- ☐ Make sure you can read your notes.
- ☐ Only use one side of the paper. This makes it easier to organise your notes for planning or revision.
- ☐ Leave spaces for additional notes or comments.
- ☐ Use arrows, symbols, diagrams. This will speed up the note-making process.
- ☐ To help avoid unintentional plagiarism make notes in your own words. Avoid copying word-for-word when making notes from books, journals, or the Internet.
- ☐ Use highlighter pens or a colour-coding scheme to distinguish different sections of notes.
- ☐ Notes should be concise, clear and consistent.
- ☐ Review your notes.
- ☐ File your notes – be organised. It is no good discovering two months later that you have lost them.

9. REFERENCING YOUR NOTES AND PLAGIARISM

It is very important to keep full details of the information sources you use when making notes. You will need to include this information in your list of references. If you do not include this information in your assessed work then you may find that you fall foul of the Unfair Practice regulations.

You should also keep your notes after you submit your work. They may be helpful in your defence of an accusation of plagiarism is made against you. In addition, you may find them helpful for revision as well as other learning and teaching activities.

For further information about plagiarism, see the University Regulations : Student Guide. The SWWCTE uses Turnitin to identify any plagiarised content in written assignments. In order to help you to check your own work before submitting it, training will be provided on how you can use Turnitin on the Moodle system.

QUOTING/CITING REFERENCES

Please refer to the ***SWWCTE Reference Guidance Handbook*** for details and examples.

You are advised to keep a record of all the items and the basic information needed is that which will allow your reader to find the original to which you refer.

You may use **footnotes or endnotes** in your work. But be careful not to over-use these. If you do use footnotes, aim to keep them to less than 5 per page. Footnotes should appear in Times New Roman or Arial font but at a reduced size of 10 (rather than 11 or 12 in the main body).¹

Abbreviations

The following table explains the common abbreviations that can be used in your references (footnotes/endnotes). You should **not** use these abbreviations in the body of academic writing. They should be written out in full.

abr.	abridged
app.	appendix
c.	circa. About a certain date (c. AD 500)
cf.	confer. This means compare.
ch.	Chapter

¹ See Burton, T. *The value of learning styles*, Oxford: Blackwell, 2008, pp.388-419.

chaps.	chapters
col.	Column
cols.	Columns
diss.	Dissertation (Masters/PhD.)
e.g.	Exempli gratia. This means 'for example'.
ed.	Editor
eds.	Editors
esp.	especially
et al.	(et alii. Aliae, or alia) Meaning: 'And others'. Used especially to avoid giving a list of authors in full.
et seq.	(et sequens) This means 'and the following'. Used in reference to page numbers.
etc.	(et cetera) And so forth.
f.	following. For example 6f means page 6 and the following page.
ff.	as with f above but plural. For example 6ff means page 6 and the following pages.
fig.	figure (diagram)
figs.	figures
fn.	footnote
i.e.	(id est) that is
ibid.	Ibidem, meaning: 'In the same place; in the same book, chapter, passage' etc. Use to avoid the repetition of reference. Alternatively abbreviated to Ib.
inf.	(infra) below: refers to a section yet to come.
loc.cit.	(loc citato) at the place quoted.
ms.	manuscript
mss.	manuscripts
n.	note
op. cit.	opus citatum - the work quoted, or opere citatum – in the work quoted. Used as an alternative to Ibid. Either use one or the other consistently throughout a single piece of writing.
p.	page
para.	paragraph
paras.	paragraphs
passim	A Latin word, used chiefly after the name of a book or author, to indicate the occurrence of something in various places throughout the book or writings.
pp.	pages
q.v.	(quod vide) literally 'which see'. This refers the reader to look up a point or topic elsewhere in the same book.
sic	(thus, in this way) This is a literary device to make it clear that a number, word or form of words is correctly quoted, even though it is unexpected. Sic (pronounced 'sick') is placed in brackets immediately after the words in question. Occasionally, if rarely, sic may be justified to inform readers that particular words were actually used and are not a misprint.
supra	above
trans.	Translator, translated by.
viz.	(videlicet) Namely, or 'in other words'.
vol.	Volume

Source: http://www.tcd.ie/disability/services/academic_support/essay_writing_skills/

10. READING TECHNIQUES

There are a number of different approaches to reading.

Scanning - involves looking at the item to decide whether or not it is relevant. Check the introduction, conclusions, contents pages, look at pictures and diagrams, and the index. This means you can quickly assess the content and decide whether or not it is relevant for your purpose.

Skimming - enables you to identify specific information that may be useful to you. Skimming involves using the index to check the contents of the information sources and then surfing through specific sections or chapters.

Deep reading - involves reading whole sections, chapters or a complete book and is an active process. You may be making notes or a mind map. As you are reading you may be thinking about how your findings relate to a question raised in a tutorial session or in an assignment. If you are reading your own materials you may mark relevant passages with a highlight pen or post-it notes. But you should never make any marks on library materials.

Critical reading - involves evaluating the information source and criticising it. You may want to compare it with the work of other authors, assess the methodology, or criticise it in the light of your own experiences. Critical reading is time consuming and it is worth spending time developing this approach to reading – students who are critical readers often do well in assignments!

STRATEGIES FOR EFFECTIVE READING:

Here are strategies that will help you develop your academic reading skills.

- ☐ Be active. Think about why you are reading and what you want to gain for the information source.
- ☐ Choose the right time. You might find that you are more alert during the morning and that, by evening, your attention span is short. Read at times when you are most alert. If you are not in the mood for actively reading something - do not do it. Place the book to one side and tackle another task until you feel ready to read the material more effectively.
- ☐ Work in the right environment. You should be somewhere quiet where you feel comfortable. Choose a place where you will not be interrupted. Make sure that you are able to make good notes during the reading process.
- ☐ Reduce distractions. Turn off the television and your mobile telephone.

- Be selective. Do not think that you should read everything in depth. Time will not allow you scope to approach in this way every book, journal, newspaper, or lecture hand-out that you will see during your period of study.
- Don't be afraid to experiment. Pick a journal article and read it, adopting each of the techniques to demonstrate to yourself what can be achieved from each strategy and if, in fact, there was much more to be gained from a more detailed reading than a skimmed reading.
- Use a wide range of sources. Relevant sources may include: friends or members of staff, watching a relevant television programme, keeping up to date with current affairs information, printed books and journals, resources on the Internet, market research reports, company annual reports, etc.

11. GUIDANCE ON WRITING ESSAYS

We appreciate that some of you may be a bit 'rusty' when it comes to writing essays. Bear in mind that a good, well-ordered, easy to read, logical essay should comprise the following components:

11.1 Introduction

The introduction should state your interpretation of the title and demonstrate that you understand it by outlining the way in which you intend to answer it. It should prepare the reader for what will follow. It helps to create interest in the reader if the first sentence or two has vitality, intrigue, or a specific point of reference.

11.2 Main body of essay

The main body forms the substance of a piece of work. It will present your arguments with supporting evidence that you have prepared in response to the question that was set. Ensure that each paragraph makes a specific and necessary point, usually with the first line of each paragraph presenting the point that you intend to discuss within that paragraph.

Your essay must flow from one paragraph to another and use linking comments to provide continuity between the paragraphs. Maintain a clear focus and be careful not to digress from the particular topic under discussion. It is important to ensure that you provide evidence to justify your claims. It is a good idea to include a few short quotations to support your findings and these also demonstrate your use of different information sources. Providing relevant examples that illustrate the points you make can bring your writing to life and show that you understand your material.

11.3 Conclusion

The conclusion should provide a summary of the key ideas or issues, and your concluding thoughts that either answer or respond to the main question. Your conclusion should not include new ideas or evidence. Similar to the introduction, it helps if the conclusion is not repetitive but gives a reflective overview of the issues discussed and ends with a snappy sentence or two that maintains the marker's interest to the very end.

11.4 Bibliography

A bibliography is a list of items that you have used to help you prepare your assignment.

12. WRITING DISSERTATIONS/LONG REPORTS

In Year 3 you will have the opportunity to submit a 6000-word research-based extended essay. The aim of this module is to develop your skills in researching, reflecting upon, and analysing an area of professional interest relating to teaching in the primary school.

The SWWCTE's recommended format of the dissertation should be as follows:

- ☐ Title
- ☐ Acknowledgements
- ☐ Abstract (a brief summary of the work – no more than e.g. a single page of A4)
- ☐ Contents page
- ☐ Introduction (statement of what you were asked to investigate, by whom, your aims and objectives)
- ☐ Literature Review (synthesis of key readings in the chosen subject field)
- ☐ Methodology (what you did to gather facts, sources of information used, methodology of research)
- ☐ Findings/Results (report your findings, discussion and analysis - use tables/graphic illustrations if necessary)
- ☐ Conclusions / Recommendations (the main points for consideration drawn from your findings, do your findings prove or disprove your hypothesis?)
- ☐ Date / Signature
- ☐ Appendix
- ☐ List of references/bibliography

You should not deviate from this structure unless you have had express permission from the Module Co-ordinator.

13. PRESENTING YOUR WORK

The SWWCTE 'House style' is set out in this section. You should follow this whenever submitting assignments.

SWWCTE requirements when submitting assignments

1. All trainees **MUST** submit a self-assessment checklist for each assignment (see appendix F of the *Study Skills Handbook*). Make sure you tick off each element that you have completed.
2. All trainees **MUST** include a completed copy of the marking sheet for each assignment. The sheet is presented in the *Assessment task and guidance* section of each module handbook (an e-version of all module handbooks will be available on Moodle).
3. All trainees **MUST** place their student number on the sheet and also complete the personal targets component of the sheet for every assignment.
4. When submitting work **please ensure that it is presented securely e.g. in a zip folder or button file that can be closed**. If there are different elements being submitted on the same submission date please make sure that they are physically connected and "secure", and if possible in one folder. An electronic version **MUST** also be included (CD rom, pen drive etc). It is the responsibility of trainees to retain copies of their work.
5. All trainees **MUST** ensure that there is a correct student number on each page of their work and on any item (no matter how small) that they include as part of an assessment. CD roms **MUST** be marked in permanent pen with the student number, the module and any relevant assignment title.
6. All trainees **MUST** include the correct submission slip including their student number, the **CORRECT** module code and the **CORRECT** name for the Module Co-ordinator (these can be found in each module handbook).
7. All CDs included as part of the assessment **MUST** be checked for content by the trainees themselves – the trainees are **fully responsible** for ensuring that this content is present and is saved correctly.
8. Each printed page submitted **MUST** meet the SWWCTE specifications (e.g. paragraphing, line spacing etc) listed in this *Study Skills Handbook*.

You should always check with the Module Co-ordinator for any other specific requirements.

14. ASSESSING YOUR WORK

Tutors follow the Centre's Marking Policy (see Appendix C)

Read Section 6 of the University Regulations

Assessment is undertaken with common criteria in mind, weighted as follows:

- ☐ Knowledge and Understanding (30%)
- ☐ Intellectual Skills (30%)
- ☐ Pedagogic Applications (30%)
- ☐ Key Transferable Skills (10%).

At the start of each module, you will be provided with:

- A copy of the assessment task/s and the percentage weighting;
- Clear assessment criteria linked to the learning outcomes of the module;
- Some additional guidance material and/or task details;
- The date for submission.

 Task: use the blank table in Appendix E to complete the submission dates for your modules.

When marking work, tutors use the following terms:

1 st	excellent	70+
2:1	very good	60-69
2:2	good	50-59
3	satisfactory	40-49
Marginal fail	weak	35-39
Fail	poor	less than 35

Additional note on marking language use (spelling, punctuation, use of paragraphs etc)

When considering the quality of language use, please note that tutors will mark only TWO pages of any assignment in detail. This does not mean that tutors will ignore all the other pages, but they will focus in on two pages at random. When you receive your work back, these will be indicated by an asterisk (*) at the top of the page.

 Read the assessment policies (see Appendices B-C)

- Why is group assessment important?
- What are some of the problems that may arise?
- How can these be overcome?
- How is language assessed?

Following marking and assessment, you will receive:

- A Marking Sheet which will include details of marks and written feed-back. This will also include suggestions for improvement.
- Opportunities to discuss your attainment with the module tutor – arrangement by appointment.

Please note that if you are following your course through Welsh, you will be required to submit your work in Welsh. Failure to do so may require re-submission.

15. PROFESSIONAL DEVELOPMENT PROFILE (PDP)

This document is designed to furnish evidence for your achievement of the standards for qualified teacher status. It contains two parts: (1) an overview of the standards in which you make brief notes for each standard (2) a record of evidence in which you include examples of your best practice for achieving these standards. The profile will form part of your module assessments in some cases and will also be taken into account when making a judgment about your overall engagement with the SWWCTE requirements for meeting the QTS Standards (see **Appendix A**).

Training to help you to begin to develop your PDP using an online interface called Pebble Pad will be offered at the beginning of the degree programme. You will be required to update your PDP on a regular basis and a personal tutor/ learning mentor will be assigned to you to engage in occasional online discussions about your record of evidence and possible personal development avenues for you to explore in the light of this. The rules of engagement with regard to online discussions with tutors in this context will be explained to you at the beginning of the degree programme.

We recognise that it is the outcome of the education and training process for each trainee, **and that means you**, that must drive our own engagement with how best to improve the SWWCTE provision and support for all trainee teachers on this programme. In this respect programme design, delivery and support should aim to develop in response to your individual needs as much as is logistically possible. In this way it is expected that you will be able to recognise the significance of the targeted support offered by the Centre that has allowed you an opportunity to **achieve to the best of your ability** in your engagement with the incremental challenge presented in academic and professional teaching experiences over the three years of the degree.

As indicated above, to facilitate this need for you to engage in personal professional development in the light of academic and professional advice during the lifetime of the degree programme an online process of tracking your engagement with the course, related directly to the teaching standards and the PDP will be used. For example, tutor feedback on an assignment or formative feedback offered during professional teaching experiences can be logged, discussed and aspects relating to the standards targeted for you to develop in particular areas that are agreed.

In this respect you are expected to take personal responsibility for taking advantage of the advice offered by your tutors and school mentors and to recognise the opportunity to improve and develop as a reflective practitioner in your own right.

It is intended that this process will serve as a means to develop further a **trainee culture of critical reflection for personal professional development**. In this respect also it is intended that this focussed approach to discussing formative advice will help to foster your own sense of self efficacy as you develop

into independent learners able to reflect critically upon your own personal professional development requirements through the lifetime of the programme and beyond this into the teaching profession.

✍ Ongoing task: you should regularly update your PDP, for example on receipt of assignment assessment feedback and especially in the pre- and post- teaching practice meetings and before a meeting or an online discussion with your personal tutor/ learning mentor.

16. USEFUL REFERENCES

These references are available in the Learning Resource Centre:

Cottrell, S. (2005) *Critical thinking skills: developing effective analysis and argument*. Hampshire: Palgrave Macmillan.

Judge, B., Jones, P. and McCreery, E. (2009) *Critical Thinking Skills for Education Students*. Exeter: Learning Matters.

Sharp, J. (2009) *Success with your Education Research Project*. Exeter: Learning Matters.

Soles, D. (2005) *The academic essay: how to plan, draft, write and revise*. Taunton: Studymates.

Warburton, N. (2006) *The basics of essay writing*. London: Routledge.

Key websites

Study tips to achieve results at:

www.cuv.org.uk/documents/STAR%20booklet%20english.pdf

Welsh language pages at:

www.cuv.org.uk/documents/STAR%20insides%20WELSH.pdf

www.open.ac.uk/skillsforstudy

<http://www.writing.utoronto.ca/advice>

<http://owl.english.purdue.edu/handouts/interact/index.html>

If there is anything you think should be added to this guidance – or anything that you do not think is explained clearly enough – please let staff know. We always welcome feedback and appreciate trainees' comments.

Appendix A

MEETING THE QUALIFIED TEACHER STANDARDS (QTS)

The QTS expectations for the BA Primary Education with QTS programme reflect the requirement for trainees to demonstrate a personal responsibility to engage with the professional requirements that apply more generally to the teaching profession. All University based and Professional Teaching Experiences modules of the degree programme reference to the professional teaching standards outlined in *Becoming a Qualified Teacher: Handbook of Guidance* - Welsh Assembly Government (WAG) Circular No: 017/2009. In this respect, the professional standards are addressed directly in the process of formal assessment.

In addition, the BA Primary Education with QTS programme requires trainees to demonstrate professional interest, application and development in a personal reflection upon their engagement with the standards in the generation of a professional development profile (PDP) over the lifetime of the degree. The PDP therefore represents a record of evidence referenced to the professional standards for each trainee.

The WAG *Handbook of Guidance* includes specific reference to subject knowledge in the following terms: "They (the trainees) have a secure knowledge and understanding of the subject(s) they are trained to teach." The BA Primary Education with QTS programme addresses this challenge in the context of the module assessment requirements mentioned before. In addition to this the trainees are required to respond to a set of prescribed QTS directed study tasks for Mathematics, English and Science in the Core Subject modules and present this in the form of QTS subject files.

For a trainee to obtain Qualified Teacher Status on graduation he/she must:

- Demonstrate a minimum of a satisfactory engagement with the QTS standards on Professional Teaching Experiences modules.
- Present a PDP that demonstrates at least a satisfactory engagement with personal professional development against the standards.
- Present evidence of engagement with Core Subject knowledge and understanding development (QTS Subject File) that demonstrates at least a satisfactory engagement with directed study tasks.

Appendix B**GROUP ASSESSMENT POLICY****Rationale**

Group work features strongly within many of the modules. It provides trainees with opportunities to develop skills and qualities which are important for their long term future as teachers. These include:

- flexibility and co-operation
- working to deadlines
- effective communication
- respect for others
- confidentiality

As part of their Problem Based Learning (PBL), trainees will need to consider planning a group task, allocating roles, managing the tasks, meeting deadlines, communicating with team members and organising presentations. The Study Skills Handbook provides generic advice here. This should be supplemented with tutor input.

The problems associated with assessing group work are well documented in higher education. The main concerns for staff and trainees relate to the allocation of marks across the group, the nature of the task to be assessed and the problem of 'freeloaders'. The Centre is keen for trainees to work well as teams and encourages trainees to develop independence and initiative as part of their own professional development. However, the Centre will take seriously concerns that arise and tutors follow the procedure outlined in this document.

The Allocation of Marks for Group Assessments

Marks for a Group Assessment will be allocated, where appropriate, to:

- the group (i.e. a mark which is shared by all members of the group) and which is based on the outcome of the group's work
- to individuals for their contribution to the group's work

No more than 50% of the marks for any module will be awarded for a Group Assessment and at least 50% of the marks available for any Group Assessment will be awarded to individuals for their contribution to the group's work. This means that no more than 25% of the marks available for any module will be awarded to the group and that at least 75% of the marks will be awarded to individuals.

Procedure

For any type of group work, staff should provide trainees information on:

- *The selection of groups*
Trainees will need to consider the relative pros and cons of working in friendship groups. Where possible, tutors should encourage trainees to work with different people during the course; for instance, those with different subject/phase interests.
- *The intended learning outcomes for the group task*
It is important that trainees understand why they are being asked to undertake group work and what is expected of them.
- *Clear assessment criteria, which are linked to the outcomes for the task*
It is equally important that trainees understand how they will be assessed, and how they will be able to achieve the intended learning outcomes. Assessment criteria should be given out at the start of the module along with learning outcomes.
- *Guidelines on what to do if problems arise*
Trainees should be informed of the Centre's policy on group assessment. They should be reminded that as part of their Problem Based Learning (PBL) approach it is essential that they establish some 'ground rules' for team meetings. For instance, they should consider such questions as:
 - Who will be responsible for particular tasks?
 - Will every member be expected to take an equal share in every part of the assignment?
 - How often will the team meet?
 - How will it record progress against targets?

The Centre expects groups to keep a logbook or **diary** of its meetings. It should contain the names of those in attendance, a summary of points discussed, the date of the meeting, action points for individuals and the details for the next meeting. This may prove an important source of evidence. Module tutors/coordinators should take every opportunity to remind trainees of this expectation.

- *Monitoring*
The module co-ordinator and/or module tutors should monitor the progress of trainees while working in groups. The regularity and nature of this monitoring will be left to the discretion of the module teams. For instance, it may take the form of 'drop-in' tutor observations of PBL meetings, e-mails, and participation in discussion forums or workshops. It may also take a more formal approach with tutors providing feedback on individual and group progress during timetabled module sessions.
- *Opportunities for feedback*
Although guidance information is important, trainees should have opportunities for feedback on their progress at regular intervals. This can take many forms, for example informal discussions, Moodle tasks, tutorials or pre-arranged workshops. Feedback from the tutor at different stages of the task will focus on the assignment but also provides valuable opportunity for feedback on how the group is working together.

On the marking sheet, trainees will be allocated a group mark and 'team' comments will be noted.

When problems occur

1. If the team has problems with particular members perceived to be 'not pulling their weight', the group should in the first instance try and resolve the difficulty as a group. More often than not this is due to misunderstanding or difficulty in arranging mutually convenient times. The group should keep a record of attempts to contact the person concerned e.g. e-mails or telephone calls.

2. If the problem persists, the group should then contact the module coordinator by e-mail. A copy of which should be sent to the programme co-ordinator. The module co-ordinator will ask to see the particular trainee and possibly other relevant parties as soon as possible. This may result in a formal warning issued to the person concerned. In such a case, the programme co-ordinator should be notified.
3. If the matter is still unresolved, the module co-ordinator reserves the right to re-arrange groups without prejudice prior to the assessment submission.
4. If on the day of submission, a group member is still causing concern, the group should present a signed letter to this effect to the module co-ordinator. In such instances, the trainee would be interviewed by the module and programme co-ordinators who will treat each case on its merits. The Centre reserves the right to ask trainees to submit their work for individual assessment. It also reserves the right to award a zero mark.
5. If the trainee (or group) fails the group assessment, the Centre will consider each case on its merits in considering the desirability of a re-sit or its equivalent.
6. If a trainee's mark for a piece of group work falls outside the expected range for that trainee then the work is re-considered and a recommendation may be made at the appropriate School/Progression/Award Board regarding this mark.
7. The Centre will annually review the proportion of group assessment during the programme and make any necessary changes.

Appendix C



Marking and Assessment Policy

1. Assessment is a core part of the learning process. It provides feedback to traineesⁱ on their performance and, in a formative sense, seeks to promote learning. The Centre uses a range of assessment methods to ensure that trainees are given opportunities to demonstrate their attainment of learning outcomes. These include:
 - written assignments;
 - examinations;
 - portfolios of work;
 - seminar presentations;
 - extended essays/dissertations; and
 - reflective tasks.
2. Through the use of audits, observations during professional teaching experiences, and assignments, the Centre regularly assesses the trainees' progress towards achieving the Qualified Teacher Status (QTS) standards.
3. Students also have opportunities to collate evidence to demonstrate their strengths and areas for development as part of their development as reflective practitioners.
4. Assessment methods are selected as the most appropriate to ensure that students have the opportunity to achieve the intended learning outcomes. Every module has clearly stated learning outcomes. Assessment criteria must be based on these learning outcomes. For each module, assessment criteria sheets will relate closely to the learning outcomes. At the outset of each module, assessment criteria and regulations are discussed with trainees.
5. In order to assure the reliability of marks allocated all examination scripts and, wherever possible, all coursework assessment tasks are marked anonymously.
6. All work marked, in the first instance, as falling within the extremes of the assessment scale e.g. 'first-class' or 'failing' category, must be internally moderated. A sample from other categories should also be second marked in line with the respective University-wide Quality Assurance procedures.
7. Trainees registered on Welsh-medium modules will normally be required to complete the assessment though the medium of Welsh, apart from those undertaken on English-medium modules. All other trainees have the opportunity to submit their work in either English or Welsh.
8. In order to ensure equality of opportunity, tutors should ensure that all guidance (including additional materials) on assessment is available to all students.
9. Although marking criteria and specific weightings will vary, depending on the module and programme (level), broadly speaking assessment of learning outcomes should be based upon the following aspects:

- a. Knowledge and Understanding;
 - b. Intellectual skills (including transferable skills);
 - c. Professional applications; and
 - d. Presentation, including language use
10. Further to point 9d, trainees are expected to demonstrate good models of language use both in university and professional teaching contexts. This is particularly the case for oral presentations in university-based seminars/workshops, discussions with pupils and in their marking of pupils' work.
 11. Tutors' marking of students' work should be dated and include clear and constructive targets for improvement.
 12. Trainees are expected to monitor their own progress against their targets as part of their reflective practice.
 13. Students are identified as having additional learning needs by Student Services in the first instance. Programme Directors are then informed of these needs and any additional action as appropriate.
 14. Any late submission of assignments should be subject to the respective institution's Extenuating Circumstances policy.
 15. All written work must be presented in a digital format and, where appropriate, supported by 'hard' copy. It is the responsibility of students to retain copies of their work.
 16. Detailed guidance on the assessment of trainees during professional teaching experiences is provided through the Partnership handbooks. However, the following Centre principles should be followed:
 - a. Trainees should have the opportunity to discuss their training needs on a regular basis (normally each week) with their class teacher, mentor and/or senior mentor;
 - b. Trainees should reflect on any targets arising from previous professional teaching experiences at the outset of their current experience. They should draw up an appropriate action plan to meet those targets;
 - c. Trainees should know clearly what their targets are for improvement following any formal (formative) assessments during each professional teaching experience; and
 - d. Trainees should normally expect to receive oral feedback from formal assessments of their teaching by the end of the working day and written feedback by the following working day.
 17. The respective University-wide Quality Assurance procedures relating to assessment and marking should be followed by areas not covered in this policy statement. In particular, these should be consulted in relation to:
 - a. the 'turnaround' time for formal feedback to trainees;
 - b. blind double marking;
 - c. the role of external examiners;
 - d. procedure for allocating a mark for mislaid student work;
 - e. group marking procedures;
 - f. forms of electronic assessment; and
 - g. Use of plagiarism detection software.

¹ Although within Centre documentation the term 'student' is used interchangeably with the term 'trainee', broadly speaking, the former is applied to university-based sessions and the latter to professional teaching experiences.

Appendix D**Independent learning styles**

The aim of this inventory is to help you to think about your approach to learning. When answering these questions you might like to think about a particular learning situation e.g. learning a particular subject or you may answer them in relation to how you generally approach learning. Everyone is unique and there is no 'right' approach to learning. By learning how we learn and by exploring new and different approaches to learning it is possible to become even more effective learners. We hope that this tool will help stimulate your learning.

Introduction	not very			very
a) How independent do you think you are as a learner?	1	2	3	4
b) Ask a friend for an estimate of how independent you are as a learner.	1	2	3	4
c) How would you define 'independent learning'? (Here is some space for you to write your thoughts.				

Section one: Motivation	not very			very
1 How interested are you in your studies?				
2 How keen are you to succeed in your studies?				
3 How keen are you to become a better learner?				
Please write any comments on section one here.				

Section two: Managing your learning	never	rarely	sometimes	always
4 Before a class/workshop/study session, are you clear about what you hope to learn?	1	2	3	4
5 Do you plan how and when you are going to learn something?	1	2	3	4
6 Do you ask for help if you are having difficulties learning something new?	1	2	3	4
7 If you come across new study methods do you use them?	1	2	3	4
Please write any comments on section two here				
Section three: Reflection				
8 Do you question what you told e.g. by tutors, in books?	1	2	3	4
9 When you have finished learning about something do you think back about how effective your learning process was?	1	2	3	4
10 Do you change the way you go about learning new things as a result of thinking about past learning situations?	1	2	3	4
Please write any comments on section three here				

Interpreting the results 1. Now add up the numbers you circled in sections one, two and three. 2. Write the number you score in the TOTAL SCORES column. 3. Circle the numbers you scored in the adjacent row. 4. Add up your total scores and circle your FINAL SCORE in the last row.				
	Low independence	Moderate independence	High independence	TOTAL SCORES
Section one: Motivation Q1–3	3 4 5	6 7 8 9	10 11 12	
Section two: Managing your learning Q4–7	4 5 6 7	8 9 10 11 12	13 14 15 16	
Section three: Reflection Q8–10	3 4 5	6 7 8 9	10 11 12	
FINAL SCORE	10-17	20-30	31-40	
This questionnaire gives an indication of how independent you are as a learner. If you rate yourself as having low or moderate independence, you could probably benefit from working at increasing your level of 'learner independence'. You might like to discuss this with your peers or tutor. A good starting point for developing your independence in learning is to work through this study skills manual.				

You will find that different learning and teaching activities such as lectures, seminars and tutorials take place within your programme of study. If you are not experienced in these approaches to learning then you will find that you will need to spend a little time adapting to new ways of thinking and behaving with your peers and tutors.

Source: Hull University

Appendix E**Assignment submission table**

<u>Module</u>	<u>Assignment Title</u>	<u>Submission date</u>

Appendix F**Self- assessment checklist**

- ☐ **The cover page of every assignment should include your marking sheet – this is very important.**
- ☐ **Do not submit your work in plastic ‘polypockets’ on any account – this adds significantly to the marking time.**
- ☐ Ensure that you keep back-up electronic copies of your work.
- ☐ Your work should be word processed and an electronic copy included in your submission.
- ☐ Include a word count (word count covers quotations but does not apply to appendices and bibliography).ⁱⁱ
- ☐ Put your student code on every page of the assignment (do this by using ‘view’ and then ‘header’ on your taskbar).
- ☐ Use fonts ‘Times New Roman’ or ‘Arial’ and use font size of 11 or 12.
- ☐ Use 1.5 line-spacing.
- ☐ Ensure page numbers are inserted.
- ☐ Leave an adequate margin on all four sides of the piece of paper.
- ☐ Do not indent paragraphs but leave an extra space between them.
- ☐ Quotations should be concise and relevant – try not to include quotations of more than 3 or 4 lines. If you do, they should be in single line spacing and indented at both sides.
- ☐ References should be in single line spacing and with a space between each separate reference and formatted with a hanging indent in order to distinguish between items.
- ☐ Ensure your assignment has a cover sheet that states your registration number, programme of study, module title and tutor, assignment title, submission date.
- ☐ **Do NOT include your name on the assignment but make sure that your student ID is clearly visible.**
- ☐ Make sure any work (including electronic copies) are clearly presented and labelled.
- ☐ Every piece of written work that you submit (including those submitted on floppy disc etc) should have a completed submission form attached with a signed plagiarism declaration.
- ☐ Normally computer failure is NOT accepted as a reason for late submission. Make sure that you keep back-up copies of your work and print-out your work early. In your time management allow for technology breakdowns!

ⁱⁱ The Centre operates a policy of +/- 10% in calculating the word count. This means that if the assignment is 6,000 words, we will not penalise you if it is between 5400 and 6600 words. However, TRY NOT TO USE THIS AS A REGULAR SAFETY NET – this would suggest that you are not able to select material well and would be penalised according to the relevant assessment criteria.