

School of Health & Education



**School Direct: Primary**

# **Programme Handbook**

**2014-15**

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**Student Name:**

**Programme Leader: Zina Ioannou**

# Purpose and status of your student programme handbook:

Welcome to School Direct Primary with Middlesex University. This handbook contains information about the School Direct Initial teacher Training (ITT) programme, both school-based and university-based elements. It should be used by School Direct Trainees, School Mentors and University Tutors. School Direct is school-based and school-led and is available for schools wishing to partner with Middlesex as their HEI provider.

On completion of the programme, successful trainees will gain 60 credits at Masters level which they can use towards a future continuing professional development qualification, and be recommended for Qualified Teacher Status.

This handbook describes the programme and provides important information about other aspects of studying at Middlesex University. The material in this handbook is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

The purpose of this handbook is to introduce you to your programme of study and to direct you to other general information about studying at Middlesex University. The material in this handbook is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the handbook to Zina Ioannou at [Z.loannou@mdx.ac.uk](mailto:Z.loannou@mdx.ac.uk)

## Information in alternative formats

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This handbook can be found online at: <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact <http://unihub.mdx.ac.uk/support/disability/index.aspx>

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

## The University Regulations and Student Charter

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As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at: [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

Some of the key regulations have been repeated on the Your Study pages on UniHub <http://unihub.mdx.ac.uk/study>.

You should also read the Student Charter which was co-developed by Middlesex students, staff and the Students' Union. This sets out your responsibilities as a student and those of the University to ensure that all students have an enjoyable, rewarding and effective experience during their time at Middlesex. You can find the Student Charter on UniHub.

## **The Student Guide**

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Before reading this Programme Handbook you should read the Student Guide; this guide contains information on more general university services and facilities, such as UniHub, UniHelp and the Library. It is important that you familiarise yourself with this information in order to get the most from this handbook.

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# University and Programme Academic Calendar

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This is your calendar for the 2014/15 academic year:

Wed	10-Sep	Induction
Thu	11-Sep	Induction
	TBC	Initial Audit & Individual Training Plan
Wed	17-Sep	Central Training
Wed	24-Sep	Central Training
Wed	01-Oct	Central Training
Wed	08-Oct	Central Training
Wed	15-Oct	Central Training
Wed	22-Oct	Central Training
<b>w/c</b>	<b>27-Oct</b>	<b>Break</b>
Wed	05-Nov	Central Training
Fri	07-Nov	Assignment 1 submission
Wed	12-Nov	Central Training
Wed	26-Nov	Central Training
Wed	03-Dec	Central Training
Wed	10-Dec	Central Training
Wed	17-Dec	Central Training
15 to 19-Dec		Assessment Review Point 1
<b>w/c</b>	<b>22-Dec</b>	<b>Break</b>
<b>w/c</b>	<b>29-Dec</b>	<b>Break</b>
Wed	14-Jan	Central Training
Wed	28-Jan	Central Training
Wed	04-Feb	Central Training
<b>w/c</b>	<b>16-Feb</b>	<b>Break</b>
Wed	04-Mar	Assignment 2 - Group Presentations
	TBC	Assignment 2 submission
Wed	18-Mar	Central Training
23 to 27-Mar		Assessment Review Point 2
<b>w/c</b>	<b>30-Mar</b>	<b>Break</b>
<b>w/c</b>	<b>06-Apr</b>	<b>Break</b>
Wed	29-Apr	Central Training
Fri	01-May	Assignment 3 submission
Wed	13-May	Central Training
<b>w/c</b>	<b>25-May</b>	<b>Break</b>
Wed	17-Jun	Central Training
Fri	19-Jun	Deadline for final tutor visits
15-Jun to 06-Jul		Final Assessment Review Point & Moderation
Wed	08-Jul	Central Training
06 to 10-Jul		Moderation Board

# 1. WELCOME TO THE SCHOOL OF HEALTH AND EDUCATION



Jan Williams

## 1.1 Welcome from the Dean

Welcome to Middlesex University and to the **School of Health and Education**. This programme handbook contains an overview of your programme and its modules – keep it safe so that you may refer to it throughout your time on the programme.

The School offers a wide range of study opportunities at undergraduate and postgraduate level including diplomas, degrees, short courses and CPD opportunities. Many of the programmes are designed and accredited in conjunction with the relevant professional bodies.

The School of Health and Education is a leading centre for professional education and research in London. Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work based learning. Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. The School is home to some of the UK's leading researchers in health and education, advisers to Governments and consultants in their fields.

Teaching, learning and research in the School has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research. Our excellent skills laboratories and access to high quality practice areas will support your learning.

The School is based at Hendon campus with teaching also taking place on our Hospital sites and practice partners across North London. Middlesex has established strong links with NHS Trusts and regional and central government organisations, as well as our local communities and a wide range of UK, EU and international collaborative partnerships.

We aim to respond to student feedback to improve your experience at the university. Some examples of changes we have made recently include the introduction of programme review meetings during your first year of study, the increased use of electronic submission of coursework with opportunities to receive regular feedback on your progress and opinion surveys such as the Middlesex Student Survey.

From our side we will deliver the best student experience we can. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here; you are not expected to absorb everything in detail but to be aware of main documents and their contents. In particular as an enrolled Middlesex student you have certain rights but also specific responsibilities. For details see the full University Regulations, in particular 'University Membership' ([www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations)), and if you have not already done so, explore UniHub (<http://www.unihub.mdx.ac.uk>) the student website which contains detailed advice and support to assist you further.

We know it takes time to settle in to University life. If you still have questions to ask, your first port of call should be UniHelp (<http://unihub.mdx.ac.uk/unihelp>) which offers face-to-face, email and telephone information and advice, seven days a week. The UniHelp desk is located on the Ground Floor of the Sheppard Library and the advisors there will be pleased to help and direct you.

Here at Middlesex we are very proud of the achievements of our staff and students and we look forward to helping you build on your skills and knowledge to fulfil your full potential. We wish you well in your future studies.

Jan Williams  
Dean of School and Pro Vice-Chancellor

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## **1.2 Programme Leader's Welcome**

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On behalf of our partnership schools and the Primary Education team at Middlesex University, we would like to welcome you to what we hope will be one of the most challenging but rewarding years of your life. The Middlesex Initial Teacher Training (ITT) Partnership has gained well-deserved recognition for establishing high quality ITT and prides itself on offering quality programmes that support training teachers in achieving high levels of attainment and professional standards. You have been selected as someone who possesses the attributes and potential necessary to maintain and improve our high standards. The School Direct Programme is designed to provide inspiring and challenging school-led training in preparation for your career in teaching.

During the course, you will be studying in both practical and theoretical situations. Reflecting on your progress and having clear precise targets for yourself is essential in ensuring your success. You will need plenty of energy and enthusiasm to motivate the pupils you teach and learn from the experienced practitioners around you. As a postgraduate student, you will be expected to be proactive in finding ways to progress during the year, with help from your colleagues, mentors and University tutors.

The School Direct programme is school-led. It is essential that you use this handbook in conjunction with other reference training documentation that you receive from your training schools. It should also be read in conjunction with the School Experience documentation and other documents that are published at <http://middlesexprimarypartnership.middlesex.wikispaces.net/School+Direct> and on your virtual learning environment (Moodle).

We hope that your experience on the programme provides you with the competence and confidence to embark on a fulfilling career in the teaching profession.

Very best wishes for a successful year,

Zina Ioannou  
Programme Leader for School Direct Primary

Christine Khwaja  
Director of Primary Programmes



# 2.CONTACTS AND COMMUNICATION

## 2.1 Programme staff and contact details

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The following members of staff are those who have a major input into your programme and you will be able to find most of these, as well as other important contacts listed in your Key Contacts on myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

Please contact staff by email.

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**School Direct Administrator**

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Means of communication: email

**Learner Development Unit (LDU)**

Your Academic Writing & Language Coordinator will provide academic support to you in areas such as writing essays and reports, giving presentations and participating in academic discussions. She will work with you in seminars and you can also contact her for individual support.

Alexandra Pitt

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Means of communication: emails/phone/in person

**Liaison Librarian**

Your liaison librarian works closely with Secondary PGCE staff to ensure the resources and support that you need is available and provides information and research skills workshops relevant to Secondary Education. You can contact them if you require individual support or if you would like to suggest a book, DVD etc for the library.

Jodie Ward

Room Library  
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Email: [j.ward@mdx.ac.uk](mailto:j.ward@mdx.ac.uk)

# 3. YOUR PROGRAMME

## 3.1 Programme structure

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The School Direct Programme is school-led with the majority of your training being school-based. The outcomes of successful completion are recommendation for Qualified Teacher Status (QTS) and the Postgraduate Certificate of Work Based studies.

The school-based training is supported by central training days at the University where you will join primary PGCE trainees for some professional and subject studies training. In addition, integral to the Programme are the PG Cert professional assignments. These have been designed to draw upon your school experiences and enhance your progress towards being recommended for QTS and enable you to gain 60 credits at Masters level.

Throughout the training you will be required to develop your knowledge and understanding for teaching your primary specialist subject area. The school-based training, central training and the PG Cert assignments will all support this development and the demonstration of expertise required within the Teacher Standards.

**School-based Training** takes place predominantly in your school and at least one other partnership school, the second setting. It includes all of your work within both school settings which is arranged and facilitated in the main by your subject mentor, the professional coordinating mentor (PCM) and your University tutor.

The **second setting** must be a minimum of fifteen days and should be planned with your mentor and approved by your Programme Leader to maximise your training opportunities. For example, you may have had minimal experience of working with pupils with a particular individual learning need and your second setting experience could provide further experience. The second setting must provide you with opportunities to teach in the same age ranges that you intend to qualify and your timetable should be approximately 50-60% whole class teaching. You will be expected to continue to maintain teaching files and records of progress against the Standards for your work within the second setting. These will form part of your Professional Practice Portfolio.

**Central Training** takes place on Wednesdays predominantly at the University and also includes other schools in our partnership. There will also be visits to 'Leading Partner Schools' for some aspects of your training including national priorities. Pre & Post Session Tasks (PPSTs) are an important part of your training in that they enable you to theorise your school-based learning and practice and apply theory back into your practice in order to support your achievement of the Teachers Standards. The tasks provide a seamless cohesion between school-based and central training. You are advised to seek the support of your mentor who will support you in completing the pre and post session tasks effectively. Tasks will be monitored through a tracking sheet.

The Post Graduate Certificate of Work Based Studies (Primary Teaching)

This PG Cert and the associated assignments have been designed as an integral part of your School Direct programme. They will enable you to develop as a reflective learner and teacher with the additional benefit of gaining 60 academic credits at Level 7 (one third of an MA). The Institute of Work Based Learning (IWBL) at Middlesex University is the awarding body.

The PG Cert consists of 3 assignments. The specific structure for assessment is as follows:

Assignment	Term	Assessment	Submission Date
Programme Planning: Planned Expectations	Autumn	2000 word essay	7 <sup>th</sup> November
Contemporary Issues: National Priority Presentation	Spring	Group Presentation and Supporting Documentation	TBC February/March 2015
School Direct Programme:	Summer	5000 word essay	1 <sup>st</sup> May

Professional Development			
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**IMPORTANT:** Assessment deadlines do occasionally change and while every effort has been made to ensure dates are correct at the time of publishing you should check your email and 'My Learning' on my UniHub so you are aware of any changes. You will be provided with further information about assessment submission methods as the need arises.

### Subject Knowledge

You will be expected to develop your knowledge and understanding of the primary curriculum subject areas and related pedagogy. You will be supported in this process by school-based and University subject leaders.

**Subject Enrichment documents and Subject Audits:** You will complete subject audits and subject enrichment documents which are assessed by subject leaders (school and centre based) throughout the programme. The enrichment documents are kept under continuous review and updated to reflect subject developments. Both include tasks for completion and review with your school-based mentor and University tutor.

### Subject Leader's Commentary Form

This enables you to further enhance your subject knowledge and pedagogy. It should be completed by the end of the programme by as many experienced subject leaders in your school as possible.

## 3.2 School Timetable

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All trainees will receive a training and development experience from the schools participating in their training. Experience must take place across two consecutive age ranges as appropriate to the age group for which the trainee intends to qualify. The timetable in school will form the core of your school-based training. It will reflect your prior experience and individual training needs including subject knowledge development, and as such it is likely to change throughout the training year. For example, in Term 1 you are likely to begin with a period of lesson observation, training and meetings. You will then gradually progress to taking whole classes and more solo teaching. This progression will be discussed during meetings with your mentor and University tutor. The percentage of contact time with whole classes will increase throughout the year. We normally recommend a maximum contact time of 60 -70%, but it is important to recognise that your training is school-led and timetabling decisions will also reflect school judgments on your progress and training needs. Contact time is a percentage of 4 days – one day per week is a training day. Your timetable will allow time for you to attend organised centre and school-based training sessions and to observe good practice.

## 3.3 Audit and Individual Training Plan

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You will receive guidance on the individual training plan during the University induction days. You will be required to self-assess your knowledge and understanding of the Teacher Standard areas and your subject knowledge for teaching. This will be recorded on the Assessment of Teacher Standards (ATS) document. You will be supported in this process by your school mentor and visiting University tutor early in the Autumn term. This will then inform an individual training plan which will be agreed and confirmed during the first meeting with your mentor and University tutor together. Your plan will contain development targets which will focus aspects of your training and your school timetable will reflect your individual training plan.

## 3.4 Attendance requirements

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Full attendance is required for both the school-based and centre-based elements of your training. You must contact the school as soon as possible and according to school policy on absence notification. Please refer to the school staff handbook. In addition you must contact your Programme Leader. If you are absent from school experience it could affect your ability to meet all the teacher standards, and so it is essential that you remain in contact. You are also strongly advised to seek medical opinion at the earliest point of any illness in case certification should be required.

## 3.5 Professional, statutory and/or regulatory body requirements

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The School Direct Programme is designed to enable you to meet the standards for QTS. The standards addressed will be clearly communicated to you through weekly meetings with your school subject mentor

and your University tutor. You will also keep an on-going audit of evidence to show that you have met these standards by the end of the course and maintain teaching files during your training year.

As you are embarking on a course that prepares you to take on the professional responsibilities of being a teacher as indicated in the Teacher Standards, you are therefore expected to demonstrate consistently high standards of personal and professional conduct both in school and in University settings. The Teachers' Standards Part Two defines the behaviour and attitudes that set the required standard for conduct during training and throughout a teacher's career.

In order to be recommended for QTS, you must demonstrate that you have met the Teachers Standards for QTS as stipulated by the Department for Education. On successful completion of the School Direct Programme you will be [recommended to the NCTL for QTS](#).

The School of Health and Education has a Fitness for Practice Policy and as part of that the Education Department has a Fitness for Practice annexe which outlines how issues relating to professional conduct or health matters are dealt with. Where it is deemed that a trainee or student may not be fit for practice then a case panel will be convened. The Fitness for Practice Policy operates alongside the University regulations and is available on UniHub.

An important aspect of being a professional is to respect confidentiality. You must, therefore, remember that all paperwork that you produce is public. In assessed work you must not reveal the identity of schools, teachers and pupils for example.

Ethical issues in relation to assignments, particularly with regard to school-based research, are discussed within central training and in the following publication:

Wilson, E (2009) School-based Research: A guide for education students London: SAGE

### **Children's Rights and Student Teachers' Responsibilities**

The UN Convention on the Rights of the Child is a human rights treaty (which the UK has signed up to) that enshrines specific children's rights in international law. These rights define universal principles and standards for the status and treatment of children worldwide, where a 'child' is defined as every human being below the age of eighteen. UNICEF's Rights & Responsibilities for Children Article 16 states: 'Children have the right to privacy. The law will protect them from attacks against their way of life, their good name, their families and their homes.' The teacher's Code of Conduct and Practice lays out 'Standards of propriety expected of the profession' including 'observing confidentiality and respect' regarding pupils and misconduct such as 'swearing or being offensive' or 'failing to safeguard pupils,' which could result in disciplinary hearings for incompetence.

Being a teacher is a privilege. Large groups of children are placed under your care, and you are given a huge responsibility for their wellbeing. Teaching requires a high ethical standard, fully professional conduct and constant care of duty. Your University, schools, parents and class are depending on you to be responsible at all times in every way you can. You are a model for others.

This means that a teacher acting with thoughtlessness or disrespect about a child, children or their families could be breaking professional standards or breaking the law. Casual use of names, words or images on Facebook, etc, emails or text messages could be seen by others, cause offense, or be copied and misused, which is the writer's responsibility. This or using resources carelessly from unchecked or inappropriate Internet sites, etc., could be a 'violation of ethical standards, unprofessional conduct or the neglect of duty', and could cost you your qualified teacher status (QTS).

It is our requirement at Middlesex University that all our Student Teacher students are always positive, professional and vigilant about children and for children in support of their human rights. All schools have an Acceptable Use policy for using technology from the internet to video or mobile phone cameras, which students must read and follow. If in any doubt about any of these matters, check with a tutor, mentor or practising teacher.

### 3. 6 Assuring the quality of your programme

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The School Direct programme is largely school-led and school-based in our partnership schools and the Partnership works closely to ensure that standards of training and achievement are consistent across the partnership. There are a number of different ways in which the Middlesex University Partnership works to assure quality of the School Direct Programme. University tutors visit trainees and schools regularly to discuss overall and individual trainee progress. The findings from these visits are feedback to the school head teacher, University programme leader and the director of primary programmes. University tutors and school mentors participate in joint lesson observation and feedback sessions with trainees. The programme also has input from external examiners who assure that the standard of Middlesex awards is comparable to those in other higher education institutions and that the programme curriculum, teaching, assessment and resources are appropriate. In addition trainees are invited to provide evaluative feedback through the completion of exit surveys and contributions to Board of Studies.

### 3.7 Reading

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There are a number of texts that will support your school-based training and development as a teacher. It is recommended that you spend time reading and developing your interests and capacity for critical reflection on your practice. You will be referred to appropriate literature during central training sessions and provided with indicative reading for the modules that you take as part of your PGCert. Here are some titles for recommended literature that will support your training as a primary teacher.

#### General:

Eaude, T. (2011) **Thinking Through Pedagogy for Primary and Early Years**, Exeter: Learning Matters  
Knowles, G. & Lander, V. (2011) **Diversity, Equality and Achievement in Education**, London, Sage  
Rogers, B. & McPherson, E. (2008) **Behaviour Management with Young Children**, London: Sage

#### English

Joliffe, W. & Waugh, D. (2012) **Teaching Systematic Synthetic Phonics in Primary Schools**, London: Sage  
Medwell, J., Moore, G., Wray, D. & Griffiths, V. (2012) **Primary English Knowledge and Understanding (6<sup>th</sup> edition)**, Exeter: Learning Matters  
Medwell, J., Moore, G., Wray, D. & Griffiths, V (2012) **Primary English: Teaching Theory and Practice (6<sup>th</sup> edition)**, Exeter: Learning Matters

#### Maths

Haylock, D. (2010) **Mathematics Explained for Primary Teachers: 4<sup>th</sup> Edit.** London: Sage  
Jaworski, B (1994) **Investigating Mathematics Teaching, A constructivist Enquiry**, London: Routledge

#### Science

Harlen, W (Ed) (2010) **Principles and big ideas in science**, Hatfield: Association of Science Education  
<http://www.ase.org.uk/documents/principles-and-big-ideas-of-science-education/>  
Johnston, J. (2005) **Early Explorations in Science**, 2<sup>nd</sup>ed, Buckingham: Open University Press

#### IT

Barber, D, Cooper, L. & Meeson, G (2007) **Learning and Teaching with Interactive Whiteboards**, Exeter: Learning Matters  
Beauchamp, G (2012) **ICT in the Primary School: From Pedagogy to Practice**, Essex: Pearson Education

#### Interdisciplinary Learning

Barnes, J. (2011) **Cross-Curricular Learning 3-14**(2<sup>nd</sup> ed), London: Sage  
Beames, S., Higgins, P. and Nicol, R. (2012) **Learning outside the Classroom: Theory and Guidelines for Practice** London: Routledge

## 4. TEACHING, LEARNING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

## 4.1 Teaching and Learning

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You will be actively involved in a range of learning, teaching and assessment approaches as part of your School Direct training. Such active approaches aim to put you at the centre of your learning so that you are involved and engaged in all aspects. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities will occur mainly within the school setting, but also at University and externally to these settings.

Your learning will also be supported by technology. Your programme will be facilitated using a variety of media and online tools (My Learning on UniHub, podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space associated with traditional teaching methods you may take part in online discussions and learning activities from wherever you are based.

Your tutors and the UniHelp desk will provide any support you may need whilst learning online. By engaging with e-learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

### E-Learning

By design School Direct is a blended learning programme. Trainee teachers spend most of their time learning within the school setting and this is enhanced by the more theoretical learning at University. To help us bridge this experience and make it a coherent whole we make use of some eLearning.

From the point of interview trainees engage with tutors at the University. We provide 'bridging materials' that support and develop existing subject knowledge and expertise. These are often developed through wikis. The University has a license to use <http://www.wikispaces.com>. The type of activity that engage in prior to the course will include observations in school, writing reflections on these, reading specific books and journals, developing subject knowledge and engaging with peers.

## 4.2 Assessment

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The School Direct programme includes assessment for QTS through the school-based practice and assessment of the PGCert outcomes through the University led assignments.

### Principles

Assessment on the School Direct programme has been developed to meet the University's aspirations expressed through its Enhancing Learning Teaching and Assessment (ELTA) Strategy to enhance the assessment experience for Middlesex students on innovative programmes leading to improvements in student achievement.

The School Direct programme will continue to adopt innovative approaches to assessment that integrate formative and summative assessment for monitoring and self-evaluation in an improvement cycle designed to continuously raise the standards of trainee teachers.

The following principles have been adopted:

Assessment at each stage of the course measures the progress made by trainee teachers against the standards for QTS.

Assessment informs and reinforces learning by students and is embedded in student learning. Assessment tasks are linked directly to taught sessions.

Assessment is clearly aligned with learning outcomes and is appropriate to the diversity of students



Assessment relates to a breadth of evidence developed through integrated study and school-based practice.

The assessment process is collaborative and involves trainees, mentors and tutors.

Detailed assessment criteria are published and shared with students and by all those involved in assessment. Audits and reports are made available to all parties in order to provide information to support planning.

Trainee teachers are required to take responsibility for their own learning and aspire to the highest standard in a continual process of self-assessment. This is an essential feature of their professional development and characteristic of professional practice. Students engage in peer and self-review of assignments.

Formative feedback to trainees by tutors and mentors supports a process of target setting and action planning for development

Students receive prompt, clear and constructive feedback and feed forward where appropriate on their performance.

The primary initial teacher education team take responsibility for ensuring that the assessment process is carried out consistently and fairly for all trainee teachers through monitoring and moderation processes.

The primary initial teacher education team are responsible for ensuring that the university assessment regulations, standards and criteria are applied rigorously and consistently across all primary School Direct pathways through the process of moderation.

There are staged deadlines to manage the assessment workload.

Guidance is provided on academic writing with targeted individual support

Assessment regulations

This section should be read and considered in conjunction to the assessment guidance within the University Regulations.

### **The PGCert Assignments:**

You will be provided with **separate guidance for these assignments** which will clarify the nature and style required. Submission dates are published in advance and comply with university regulations. The workplace focus of assignments will both feed into and draw from the trainee teacher's professional experience and individual training needs.

Assignments are designed to assess experience, knowledge and practice in the theoretical and pedagogic aspects of the programme. A range of enquiry-based work is involved, focused upon subject studies and school experience, including the observation of teachers and learners in their placement schools. You will be expected to demonstrate wide reading and critical reflection linking theory to practice across their subject.

The method of assessment for each PG Cert module has been employed to allow tutors to assess particular competences in the most appropriate way. Assignments focus on the professional context of the student. In addition to the specific stated requirements in the task descriptions, tutors follow generic guidelines applying to the assessment of academic work where appropriate.

Assignments should:

- Be adequately organised and have a clear logical structure
- Be communicated clearly and concisely in an appropriate genre and style
- Meet the brief of the assessment task. (handled/discussed the issue/topic indicated in the specification of the work )
- Demonstrate understanding of the issues and represent them accurately/fairly

- Show evidence of critical and in depth reading drawing on relevant literature or research to explore a professional issue and/or support a line of enquiry in the relevant subject area. There will normally need to be evidence of extra or wider relevant reading to attain the higher grades
- Analyse practical issues within a theoretical framework.
- Use professional experience as well as research, reading and other source material where appropriate to identify a line of enquiry or to support an argument.
- Use a theoretical framework to support professional planning and show awareness of its implications for professional development.
- Show critical awareness in relating theoretical issues to the Trainee's own professional practice and/or work context, and integrate both theoretical and practical considerations in analysis and evaluation.
- Demonstrate an awareness of ways in which interventions/initiatives may improve professional practice, and awareness of the skills and knowledge required to effect and/or evaluate this.
- Provide evidence of ability to select and justify methods in planning small-scale enquiries and demonstrate skills in collection and analysis of relevant data.
- Identify strategies for promoting effective professional practice and, where appropriate, implement and evaluate such strategies.
- Place the issues addressed in a wider educational context and show how they relate to the Trainee's professional role and/or professional development.
- Demonstrate an understanding of and critical reflection upon issues relating to class, 'race', gender and disability where appropriate.
- Present ideas, analyses, arguments and/or evaluations clearly in a form which demonstrates sound planning and effective organisation.
- Show awareness of more than one point of view and of possible objections to your own preferred position;
- Reach independent conclusions which, after critical reflection, is both reasonable and well argued
- Demonstrate awareness of the criteria which should underpin assessed coursework

### **Assessment of School Experience**

Trainees must meet all the teacher standards in order to be recommended for QTS by the end of the programme. Evidence for meeting these standards will be collected throughout the training year and collated in your final professional portfolio. Your portfolio is where you will gather together full records of your progress, your teaching and reflection on your learning and professional practice.

The assessment criteria for all courses leading to QTS are nationally specified and all schools and trainee teachers are given the detailed revision of the Standards.

Specialist external examiners visit the course as part of the University's quality assurance procedures. The external examiners then moderate a sample of trainees. This entails external examiners in the observation of Trainees teaching and a discussion with the school mentors and the University subject leader.

Consistent with grading across the programme final assessment of teaching is graded with best fit on a 4 point scale:

Grade 1: The trainee is meeting the Standards to an outstanding level

Grade 2: The trainee is meeting the Standards to a good level

Grade 3: The trainee is meeting the Standards to a minimum level

Grade 4: The trainee is failing to meet any one Standard to a minimum level

This is for quality assurance purposes: however at the final assessment board all that is recorded is simply 'pass' or 'fail' but the comprehensive profiling system forms a wealth of supporting information. Trainees who have failed to reach the necessary level of teaching standards will be considered individually and the School Direct assessment board will make a ruling on the period of further assessed school experience needed, if appropriate. Partnership schools will also be involved at this stage with any decisions made. Trainees are reminded that there is no automatic right to reassessment of the teacher standards.

### **School-based Assessment**

Elements include:

- Use of the appropriate standards linked guidance during lesson observation
- Grading Trainees
- Mentor sessions, target setting
- Supporting assignments
- Targeted individual support

Use of the appropriate guidance during lesson observation and the assessment profiles allows tutors and mentors to provide feedback to trainees that develops a sense of progress and identifies targets in relation to the standards. Evidence of achievement against the standards must be logged by the trainee and appropriate progress records collated within the portfolio.

Grade characteristics of trainees are shared with mentors and trainees. These have been mapped to the standards areas that are used for reporting in order to ensure that they are applied systematically and that the data resulting from assessments are rigorous and robust. The use of these characteristics for assessment and reporting is discussed at mentor training sessions to ensure consistency and where possible, training mentors observe other trainees and discuss grades to support their understanding.

Mentor weekly meeting sheets have clear discussion points to focus the school-based training. Trainees are required to target specific standards each week, according to individual need. Mentor development sessions stress the use of QTS standards in observations and target setting and monitoring progress.

Trainees are required to continually update a 'standards mapping document' and are given time to do this, specifically after a school or university based assessment. You will be given detailed guidance regarding a range of evidence and it is made explicit that this evidence should come from all elements of the training programme.

The formal assessment of school experience requires mentors to reflect on and judge trainees' performance against the standards before pointing clear and specific ways forward to address gaps and areas of weakness. As part of their individual training plans trainees devise action plans through self-evaluation linked to their standards mapping and their knowledge audits.

The assessment procedure is reviewed annually following the end of the last academic programme, one of the advantages of a one-year course is that change can be initiated and introduced rapidly. The assessment processes have been designed to allow a more holistic assessment of achievement against the standards. Groups of standards are defined more broadly to allow feedback to address linking themes such as the personalisation of learning, collaborative practice and the well-being of children.

### **Lesson Observation**

Gaining feedback on your lessons comprises a large element of both formative and summative feedback. You will be observed regularly during the training year. Some of these observations may be informal with verbal or informal feedback provided. However on a weekly basis you should receive a formal lesson observation from either your mentor or one of the class teachers with whom you are working. The feedback you receive will be recorded on a lesson observation template and will record achievements and targets in relation to the Teacher Standards. When your University tutor visits they are likely to observe you teach jointly with your mentor. When you are being observed you need to provide the observer with:

- A copy of your lesson plan which shows how this lesson relates to the unit/scheme of work (lesson plans should be completed using the Middlesex University lesson planning guidance)
- Previous lesson evaluation(s)
- Class list with information regarding the class profile, for example, SEND, EAL, IEPs, levels of achievement

### **The role of the University Tutor**

You will be visited up to six times during your training year by a University tutor. For some of these visits this will be your subject tutor. Each visit will have a different focus and purpose, but at each visit the tutor will meet with your mentor and yourself to review progress and plan for development. You will receive an indicative grade for your progress towards meeting the Standards at least once a term.

## **The Professional Practice Portfolio**

Your portfolio is a professional document which you will use to support all evidence claims for meeting the QTS Standards. You will be advised about compiling the portfolio by your programme leader and University tutor. You will also maintain other school and professional development files to which you will cross reference when claiming evidence of achievement against the Standards. Your portfolio should always be up to date and available for scrutiny when your University tutor visits – and for the weekly mentor meetings with your mentor.

Your portfolio will include:

Records of progress: ATS documents, tutor visit reports, weekly mentor meeting records

Subject knowledge development: Subject knowledge audits and enrichment documents

Reflective diary: Weekly reflective inputs on your development as a learner and professional practitioner

### **ATS documents**

These are the documents that you will use to map evidence claims and record assessment of the Teacher Standards as you progress through the course. They include:

- ATS1: Initial audit and training plan
- ATS 2, 3 & 4: End of term mapping of evidence claims and grading against each of the Teacher Standard areas
- ATS Second School Setting: Report of evidence claims against the Teacher Standards
- ATS Transition: Record of targets for induction as a newly qualified teacher

### **Working Files**

You will be expected to maintain orderly files from both school settings. These should always be up to date and available for scrutiny when your University tutor visits – and for the weekly mentor meetings with your mentor. You will refer to examples of evidence from these files within your standards mapping document.

These should include:

Reference to schemes of work

Lesson planning and your own lesson evaluation

Lesson observation feedback

Lesson resources

Records of pupil progress and assessment for your classes

Examples of pupils marked work

Records of school-based and centre-based training

### **Progress Support Plan**

In the event that you are not engaging as required with the programme, or you are failing to reach the expected level of development at any given time, your mentor and tutor together will decide to implement a progress support plan. This will be identified in the weekly meeting record with the mentor.

### **Cause for Concern**

In the event that you are not meeting targets, not engaging as required with the programme, your mentor and tutor together will decide to initiate a cause for concern process.

### **Assessment Feedback**

Assessment is an integral part of learning and you may hear it referred to as formative or summative.

Formative assessment is developmental in nature and designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and the raising of standards.

You will receive feedback from tutors and your fellow students throughout the course both in University through group activity and tutorials and in school through peer coaching and guidance from mentors and tutors.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner and on this programme will mainly comprise the three PGCert assignments and your performance in school which is assessed and monitored by your school mentor and the visiting University tutor.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect and to use the feedback as the basis for learning and to improve your work.

Feedback can take many forms and may be informal. For example it may be given and discussed orally in the classroom, or it may be more formal and delivered in written or audio form from academic staff or fellow students. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and therefore all programmes provide regular opportunities for formative assessment the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: <http://www.mdx.ac.uk/regulations>

You will normally be provided with feedback within 15 working days of the published submission date.

## 4.3 Appeals

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All students are able to appeal against Assessment Board decisions and the outcome of academic misconduct cases. The regulations for appeals are set out in Section G of the university regulations: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx>

More information can be found on UniHub: <http://unihub.mdx.ac.uk/study/assess/appeals/index.aspx>

### Complaints

If you have cause to make a complaint against any aspect of university life, you can find out information on the process on UniHub: <http://unihub.mdx.ac.uk/mdx/feedback/complaint/index.aspx>

## 5. YOUR LEARNING RESOURCES

### 5.1 The library

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You will meet your Liaison Librarian (see Key Contacts at the start of this handbook) during your induction week firstly for an introduction to the library service and resources and then in a follow up session that will show you how School Direct students should be utilising the library and resources including key journals and other learning resources.

A series of Library Subject Guides (<http://libguides.mdx.ac.uk>) have been designed to assist students. Each one supports an individual subject area, including PGCE Primary and includes links to useful

resources such as key websites and blogs as well as general help with studying and researching topics for assessment.

You can get also specialist support from your Liaison Librarian (see Key Contacts at the start of this handbook) who provides information and research skills workshops relevant to your studies. The subject librarian works closely with your lecturers to ensure the resources and support that you need is available. You can contact your librarian if you require individual support or if you would like to suggest a book/DVD etc for the library.

Please refer to UniHub for full information about the library and learning resources available to you: <http://unihub.mdx.ac.uk/study/library>

## 5.2 Learner Development Unit

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The Learner Development Unit (LDU) is a team of specialists who work with students at the university on different aspects of academic study and developing these essential skills. They offer face-to-face help through:

- Academic Writing & Language
- Maths, Statistics & Numeracy
- Dyslexia & various SpLDs

For further details see the University Guide to or the Learner Development Unit pages on UniHub. [unihub.mdx.ac.uk/study/ldu](http://unihub.mdx.ac.uk/study/ldu)

Academic Writing and Language Academic Writing and Language (AWL) is a team of lecturers whose role is to support and guide students to excel in their academic communication. They help you develop effective academic communication in 4 main ways:

Embedded sessions: are run in collaboration with your lecturers and they are programmed into your modules.

Workshops: These are FREE classes. To find out what's on and to book a place, go to <http://workshops-ldu.mdx.ac.uk/>; or visit UniHelp in the Sheppard Library

Online resources: Online tutorials, activities and factsheets are available at <http://unihub.mdx.ac.uk/study/ldu/onlineresources/index.aspx>

Tutorials: tutorials are 30-minute one-to-one meetings with one of the LDU lecturers. AWL tutorials are confidential and FREE! To find out more, go to <http://unihub.mdx.ac.uk/study/ldu/facetoface/awl/index.aspx>; and to book a tutorial, go to <http://tiny.cc/ldubooking> or visit UniHelp in the Sheppard Library

A note on proofreading: LDU do NOT offer a proofreading service. This means they will not find and correct every 'error' in a piece of work. Instead, they will read your work, identify aspects for you to work on, and help you understand how to make your own improvements.

### Dyslexia / Specific Learning Difficulty Support [SpLD]

Dyslexia/SpLD Support provide an extensive range of services for students, including:

- 1:1 specialist tutorial support for students with Dyslexia and other Specific Learning Difficulties (SpLD) such as Dyspraxia, AD(H)D.
- Initial Dyslexia/SpLD Screenings
- Diagnostic Assessments
- Guidance and support through the Disabled Students Allowance (DSA) application process.
- Workshops and embedded support for students on topics such as: Dyslexia and other SpLDs, DSA procedures, Exam preparation, Employability/job application advice, etc.
- Work-placement support
- On-line Dyslexia/SpLD Resources

For further information regarding Dyslexia/SpLD Support please see: <http://unihub.mdx.ac.uk/study/ldu/facetoface/dyslexia/index> or visit UniHelp in the Sheppard Library. You can also email [dystutor@mdx.ac.uk](mailto:dystutor@mdx.ac.uk) or phone 020 8411 6073.

Mathematics, Statistics and Numeracy Support

LDU offer friendly, confidential and free support for all Middlesex University students in the form of on-to-one tutorials, group workshops or embedded sessions.

- You can book a one-to-one tutorial here:

<http://tiny.cc/ldubooking> or visit Unihelp in the Sheppard Library

- Details of our workshops are here:

<http://workshops-ldu.mdx.ac.uk/> Alternatively you can visit our UniHub site to access our online resources:

<http://unihub.mdx.ac.uk/study/ldu/onlineresources/maths-stats-numeracy/index.aspx>

- You can also drop in to the Learning Lounge (Basement of the Sheppard Library) where you can find some of our resources or have an informal chat with one of our Student Learning Assistants.

<http://unihub.mdx.ac.uk/study/ldu/facetoface/learning-lounge/index.aspx>

- Or you can contact the numeracy co-ordinator by e-mailing

[numeracy@mdx.ac.uk](mailto:numeracy@mdx.ac.uk)

## 5. 3 Programme documentation

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The course documentation relating to your school-based training, central training and PG Cert assignments can be accessed from:

<http://middlesexprimarypartnership.middlesex.wikispaces.net/School+Direct>

You will need to familiarise yourself with the contents posted here immediately since they will be needed whilst you are in school.

# 6. HOW TO HELP ENHANCE YOUR PROGRAMME

## 6.1 How you can feed back to us

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As well as talking to your programme leaders about any issues, there are also other ways you can help enhance the quality your programme.

### Boards of Study

This is a forum where Student Voice Leaders and staff meet to discuss the School Direct programme. This includes any issues but also talking about future developments and things that are going well. The Board also looks at student survey results and the reports from External Examiners.

**Student Voice Leaders** are student representatives, elected at the start of the academic year. They ensure that the interests of students on the programme are represented, attending Boards of Study as well as Student Voice conferences. They are also responsible for feeding back the outcomes of any meetings or events they attend. You can find out more about how to become one and who your student voice leader is on the Middlesex University Students' Union (MdxSU) website: <http://www.mdxsu.com/studentvoice>

### Student surveys

During your time at Middlesex you will be asked to give your feedback on your modules, programme and the university by completing exit surveys. These help your programme and the university to determine areas for improvement (as well as what is going well) and therefore please take the time to complete these.

### How we consider your feedback

The feedback you give through your student voice leaders, through surveys and at Boards of Study meetings plays an important part in reviewing the School Direct Programme during and at the end of the

academic year. Some of the changes we have made to the programme have been a result of student feedback.