School of Education   **Jordanhill Campus**

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**Professional Graduate Diploma in Education
Full-time and Part-time Courses**

Session 2010-2011

Course Handbook

Contents

APPENDICES

1. WELCOME

Welcome to the School of Education, within the Faculty of Humanities, Arts and Social Sciences at the University of Strathclyde, to the Professional Graduate Diploma in Education course and to the teaching profession. You are entering the profession during a significant period of change. Teachers' conditions of service provide opportunities for Continuing Professional Development (CPD) throughout their careers and, for you, the process of CPD starts today. You will develop as a reflective practitioner throughout this year and during the years ahead; your skills and professionalism will continue to evolve during your career.

The PGDE course is unlike many other postgraduate programmes in that it is a professional training which requires you to meet professional standards. The course is regulated by the General Teaching Council for Scotland and the Scottish Government. Quality Assurance mechanisms for higher education are also in place.

The PGDE course is offered as a one-year (36 week) full-time programme and also as a two year part-time programme. The course provides the theoretical and practical starting point to your career. It is designed to meet the benchmarks for the Standard for Initial Teacher Education in Scotland. At the end of the course "Home" students have an entitlement to an induction year during which they will progress to meet the Standard for Full Registration with the General Teaching Council. Other students will have the opportunity to progress to full registration by an alternative route which is outlined on the GTCS website.

Teachers' professionalism is manifested in many ways, for example in suitable planning and preparation; in effective classroom management; in development of insight into pupil progress through a range of assessment approaches; and in evaluation of and reflection on previous practice. This course provides you with a strong starting point. During the course, attendance, participation and commitment are key elements. The on-campus programme provides the theoretical underpinning for the teaching that you will carry out during school placements. The demands on you will increase as the course progresses.

The basic course information you need is in this handbook. Keep it safe and refer to it frequently. We will keep you up to date by providing further details via the First Class intranet. **Please check First Class regularly.** If in doubt about any arrangements, please contact the Education Courses Support Team in Room D001, David Stow Building.

The course is managed by a team. The management structure is designed to support you and all aspects of your learning during your time with us:

Linda Brownlow	Course Leader, PGDE full-time, part-time and UHI pathways
Donald Gillies	Course coordinator, Educational Studies
Hugh Gallagher	Course coordinator, Pedagogy and Curriculum
Shelagh Whyte	Course coordinator, Pedagogy and Placement Learning (primary
Raymond Soltysek	Course coordinator, Pedagogy and Placement Learning (secondary)
Paul Chambers	Course coordinator (Joint Honours Degrees)
Carey Philpott	Head of Centre for Excellence in Teacher Education

I am sure that you will enjoy your time on the PGDE course and that you will find teaching challenging but rewarding. Please make full use of all the facilities and expertise available to you during the course.
Good luck!

Linda Brownlow, Course Leader, PGDE

2. THE PGDE COURSE

Partnership

The course is jointly delivered by the university and partner schools within local authorities. By the end of the course you are expected to be competent in areas relating to teaching competences as identified by the Scottish Government and the General Teaching Council for Scotland. The guidelines are published at:

 http://www.scotland.gov.uk/library/documents-w3/git-00.htm.

Benchmark standards have been identified and a summary can be found in Appendix 1.

The Standard

It is essential that you study each statement carefully in order to develop a clear understanding of them and their implications for your own professional development and professional practice. They will also provide insight into the complexity of providing a productive learning environment for all the pupils that you teach.

The benchmarks are grouped as follows:-

> *1.   Professional Knowledge and Understanding*
> 1.1   Curriculum
> 1.2   Education Systems and Professional Responsibilities
> 1.3   Principles and Perspectives
>
> *2.   Professional Skills and Abilities*
> 2.1   Teaching and Learning
> 2.2   Classroom Organisation and Management
> 2.3   Pupil Assessment
> 2.4   Professional Reflection and Communication
>
> *3.   Professional Values and Personal Commitment*

Programmes of Initial Teacher Education help students to develop skills which are transferable to other areas of study and professional employment. These transferable skills are not additional to the benchmark statements, but are the outcomes for students who have completed successfully a programme which addresses all of the benchmark statements.

The key aim of the PGDE course is:

> *to support the development of student teachers in attaining the Standard for Initial Teacher Education within the context of a partnership model of teacher education.*
>
> This will be achieved by:
>
> • shaping students' concept of a teaching profession for the 21st century by developing their awareness of the changing and complex social, political and moral context of children's learning;
> • extending knowledge and deepening understanding of all aspects of the Pedagogy and Curriculum in order to ensure high quality teaching practices and promote children's well-being;

• equipping graduates to make a strong contribution to the professional field by anticipating, identifying and responding to the needs of education at all stages;

• highlighting the underpinning principles for inclusive practice which relate not only to the SITE Benchmarks but to the teacher as a developing professional;

• promoting confidence in students' capabilities as learners by helping them to develop a critical, analytical and reflective approach to their own learning and teaching, and their own personal development;

• working with schools and local authorities to develop the partnership so that the roles and responsibilities of each of the partners reflect the particular contributions that each can make and are integrated to provide a coherent and progressive experience for students;

• enabling student teachers to develop skill in collaboration and co-operative working with colleagues within education and as members of multidisciplinary and inter-disciplinary teams;

• supporting the development of a commitment to continuing professional development beyond the initial phase and of a positive attitude to lifelong learning.

These aims, which are realised in more concrete and specific ways through the specific outcomes of each of the modules of the course, will be met through teaching and learning processes that encourage active and participative methodologies. Broadly, on successful completion of this course, students will be expected to be able to:

• demonstrate competence in both curriculum-specific and generic areas, including transferable and key skills;

• demonstrate competence in the classroom to ensure the highest quality of learning and
 teaching for all pupils;

• analyse potential connections, in inter-disciplinary contexts, in order to plan support for learners in developing skills for learning, life and work, e.g. through the permeating skills of literacy, numeracy and health and well-being;

• employ appropriate monitoring and assessment principles and practice as part of the learning and teaching process;

• justify and evaluate their actions from a wide knowledge and understanding of the learning process;

• engage with current research relevant to teaching and learning;

• demonstrate a commitment to professional values in teaching.

3. STRUCTURE OF THE PGDE COURSE

 The PGDE course is modular and has 120 credits. Strathclyde University recognises each 10 credits as being the equivalent of 90 hours of student effort. Of these, normally 24 hours will be contact with a tutor/lecturer. School placements will also account for some of these contact hours. In addition, students will be required to undertake independent and supported study tasks.

Core provision comprises the following modules:

Pedagogy and Placement Learning (PPL)   **40 credits**

Educational Studies   **40 credits**

Pedagogy and Placement Learning   **40 credits**

Pedagogy and Placement Learning Module (PPL)
This module will be experienced partly on campus but predominantly in schools. Its purpose will be to enable you to become an effective teacher who promotes learning by being aware of appropriate pedagogical strategies, including the use of assessment as a tool for learning. In schools, you will observe teachers with classes, work with them on a cooperative basis, prepare and teach lessons under teacher supervision and receive advice on how you might develop your classroom practice. Tutors will also observe your teaching and will provide one-to-one post-lesson tutorials.

On campus, this module will be taught primarily in distinct sector groups. Within the Primary route, there will be separate PPL lectures and tutorials, while within the Secondary route classes will be taught predominantly in subject specific groups, with the PPL input integrated within the P&C module. Additionally, there will be some cross-sector classes and, within secondary, some cross-curricular classes.

Educational Studies Module
There is a greater need than ever before to increase professional skills – a fact recognised by the course, the General Teaching Council for Scotland and the Scottish Government. In working with pupils and staff, you will require knowledge and a skills base which must include the increasingly generic and inter-professional aspects of your work.   The Educational Studies module is designed with these aspects in mind. You are encouraged to discuss and to reflect on the principles underlying the work of all teachers e.g. assessment, classroom management and the concepts involved in effective teaching and learning. However, these issues cannot and must not be separated from the wider educational and socio-economic climate in which schools operate and it is therefore important that you also understand some of the historical, psychological and philosophical bases which underpin effective education provision in the 21st century.

The Educational Studies module, in conjunction with other course modules, provides a sound conceptual and practical base for beginning teachers – a solid foundation which can be built on during continuing professional development.

The normal format for teaching this module will be a lecture to the whole cohort followed by tutorial classes comprised of a mixture of primary students with secondary students from various subject disciplines.

Pedagogy and Curriculum Module (P&C)
Although this module is presented in the context of the Scottish educational system, it is intended to equip you to teach in any system. The module will examine what is taught in Scottish schools; how it is taught; how it is assessed and how we use assessment to promote learning.

The P&C module and the PPL modules will complement and supplement each other. Within the Primary route, the prime function of the P&C module will be to familiarise students with the content of the various areas which comprise the primary curriculum. Within the secondary route, the prime function of the modules for each teaching subject will be to provide the background in the subject and the appropriate classroom skills required of the specialist subject teacher. (To this extent, within secondary, it will also incorporate much of the content which will be taught in discrete primary PPL classes).

Professional E-Portfolio
The Portfolio has been devised to support your learning and to contribute to best practice in placement schools. During the PGDE course you will be expected to keep a reflective portfolio of your progress. You will keep the portfolio electronically within the University's virtual learning environment.

What's it for?
The portfolio is designed to help you take ownership of the route of your learning journey towards the Standard for Initial Teacher Education so that you plan the steps of the journey in the most focused and purposeful way. Apart from helping to make your learning journey as focused and helpful as possible and assisting in key assessment processes, portfolio building and taking ownership of your own professional development is a skill that is required during your probationary year and beyond. This is a good opportunity to develop that skill.

How do I use it?
The portfolio is a tool to help you think reflectively and insightfully about what you have learned from the experiences that you have had so far in school and in university and what you need to do next to plot your onward journey efficiently and effectively.

What goes in it?
Your portfolio is made up of 'learning artefacts' that you have selected as demonstrating something significant about your achievements in relation to the Standard for Initial Teacher Education.

A 'learning artefact' can be anything; a lesson plan or sequence of lesson plans; an observation completed by you; an observation of you completed by a teacher or tutor; examples of pupils work; photographic, video or audio material; module assignments; powerpoints or other module materials; almost anything else you can think of.

A key part of the portfolio is the narrative of your development as a student teacher. This narrative should link to the artefacts where appropriate, showing that you are working towards achieving the Standard for Initial Education. The narrative should include concise reflection that identifies its significance for your learning journey and what steps this means you need to take next.

How do I decide what to put in?

> **Be selective** - *too many learning artefacts suggest that you are not able to understand what is significant and what isn't, that you are not properly developing the skills of reflective insight. In the early stages of the course, when you have a limited number of potential artefacts, you may want to include almost everything that you have. Later you need to select only the best or clearest example to demonstrate what you have learned.*
>
> **Avoid unnecessary duplication** – *you don't need multiple artefacts to demonstrate the same learning or understanding.*
>
> **Update regularly** –*as you progress on your learning journey you will want to remove earlier artefacts and replace them with later ones that show more advanced knowledge or understanding*

Try asking yourself the following questions about learning artefacts:

'What do I learn from this that I didn't know before?'

'What does this show about my knowledge or skills that I haven't previously demonstrated?'

'What does this tell me about what I need to learn next?'

If your answer to one or more than one of these questions is something clear and significant, then you should probably include the artefact in your portfolio. If it isn't then you should probably leave it out.

How is the portfolio linked to assessment?

The portfolio itself is not assessed. However, at key points throughout the year, the reflections and artefacts in the portfolio will underpin both formative and summative assessment. Without an effectively maintained portfolio you will not negotiate these key points effectively. While your portfolio is a personal reflection, you must be willing to share appropriate parts of it, on request, with course staff and with teachers/ school

Certificate in Religious Education by distance learning (CREDL)

The Certificate in Religious Education for Roman Catholic teachers enables students to qualify for the Catholic Teacher's Certificate. Students electing to follow this will gain no additional academic credit.

The cost of this course is £480 (currently under review) and this must be met by the individual student. The address to contact for further information is Department of Religious Education, School of Education, University of Glasgow, St. Andrews Building, 11, Eldon Street, Glasgow G3 6NH, telephone: 0141 330 3434, fax: 0141 330 3470, e-mail: re@educ.gla.ac.uk.

Students who decide not to follow this course during the pre-service period will be able to overtake this during the induction year or later if they wish.

Progress to Induction Year

The Teacher Induction Scheme, introduced in session 2001/2002, is administered by the General Teaching Council for Scotland (GTCS) in partnership with the Scottish Government. All new teachers in Scotland are required to fulfil a period of probation before being awarded full registration with the GTCS. The Teacher Induction Scheme currently:

- guarantees a one-year training post to every *eligible student graduating with a Teaching Qualification from a Scottish Higher Education Institution;

- ensures a maximum class commitment of 0.7 Full Time Equivalent, the remaining time available to be used for professional development;

- provides each probationer with access to the services of an experienced teacher as a nominated induction tutor;

- ensures a consistently high quality probationary experience;

- provides remuneration for the probationary period which compares well with that of other professions.

At the end of the Induction Year probationary teachers will normally be eligible to apply for full registration as a teacher with the General Teaching Council for Scotland. To achieve this they will have to have met the requirements of the Standard for Full Registration (SFR). The SFR and the Scheme for Induction will together serve to ensure that those entering this challenging and rewarding profession will be given the very best start to their career.

(Extracted from the SEED booklet "Teacher Induction Scheme 2002/2003").

Some students might not graduate from the PGDE course in June/July 2011 for a variety of reasons: this will affect their ability to progress to the Induction Year in August 2011. Such students will be able, on completion of the course, to seek employment as supply teachers and progress to the Induction Scheme the following session, if they wish.

GTCS will visit the university during the programme to answer questions about registration. For more information regarding the GTCS see www.gtcs.org.uk

For students who are not eligible for this Induction Scheme, an alternative route to full registration is available. Information on this can be accessed from the GTCS website.

*Eligibility will normally be restricted to those students whose fees are paid by the funding council (Scottish Higher Education Funding Council) or those who are self-funded Scottish students. Students must have been resident in Scotland for the 3 years immediately prior to applying. However, consideration may be given in some circumstances to students who do not meet these requirements in full.

4. PRACTICAL COURSE INFORMATION

The Weekly Timetable

Full-time course (see appendix 2 for overview timetable)
You should note that hours for the full-time course are 9am-5pm and you are expected to be working on course-related activity during those hours. Although the timetable has a basic pattern of Educational Studies classes on a Monday and Wednesday and Pedagogy and Curriculum / Pedagogy and Placement Learning slots on the other days, various other timetabled events happen throughout the week and throughout the year - e.g. Placement Review Days; Educational Studies Options classes, etc. It is essential that you pay particular attention to notice boards and to First Class to ensure that you are aware of any changes to the published timetable and that your attendance level remains as high as possible.

Part-time course (see appendix 2 for overview timetables)
The weekly timetables for students following the two-year version of the course is of necessity different from that of the full-time course participants. The overview timetable for each of the two years of the course is provided later in this section and further detailed information on the week-by-week timetable for each year will be provided at the first meeting of part-time students. Thereafter your various module tutors will provide you with the relevant information for each of these modules.

It is important that you attend all on-campus classes and you should therefore make sure that, if you are in any doubt as to when classes are scheduled, you make contact in advance with the tutors concerned or with the PGDE Course leader

Attendance Requirements
Students are expected to:

- attend regularly, both for on-campus teaching and placement;

- demonstrate their professionalism during on-campus blocks and while on placement (and show courtesy to the placement agency) by attending regularly and promptly;

- contribute to the learning of other students as appropriate by attending and contributing to tutorials, participating in group activities, and so on.

Full attendance is expected. It is a course requirement that all students must demonstrate regularity of attendance during their course. It is a university requirement that the attendance rate is a *minimum* of 80% in **each** of the course modules. Additionally, regular attendance is a condition of grant awarding agencies. Staff will keep attendance records for all modules and students should see to it that their attendance is recorded. This information will be taken into account in the decisions on course progress which will be made by the Student Review Panel and the Board of Examiners.

Absence of more than 2 weeks' duration must be reported without delay to the grant awarding agency.

Students who fail to meet the minimum attendance requirements detailed in this Course Handbook will be:

(a) advised in writing of this;

(b) offered an opportunity to overtake such failure, either through additional appropriate course-related activities or by being required to re-attend the class in a subsequent semester or year of study.

In addition they may be:

(c) excluded from taking the assessment for the class;

(d) prevented from progressing to the next school experience.

A report on such students will be made to the Board of Study before the due date of any assessment from which the student is being excluded. Students who have failed to meet the minimum requirements will not be permitted to undertake the assessment for the class until they have overtaken the attendance requirement (Board of Study 3.11.99).

It is clear that successful progress is a prerequisite for entry into the Teacher Induction Scheme.

Absence Procedures
Absence of whatever duration, on medical grounds, from the University or from School Experience should be intimated immediately to the TE Support Centre, to the relevant PPL / P&C tutor, and to the Head Teacher of any placement school.

Where absence is 7 days or fewer, a self certification form must be submitted to the TE Support Centre on return to the Faculty. Copies of these forms are available from the TE Support Centre.   A copy has also been included in this documentation for your convenience (Appendix 4).

Where absence exceeds 7 days, a medical certificate from the student's doctor must be sent to the TE Support Centre who will copy it for the student file and transmit it to Registry. The certificate should give information on initial and final dates of absence.

Where the illness is of long duration, the student must send intermediate medical certificates at fortnightly intervals and must contact the PGDE Course leader to discuss matters and to seek advice.

Where absence has resulted in failure to complete assessed course work, the self-certification convention does not apply.   A student who fails to submit an assessment/assignment on time because of illness must submit a medical certificate to the ITE Support Centre who will pass this on to Registry .The requirements which have been outlined above are summarised in the following grid:

	Inform TE office / relevant tutor	Self-Certificate to Course leader	Doctor's Certificate to Registry	Inform Head Teacher of School Placement
Absence from Faculty lasting up to 7 days.	√	√		
Absence from Faculty lasting 7 days or more.	√		√	
Absence from Faculty when an assessment should be submitted.	√		√	
Absence from School Experience lasting 1-7 days.	√	√		√
Absence from School Experience lasting 7 days or more.	√		√	√

N.B. ***Absence from elements of the course may result in your having to repeat that part of the course in the following session and may delay the award of your diploma.***

Leave of Absence
Students who require to take time off during on-campus periods or during school placement blocks must ensure that they apply in advance for leave of absence for the dates concerned.
All applications for leave of absence should be sent to the Course leader with full information as to the reason for the request. Applications should be made as far in advance of the period of leave as possible to allow time for consideration of the request and for a formal written response to be sent. A copy of the application form is provided in this document for your convenience (Appendix 5) and paper copies are available from the TE Support Centre. Please note that leave of absence will only be agreed in exceptional circumstances.

Voluntary Suspension
Students seeking voluntary suspension for medical and other reasons are required to discuss this and any academic and financial implications with the Course leader. Forms for application for voluntary suspension are available (on request) from the TE Support Centre.

5.   PEDAGOGY AND PLACEMENT LEARNING (School-based aspects)

GENERAL

School placements are central to your course and provide a focus for all other course programmes.   The National Guidelines for Teacher Education Courses require you to spend a minimum of 18 weeks or equivalent in schools and to demonstrate the benchmarks for the Standard for Initial Teacher Education.

You are required to attend the placement school throughout the full working day; that is from before classes start until after they are completed. You are also required to attend school on staff in-service days, unless specifically requested, by the school, not to do so. The placement school provides opportunities for collaboration with colleagues. Team work is an essential part of that experience. You should be aware that placements result from the strong partnership which exists between school staff and the Faculty. Schools are not obliged to take students on placement but they have volunteered to do so and enjoy having students working with them.

During school placements you are a guest and you should comply with systems which are already in operation within the school.

Detailed information about placements can be found in the relevant PPL handbooks.

Local Authority Partnership

Over a number of years, the university has developed a close partnership with Local Authorities to assist in securing placements in their schools. Money has been allocated from SEED to provide a Coordinator within each authority or cluster group and a system to manage the increased number of placements has now been established.

As part of this system, the course team submits a request for particular numbers of placements within each authority involved in the Western Consortium and to the other authorities in which student teachers have historically been placed for the PGDE course. In June, returns were received from the Local Authorities through Practicum and placements have been distributed between the ITE courses in the School of Education.

The allocation of student teachers to schools and to Pre-5 settings is not a straightforward task. Many complex issues need to be taken into consideration when making the placement allocations and all student teachers are assured that time, thought and effort all go into this process. Requests for placements in schools are made from many sources including the PGDE course. The following have a part to play in the placement allocation process for student teachers and the placement opportunities required for each student teacher.

- Local Authority responses
- availability of places in schools
- student teachers' place of residence
- student teachers' needs
- student teachers' previous experience in schools
- location of school
- public transport or own car use
- travelling time
- tutor's established relationship with schools
- tutor timetabled commitments

- tutor travelling time
- the time allocated for assessments

Over the summer, successful applicants for the PGDE course were asked to advise us of:

- the intended term address
- exceptional circumstances which need to be taken into account when allocating placements
- the reliance on public transport to travel to schools
- any previous school experience or relations with school which may impinge upon the allocation.

The majority of placements are usually within the Central belt and within reasonable travelling distance to the Jordanhill Campus. Student teachers are advised, however, that it is possible that they will be required to travel quite a distance or spend considerable time travelling for some of the placements. Exceptionally, consideration may be given to students who have indicated that they would welcome the opportunity to be placed in Argyll & Bute, Highland, Western Isles and Dumfries & Galloway Regions.

Where a student teacher feels that additional consideration needs to be taken into account, s/he is advised to contact the Education Courses Support Office **hass-courses-edu@strath.ac.uk** or 0141 950 3224.

PRIMARY SCHOOL PLACEMENTS

Schools
Placement packs are sent to schools before placement begins.   Head teachers are asked to ensure that Class Teachers receive the booklets and this happens in the majority of cases. Student teachers should advise tutors where the Class teachers have not received the information.

Packs contain:
- thank you letter to Head teacher
- thank you letter to the receiving Class teacher
- Information for School Staff handbook, containing information about the course procedures; suggested organisation of the placement; information about specific assessment criteria being applied for this placement and a copy of the assessment form.
- extracts from the Standard for ITE (Benchmark information)
- extract from the *Safety Requirements for the Placement of Students* guidelines.
- blank School Report form for the Class teacher to make written comment
- evaluation of placement form

Tutors will contact schools by phone before placement to introduce themselves. Negotiations take place to ensure that appropriate support can be given to each student teacher and schools welcome the opportunity to discuss the support that can be offered.

School representatives are invited to Placement Partnership meetings. These meetings are designed to:
- advise partners of the module content;
- discuss the requirements for the placement;
- discuss the respective roles of school staff, faculty staff and student teachers;
- highlight the assessment criteria and procedures;
- inform partners of developments that are taking place within the course and within ITE;
- provide an opportunity to meet with tutors and colleagues from other establishments.

Attendance at these meetings can sometimes be problematic due to the need for 'absence' cover. Nevertheless, the course team regards such meeting as important and feedback from partners would suggest a similar view.

Preparation for placement
During the Pedagogy and Placement Learning lectures & tutorials, student teachers are advised of:

- the requirement for the placement;
- the arrangements for the tutor visit;
- how assessment of the placement is made.

Preparation days are designed to enable student teachers to be:
- introduced to the placement school and class;
- to familiarise themselves with school and class policies and procedures;
- to begin their rapport with the pupils;
- to begin negotiations with the class teacher for the responsibilities during the placement.

Support on Placement
Student teachers are encouraged to make use of First Class as a means of remaining in contact with their tutor and their peers while on placement. Contributions to the discussion board / notice board suggest that this has been a success.

Student teachers are advised to contact their tutor for additional advice and support if necessary. This can be done by e-mail, phone contact directly to the tutor on campus or by request through the TE Support Centre.

Class teachers and Head teachers are encouraged to contact the relevant tutors or the Course Leader should they have concerns about the progress of the student teacher or require clarification on any aspect of the placement.

The Course Team recognises the additional workload and, on occasion, challenges that working with student teachers can bring. The many Class teachers and Head teachers who willingly offer advice, feedback and time to listen are thanked by the Course team. This support is vital to the success of the Placement learning experience for the student teachers.

Tutor Visit During Placement
Student evaluations indicate that the tutor visit is seen as supportive and tutors listen to the student teacher's evaluations and personal action points as well as providing critical feedback on the observed sessions.

During the tutor visit, discussion takes place with the CT and HT and this provides a further opportunity for clarification of placement requirements and for the CT to be guided (if requested) on ways to support the student teacher. Feedback is also made on issues arising from the Planning File and from comments made by the Class teacher
.
The feedback sessions during tutor visits also prepare student teachers for the professional dialogue which will be expected during the Induction Year and as they continue with their Professional Development opportunities during their career.

SECONDARY SCHOOL PLACEMENTS

Secondary School Experience
Subject Coordinators will try, wherever possible, to ensure that you are placed in different types of school for your two blocks of linked placement so that you can compare how different schools are organised and how they provide for the needs of pupils**.**

Full-Time Course
Your placements are arranged by the TE Support Centre, who will liaise with Local Authority Placement Coordinators, School Regents and Subject Co-ordinators. You are advised to check regularly on First Class and with your tutors right up to the start of the placement period in case there is an unexpected change to the arrangements for your placement. We ask you not to make contact with subject departments in schools prior to going on placement since late changes can take place and we wish to minimise any disruption to hosting departments.

You will have 4 placements for school experience. The first is a 2 week introductory or Induction Block experience where you will become aware of the nature of teaching and the

school environment. You will normally return to your Induction Block school for School Experience 1.

You will then have 2 further blocks of school experience, normally in one other school where you will have further opportunities to acquire the stated skills and competences.

Duration	Placement Block	School
2 weeks	Induction Block	School A
6 weeks	School Experience 1	School A
6 weeks	School Experience 2	School B
4 weeks	School Experience 3	School B (normally)

Part-Time Course
Your placements are arranged by the TE Support Centre, who will liaise with Local Authority Coordinators, School Regents and Subject Co-ordinators to arrange a suitable placement. It will not always be possible to place you in a school close to your home. You are advised to check regularly on First Class and with your Faculty tutors right up to the start of the placement period in case there is an unexpected change to the arrangements for your placement. We ask you not to make contact with subject departments in schools prior to going on placement since late changes can take place and we wish to minimise any disruption to hosting departments.

During Year 1 of the course you will have 4 periods of placement for school experience. The first is a **2 week introductory** or **Induction Block** experience where you will become aware of the nature of teaching and the school environment. You will normally return to your Induction Block school for all of the subsequent school experience placements in Year 1 of the course.

In Year 2 of the course your 3 periods of school experience will be undertaken in a second school. In the placement proposal for year 2 your tutor and the ITE Support Centre will do their utmost to ensure variety in the two schools selected for your placements over the 2-year period.

Year 1

Duration	Placement Block	School
2 weeks	Induction Block	School A
6 days	School Experience 1	School A
12 days	School Experience 2	School A
3 weeks	School Experience 3	School A

Year 2

Duration	Placement Block	School
21 days (over 6 weeks)	School Experience 4	School B
5 weeks	School Experience 5	School B
1 week	School Experience 6	School B

The Role of the Regent During Placements in Secondary School
The Regent is the main communication link between the course and partner schools. As the member of school staff with the overall responsibility for supervising your School Experience, the Regent plays a key role in your training. For instance, the Regent may organise a whole school programme for groups of students, particularly in term 1 of the course.

This supportive role is crucial to the task of developing your confidence and competence as a teacher irrespective of subject background. We ask the Regent to organise a programme for you when you arrive in their school. These programmes vary from school to school but they may consider such aspects as:

- size of school - staff and pupils;
- catchment area - composition and history;
- relationship to associate primaries, FE, 16 plus;
- liaison with parents;
- arrangements for adults in school;
- role of, and liaison with, other agencies (e.g. psychological services, social work);
- the guidance system - its purposes and structure;
- provision for special needs
- a variety of school policies: discipline; homework; anti -bullying; equal opportunities;
- curriculum and assessment;
- arrangements for staff development, in-service training etc.

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The PGDE Course Management Team has suggested the following to partner schools:

The teacher responsible for your subject, normally the Faculty Head or the Principal Teacher, should:
- issue you with a timetable;
- ensure that you receive all possible assistance from the department in the planning and execution of lessons;
- observe you teach and take other appropriate steps to gain impressions of your abilities in the classroom as your School Report will be completed by her/him and by the Regent. However, other subject staff will also be expected to observe you teach and to provide assistance and feedback to you and to the teacher responsible for your subject to assist him/her with the compilation of the School Report;
- undertake a mid-placement review with you to discuss progress; **(N.B. <u>you</u> should initiate arrangements for this, produce the agenda and the resulting report to be signed by the supervising teacher)**
- discuss the School Report with other supervising teachers and then with you **before the end of the teaching block**. Nothing in your report should come as a surprise to you. A copy of the completed report will go to the following:

  - School
  - Faculty
  - Student

Teaching and Observation During Secondary School Experience
Your timetable should have a variety of classes at different stages but should also have some continuity. You should be given adequate notice of being asked to take a class to enable you to prepare properly.

You should be given the opportunity to observe teachers in the classroom during all of your placements. However, the balance between teaching and observation should change as you gain confidence with experience. It is recommended that you should spend about 70% of placement time in classroom contact (teaching, both cooperatively and independently, and observing) and 30% in preparing, reflecting and taking part in whole school programmes. These recommendations will be communicated directly to the receiving department by Faculty Curriculum & Pedagogy tutors.

EXPENSES FOR ESSENTIAL TRAVEL TO PLACEMENT SCHOOL

PGDE Full-Time Course

Full-time students are entitled to claim the **additional** costs incurred due to placement, and claims may be made in line with the guidelines for claiming placement expenses (see appendix 6). Students must read the guidelines carefully to ensure that appropriate claims are made. Hard copies of the form and guidelines are available from the Education Courses Support Office.

The general principle is that payment for placement travel is based on the **additional** expense that is incurred due to the placement. Students may claim the costs of "normal" travel to and from the campus from their home address from their funding body e.g. SAAS. The cost of this normal outlay must be deducted from the expenses claimed for each period of school experience whether the student can reclaim this outlay from their funding body or not.

> *N.B. forms which are not correctly completed will result in payment being delayed. Unauthorised travel will not be met by course budgets. Students are advised to read carefully all of the documentation and advice and to submit claims by the due date for each placement period. Retrospective claims will not normally be processed.*

> *N.B. PGDE Part-time students are not eligible to claim for travel expenses.*

COVER FOR ABSENT TEACHERS

You should not be used as cover for absent teachers. According to the General Teaching Council for Scotland, "***The use of students on placement to cover the classes of absent teachers would come into the category of unacceptable professional practice and should as far as possible be avoided. The Council recognises of course that there will be occasions from time to time when emergency circumstances arise and when there may very well be no alternative to a student on placement being deployed in this way, even if only as a temporary measure. The routine use of students for cover purposes, either directly or indirectly, would, however, be regarded as professionally inappropriate; such deployment of students could only be accepted in circumstances which were clearly of an emergency nature and on a basis which was clearly understood to be temporary".***

This information has been communicated clearly to the schools.

SAFETY ON PLACEMENT
While you are a student at the University of Strathclyde, the University has a responsibility for your safety. However, you must take all possible steps to ensure your own personal safety.

On the premises of the University the staff are normally informed of anything that might affect your safety and take steps to counter any likely problem. However, if you come across any potential or actual problem you are asked to report it to the PGDE Course Leader or to any Assistant Safety Adviser in Safety Services.

While you are on a placement you will be treated as an employee of the Host Employer (School and Local Authority) and as such, you must cooperate with their Health and Safety guidelines. The employer's responsibility is shared with the University but, once again, you have a responsibility for your own safety and that of others. All schools within which

students are placed have appropriate safety policies and procedures which meet the requirements of the University's Health and Safety policies.
The University's Local Rules on the Safety Requirements for the placement of students can be consulted at http://www.strath.ac.uk/Departments/SafetyServices/

6. STUDENT MATTERS

Student Involvement in Consultation and Evaluation of Courses
It is course policy as well as essential for quality assurance purposes to have on-going monitoring and evaluation of the course. All students will be asked to assist in this by providing their evaluation of various modules and components within the course. In addition students help with monitoring via a system of **Staff/Student Consultative Committees**.

PGDE Full-time Course
The purpose of this committee is to enable staff and students to discuss key issues relating to the course. The Course Staff/Student Consultative Committee will normally deal with general or course wide issues although it may on occasion have to address problems raised at local level and not resolved there. The reports of this Committee will be submitted for the consideration of the Management Team and will be incorporated into course monitoring reports.

PGDE(S) Part-time Course
Due to the small number of students on the part-time course, monitoring will be undertaken on an ongoing basis and student opinion will be sought regularly from the student body during their Educational Studies Modules. Students will have access to online evaluation of the programme.

Minutes of the Course-wide Staff/Student Consultative Committee will be made available to students on VLE and specific course-wide points will be raised on their behalf as appropriate.

The consultative and representative structures outlined above are not meant in any way to interfere with the normal one-to-one consultations and representation which take place throughout the course between staff and students.

Student Concerns / Student Support
All students should feel free to discuss issues and matters concerning PGDE with appropriate staff and there is a range of support systems in place should difficulties arise. These are:
- PGDE Course Tutors
- PGDE Course Management Team
- University Support Services
- in addition, during school placement, School Regents and other staff with a remit for working with Student teachers.

If issues arise, or additional support is required within a course module, students should discuss the matter as early as possible with the relevant course tutor (P&C / Educational Studies / PPL). Similarly, during a placement in school, concerns should be raised with school /departmental/faculty colleagues or with the School Regent/Student Supervisor. In all cases, if matters are not resolved satisfactorily then the student should consult the Course Coordinator for Pedagogy and Placement Learning (Primary / Secondary) or the PGDE Course Leader. Students can raise personal matters with course tutors if they feel that is appropriate. However, such issues may be raised directly with the PGDE Course Leader. It is important that any student should feel free to approach the above staff for advice or to discuss any aspect of their experience on the course with them. Any such discussion will be entirely confidential at the student's request.

If a student feels that there is cause for concern or complaint over treatment by a tutor, they should consult the tutor concerned, seeking clarification or redress. If for any reason the student does not wish to approach the tutor concerned personally, or if such an approach fails to resolve the problem, then the procedures outlined above should be followed.

Student Support Services

Student Support services offer a range of services such as the Student Advisory and Counselling Service, Financial Advice, Health Service and the Chaplaincy. Further information can be found at: http://www.strath.ac.uk/student/services

Disability Services

This service includes:
- Information and advice for disabled students
- Assistance in accessing disabled students
- Liaison with other support agencies
- Help with arranging assessments for disabilities such as dyslexia
- Support in meeting individual needs to allow students to progress with their course.

Contact people within the School of Education for those students who wish to discuss disability-related issues are:
- Lesley Beaton (lesley.beaton@strath.ac.uk) - secondary
- Dr Morag Findlay (morag.findlay@strath.ac.uk) - secondary
- Catherine Whitley (catherine.whitley@strath.ac.uk) - primary
- Charlene Tait (charlene.tait@strath.ac.uk) - primary

External Examiners and Quality Assurance

All University courses are subject to external examining procedures. External Examiners for PGDE are selected from staff in fellow teacher education institutions, local authorities and local authority schools. These examiners accompany selected tutors on some of their visits to students as part of the QA process.

PGDE is also subject to review by the Quality Assurance Agency for Higher Education, the General Teaching Council for Scotland, the Local Authorities, the Scottish Government and Her Majesty's Inspectors of Education.

7. COURSE ASSESSMENT

To be awarded the Professional Graduate Diploma in Education, you must pass all course modules.

For the part-time students these modules are spread over the 2 years of the course.

Modules	Assessment	Full-Time	Part-Time	Credits
Educational Studies	Educational Studies Assignment 1(a,b,c)	Submission: Staged December – May	Year 1 Submission	20 SCQF10 (PGDE)
	Educational Studies Assignment 2	Submission : January	Year 2 Submission	20 SCQF10 (PGDE) Or 20 SCQF11 (Masters')
Pedagogy and Curriculum	Pedagogy and Curriculum Assignment 1	Ongoing with written submission March	Ongoing with year 1 submission	20 SCQF10 (PGDE)
	Pedagogy and Curriculum Assignment 2	Submission: May	Year 2 submission	20 SCQF10 (PGDE) Or 20 SCQF11 (Masters')
Pedagogy and Placement Learning	School-based assessment by schools and faculty tutors	Throughout the Year	Throughout Years 1 & 2	40

Course Work

Each class in PGDE includes course work that involves group or independent study on specified tasks. This may involve products, presentations, written reports etc. Although these are not assessed formally they are essential learning experiences and, as such, are course requirements.

APEL

APEL (Accredited Prior Experiential Learning) is not currently available for either the full-time or the part-time version of this vocational course.

SCHOOL-BASED ASSESSMENT

The assessment of teaching will be based on the performance of students when on practical placement in schools. Staff from the placement schools and tutors will observe you teaching and discuss it with you. They will assess your performance against the Benchmarks for the Standard for Initial Teacher Education and will compile a report on your performance. A copy of the proforma for these reports is included as Appendices 7 (primary) and 8 (secondary)

Tutorial Visits

Every student will normally receive a minimum of 3 assessed visits. Some students may receive more than this if they are deemed to require additional tutorial support. Visiting tutors may be accompanied on visits by External Examiners or by internal examiners for quality assurance purposes. The role of these examiners is to monitor course procedures and not to assess the students concerned.

Procedures for Assessment of School Experience

Preparation

Please try to fit in with pupil learning. Lessons for each tutorial visit should enhance pupil learning and not disrupt it. You should plan and prepare for a tutorial visit by yourself. Remember that this is an assessment of **your** teaching skills not those of the school in which you are placed.

The Tutorial Visit

Following a lesson, tutors will give you oral and written feedback on the teaching they observed. This might be done in the course of a tripartite discussion between you, the tutor and school representative e.g. Supervising Teacher or Principal Teacher. You will be given a copy of the tutor report immediately following the debrief.

Tutors will give notice in advance of assessed visits. They will usually consult on this with you, the Regent or the Principal Teacher. They will advise you and the Head Teacher of the visit in writing.

At the End of Each School Experience Block

Schools will be asked to complete a report and to grade your performance using the Satisfactory and Unsatisfactory grades as described in the School Report. The supervising teacher will also be requested to discuss your report with you before you finish your placement and leave the school. There will be a copy of the completed report form for the school, the tutor and for you. You are required to sign the form to indicate that you have seen it. Appendix 9 shows a copy of the school report form.

At the end of each school experience block your tutor will consider the grades awarded and the comments made both by the school and the visiting tutor(s) and will make a professional judgement as to an interim grade for each section of the report for the placement concerned. Your tutor will provide you with a copy of your interim report. If you have been awarded an overall grade below satisfactory in any of the sections of the interim profile report your case will be referred to the Student Review Panel which meets following each school experience block. Similarly any students whose progress is giving cause for concern for any other reason(s) will be referred to the Student Review Panel. The results of the discussions at the Review Panel will be communicated in writing to the students concerned.

At the End of the Course

Final Grades will be awarded in each section of the report on the basis of all grades and comments in Tutor and School Reports throughout the course. These final grades will determine whether you have been satisfactory or unsatisfactory in your Pedagogy and Placement Learning module and, therefore, whether you have achieved the 40 credits (SCQF 10 PGDE) attached to that module.

It is expected that students will make progress between term 1 and term 3 (year 1 & year 2 for part-time students) and therefore the process of arriving at a final grade is not an arithmetical one. Grades are neither aggregated nor averaged. Student performance will be monitored closely over the entire course and tutors will decide on the final grade taking into account the professional judgement of all who have had input into the assessment of the student concerned. The final grade will indicate the normal level of performance of the student at the end of the course.

Profile on Entry to the Teaching Profession

On your successful completion of the course, and after the results have been processed by the Board of Examiners at the end of June (in Year 2 for the part-time course), you will be expected to complete the Profile on Entry to the Teaching Profession. You will receive a Letter of Award and your university diploma. These should reach you by the end of July. The university will automatically forward, in June/early July, the names of successful students to the General Teaching Council for Scotland. For overseas students a Letter of Professional Standing will be forwarded to the appropriate body by the General Teaching Council for Scotland, on payment by the student of the required fee.

It will be your responsibility to pass on a copy of your Profile on Entry to the school in which you will undertake your probation year, if applicable.

Procedures for Submission of Assessment Work

All assessment items must be submitted both in paper and in electronic version. It is the responsibility of each student to ensure that all assessment items are completed and submitted by the due date. It should be noted that late submission of assessment items is not permissible unless an extension has been granted by the PGDE Course Leader. A request for an extension will normally only be granted if supported by a medical certificate.

Students must:

(a) submit work for assessment by the agreed date to the ITE Support Centre and, in the case of electronic submission, to the appropriate folder on the VLE;

(b) present any required written work at a length which is within prescribed limits;

(c) word process all assignments.

(d) complete and sign a statement of authenticity and submit with all assignments

Students must retain electronic and hard copies of any work which is being submitted for assessment purposes.

Students should not submit assessment items to individual tutors. Students should submit hard copy assignments to the Education Courses Support Office, Room D001, David Stow Building by **noon** on the due date, unless advised otherwise. They should sign the appropriate documentation as proof of submission and to declare that they are submitting their own work. Students may, in exceptional circumstances and by prior arrangement, submit assessment items by post to the Education Courses Support Office. These should be sent by recorded delivery. Detailed information will be provided in advance regarding electronic submission of assignments. Detailed information about assignments will be found in the PGDE Assessment Handbook.

Academic Dishonesty
The University takes a very serious view of any instances of academic dishonesty.

Assignments are expected to be the original work of the individual submitting them. In particular, you must avoid committing either plagiarism or collusion. The PGDE course requires all students to submit each of their course assignments in electronic format as well as in hard copy to allow each assignment to be scrutinised for possible academic dishonesty using the appropriate commercial software. Students are advised that the checks carried out involve every assignment from the current cohort and that these are also checked against the assignments of students from previous sessions of the course.

Students are therefore advised to read carefully the following extract from the School of Education Student Handbook (Section 3.4) in advance of submitting any assignments to ensure that they are not at risk of breaching any guidelines.

PLAGIARISM
Plagiarism is the offence of attributing someone else's work to your own name. Note that if you knowingly allow another student to copy from you, you will be regarded as guilty of collusion.

You are advised to regard published material as being there to help you, not to write the assignment for you: that has to be your own. However much you are informed by what you have read, the material must be analysed, evaluated and reconstructed in a way which helps you give your own response to the topic set.

Examples of plagiarism which apply both to conventional sources and information downloaded from the internet, are:

(i)   inclusion of more than a single phrase from another's work without the use of quotation marks and appropriate acknowledgement of source;

(ii)   summarising another's work by changing a few words or altering the order of presentation without acknowledgement;

(iii) copying another's work;

(iv)   use of another's ideas without acknowledgement or the presentation of work as if it were the student's own work when it is substantially the ideas of another.

If you feel it would be helpful to use another author's own words to illustrate a point you wish to make, be sure to use quotation marks and to reference the author clearly. You should also clearly reference:

- *assertions of fact that cannot be presumed to be common knowledge*
- *paraphrases of other writers' statements*
- *opinions and generalisations derived directly from other writers*
- *borrowed tables and diagrams (for which the source is usually written underneath the table or diagram).*

EXAMINATIONS

Students are expected to work totally independently in examinations, even when they are of the "open book" type. This means that you should not attempt to communicate during the course of an examination (in the examination hall or elsewhere) with another person orally, electronically or in writing, nor should you copy material prepared by another person.

Similarly, you should bring with you to the examination only material that is explicitly permitted by the lecturer who set the examination or aids which are permitted by University regulations.

Others examples of academic dishonesty include:

(a)   cheating in written examinations: illicit copying or communicating; possession of prohibited materials;
(b)   false candidature: being replaced by a false candidate or impersonating a candidate;
(c)   commissioning, stealing or acquiring and submitting an assignment done by another person as the student's own work;
(d)   duplication: the inclusion in coursework of material identical or substantially similar to material which has already been submitted for another assessment within the University;
(e)   false declaration: making a false declaration in order to receive special consideration by an Examination Board or to obtain extensions to deadlines or exemption from work;
(f)   falsification of data: presentation of data in laboratory reports, projects, etc., based on work purported to have been carried out by the student, which have been invented, altered or copied by the student.

PENALTIES

The University regards these and other forms of dishonesty as extremely serious. Penalties may range from a fail in the assessment concerned, to a ruling that the offender be disbarred from the University. An awarded degree may be withdrawn if any form of dishonesty is subsequently discovered.

Where a student has been found guilty of any form of dishonesty but allowed to continue with their studies, a note will be made in their Registry file until such time as they graduate.

Course Teams have the right to reduce marks (down to zero) on discovery of academic dishonesty. The PGDE Course Team will exercise this right without hesitation where academic dishonesty has been detected. Forms of dishonesty that require harsher penalties are passed on to the University Discipline Committee to be dealt with.

ASSESSMENT REGULATIONS 2010 – 11

Appeals Procedure

A student has the right of appeal to the Board of Study against any progress decision made by the Board of Examiners on the following grounds:

(a)   that there were procedural irregularities in the conduct of the assessment (including alleged administrative error of such a nature as to cause reasonable doubt as to whether the Board of Examiners or the Board of Study would have reached the same decision if the alleged error had not been made);

(b)   that there were medical, personal or other circumstances affecting the student's performance of which the Board of Examiners or the Board of Study was not aware when the decision was taken;

(c)   that there was inadequate assessment, prejudice or bias on the part of one or more of the examiners.

A student is not entitled to appeal against results approved by the Board of Examiners for individual classes, subjects, programmes or modules. A student may not appeal against the academic judgement of the examiner(s).

Although students are not entitled to appeal against individual results, they may query results. Any such query would be referred by the Course Leader to the examiner(s) concerned to confirm that the result is technically correct (i.e. that there has not been a transcription error, omission of results for part of an assessment, or other technical error)

The first line of appeal would normally be through the Course Leader. You should seek an interview with the Course Leader in order to discuss your progress and apprise the Course Management Team of any additional information which would allow them to consider your appeal before the Board of Examiners is convened.

Academic appeals are heard by the Faculty Appeals Committee constituted for that purpose by the Board of Study.

If an appeal is rejected by the Faculty Appeals Committee acting on behalf of the Board of Study, the student will have the right of appeal to the Senate; such appeals are heard by the Senate Appeals Committee constituted for that purpose by Senate.

In both cases, the Appeals Committee, if it upholds the appeal, will make a decision on the appropriate remedy without formal reference back to the Board of Examiners

While an appeal is being heard by the Faculty or Senate Appeals Committee, the Board of Study may permit a student to continue to attend campus-based classes but, where the issue is one of professionalism, will not normally permit such a student to undertake placement.

APPENDIX 1

The Standard for Initial Teacher Education
Summary Benchmarks

THE STANDARD FOR INITIAL TEACHER EDUCATION
1 **Professional Knowledge and Understanding**
   By the end of the programme of initial teacher education, the probationer teacher will**:**

   1   Curriculum
   Acquire a sound knowledge and understanding of the relevant area(s) of pre-school, primary or secondary school curriculum.
   Acquire the knowledge and understanding to fulfil their responsibilities in respect of literacy and numeracy; personal, social and health education; and ICT, as appropriate to the sector and stage of education.
   Acquire the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach.
   Acquire an understanding of the nature of the curriculum and its development**.**

   2   Education Systems and Professional Responsibilities
   Acquire a broad and critical understanding of the principal features of the education system, educational policy and practice.
   Acquire a good working knowledge of the sector in which they teach and their professional responsibilities within it**.**

   3   Principles and Perspectives
   Draw upon relevant principles, perspectives and theories to inform professional values and practices.
   Demonstrate an understanding of research and its contribution to education.

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2 **Professional Skills and Abilities**
   By the end of the programme of initial teacher education, the probationer teacher will**:**

   1   Teaching and Learning
   Plan coherent, progressive teaching programmes which match their pupils' needs and abilities, and justify what they teach.
   Communicate effectively, using a variety of media, to stimulate pupils and achieve the objectives of lessons.
   Employ a range of teaching strategies and justify their approach.
   Set expectations and a pace of work which make appropriate demands on all pupils.
   Work effectively in co-operation with other professionals and adults in order to promote learning

2   Classroom Organisation and Management

Organise classes and lessons to ensure that all pupils are safe and productively employed when working individually, in groups or as a class.

Manage pupil behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice**.**

3   Pupil Assessment

Understand and apply the principles of assessment, recording and reporting.

Use the results of assessment to evaluate and improve teaching and to improve standards of attainment**.**

4   Professional Reflection and Communication

Access and evaluate critically professionally relevant literature.

Construct and sustain reasoned and coherent arguments about educational matters and about professional practices.

Reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development and their own continuing professional development.

3   **Professional Values and Personal Commitment**

By the end of the programme of initial teacher education, the probationer teacher will :

Value and demonstrate a commitment to social justice and inclusion.

Value themselves as growing professionals by taking responsibility for their professional learning and development.

Value, respect and show commitment to the communities in which they work.

_____

Transferable Skills

Programmes of Initial Teacher Education help student teachers to develop skills which are transferable to other areas of study and professional employment. These transferable skills are not additional to the benchmark statements, but are the outcomes for successful student teachers who have completed a programme which addresses all the elements of the Standard. They are not specified but emerge from the elements of the Standard.

APPENDIX 2   PGDE FULL-TIME 'YEAR AT A GLANCE' TIMETABLE FOR SESSION 2010 - 2011

Week Commencing	Faculty Week No.	Monday	Tuesday	Wednesday	Thursday	Friday
16 August 2010	1					
23 August	2		Registration			
30 August	3	Course Starts				
6 September	4					
13 September	5					
20 September	6	Placement	Placement	Placement	Placement	Placement
27 September	7	Placement	Placement	Placement	Placement	Placement
4 October	8					
11 October	9					
18 October	10					
25 October	11					
1 November	12	Placement	Placement	Placement	Placement	Placement
8 November	13	Placement	Placement	Placement	Placement	Placement
15 November	14	Placement	Placement	Placement	Placement	Placement
22 November	15	Placement	Placement	Placement	Placement	Placement
29 November	16	Placement	Placement	Placement	Placement	Placement
6 December	17	Placement	Placement	Placement	Placement	Placement
13 December	18					
20 December	19	Holiday	Holiday	Holiday	Holiday	Holiday
27 December	20	Holiday	Holiday	Holiday	Holiday	Holiday
3 January 2011	21	Holiday	Holiday	Holiday	Holiday	Holiday
10 January	22					
17 January	23					
24 January	24					
31 January	25					
7 February	26	Placement	Placement	Placement	Placement	Placement
14 February	27	Placement	Placement	Placement	Placement	Placement
21 February	28	Placement	Placement	Placement	Placement	Placement
28 February	29	Placement	Placement	Placement	Placement	Placement
7 March	30	*Sec out Prim in*	*Sec out Prim in*	*Sec out Prim in*	*Sec out Prim in*	*Sec out Prim in*
14 March	31	*Sec out Prim in*	*Sec out Prim in*	*Sec out Prim in*	*Sec out Prim in*	*Sec out Prim in*
21 March	32					
28 March	33	*Prim out Sec in*	*Prim out Sec in*	*Prim out Sec in*	*Prim out Sec in*	*Prim out Sec in*
4 April	34	Holiday	Holiday	Holiday	Holiday	Holiday
11 April	35	Holiday	Holiday	Holiday	Holiday	Holiday
18 April	36	*Prim out Sec in*	*Prim out Sec in*	*Prim out Sec in*	*Prim out Sec in*	Holiday
25 April	37	Holiday	Placement	Placement	Placement	Placement
2 May	38	Holiday	Placement	Placement	Placement	Placement
9 May	39	Placement	Placement	Placement	Placement	Placement
16 May	40	Placement	Placement	Placement	Placement	Placement
23 May	41					
30 May	42					
6 June	43					Course Ends
13 June	44					

APPENDIX 3

PGDE (PRIMARY) – TIMETABLE: Session 2010-2011 Part –Time Year 2 Timetable

Week Commencing	Week No.	Monday	Tuesday	Wednesday	Thursday	Friday
16 August 2010	1					
23 August	2					
30 August	3		PETL			
6 September	4		Maths			Expressive Arts
13 September	5		Language			
20 September	6		Maths			Holiday: some areas
27 September	7	**HOLIDAY**	ICT		1 Early Years	
4 October	8		PETL	2 pm GTCS		
11 October	9			Holiday in **most** participating authorities		
18 October	10				2	3
25 October	11		Language			
1 November	12		Maths		4	
8 November	13	5	6	7	8	
15 November	14	9	10	11	12	13
22 November	15		Bilingual Learners			
29 November	16		Language			
6 December	17					
13 December	18					
20 December	19			**HOLIDAYS**		
27 December	20			**HOLIDAYS**		
3 January 2011	21			**HOLIDAYS**		
10 January	22		PETL			**OPTION**
17 January	23		Maths			**OPTION**
24 January	24		Language	p.m. PE		Expressive Arts
31 January	25		14 P1-3 Class			**OPTION**
7 February	26		PETL			
14 February	27		Language			
21 February	28		Maths			
28 February	29				15	16
7 March	30					
14 March	31		PETL			
21 March	32	**OPTION**	**OPTION**	**OPTION**	**OPTION**	**OPTION**
28 March	33	17	18	19	20	21
4 April	34			**HOLIDAYS**		
11 April	35			**HOLIDAYS**		
18 April	36	22	23	24	25	**HOLIDAY**
25 April	37	**HOLIDAY**	26	27	28	29
2 May	38	**HOLIDAY**	30	31	32	33
9 May	39	34	35	36	37	38
16 May	40	39	40	41	42	43
23 May	41					
30 May	42	**HOLIDAY**				
6 June	43	**Course Conference**			Closing Ceremony	
13 June	44					

PGDE (SECONDARY) PART-TIME YEAR 1

Week Commencing	Week No	Monday	Tuesday	Wednesday	Thursday	Friday
16 August 2010	1					
23 August	2		Registration			
30 August	3	Classes Begin	P&C/Ed Studs			
6 September	4					
13 September	5					
20 September	6		INDUCTION	BLOCK	PLACEMENT	
27 September	7					
4 October	8					
11 October	9					
18 October	10					
25 October	11					
1 November	12		Term 1			
8 November	13		School			
15 November	14		Experience			
22 November	15					
29 November	16		Serial Days			
6 December	17					
13 December	18					
20 December	19	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
27 December	20	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
3 January 2011	21	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
10 January	22					
17 January	23					
24 January	24					
31 January	25					
7 February	26		Term 2	School	Experience	
14 February	27					
21 February	28		Tuesday and	Wednesday	MPR	
28 February	29			OR		
7 March	30			Wednesday	and Thursday	
14 March	31					
21 March	32					
28 March	33					
4 April	34	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
11 April	35	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
18 April	36					
25 April	37	Term 3				
2 May	38	School				
9 May	39	Experience				Task 1a Sub.
16 May	40					
23 May	41		P&C/Review			
30 May	42					
6 June	43		Task 2 Subm.			
13 June	44					

PGDE (SECONDARY) PART-TIME YEAR 2

Week Commencing	Fac Week No	Monday	Tuesday	Wednesday	Thursday	Friday
23 August 2010	2					
30 August	3		Class Meeting			
6 September	4		Online work			
13 September	5		Online work			
20 September	6		Induction Day			
27 September	7		Class Meeting			
4 October	8		Online work			
11 October	9		Online work			
18 October	10		Online work			
25 October	11		C&P Class			
1 November	12		School			
8 November	13		Experience			
15 November	14					
22 November	15		3 days per	week	increasing	
29 November	16		to 5 days	per week		
6 December	17					
13 December	18		ISM briefing			
20 December	19	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
27 December	20	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
3 January 2011	21	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
10 January	22		Class Meeting			
17 January	23		Online work			
24 January	24		Online work			
31 January	25		C&P class			
7 February	26	School				
14 February	27	Experience				
21 February	28					
28 February	29					
7 March	30					
14 March	31					
21 March	32		Class Meeting Ass.2 sub.			
28 March	33		Online work			
4 April	34	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
11 April	35	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
18 April	36		Class Meeting			
25 April	37		Class Meeting			
2 May	38					Ass.2 Resub
9 May	39					ISM subm.
16 May	40					
23 May	41		Final Meeting			
30 May	42	HOLIDAY				
6 June	43				Closing Ceremony	
13 June	44			ISM Resub	By 20 Aug	

APPENDIX 4

University of Strathclyde
Humanities &
Social Sciences

PGDE
STUDENT ABSENCE SELF CERTIFICATION

REGISTRATION NO _____

SURNAME _____   FORENAME(S) _____

COURSE _____   SUBJECT _____

This form should be used to cover absence from classes or tutorials for 7 or less consecutive University teaching days. **This form should be completed and sent to the Education Courses Support Team, Room D001, David Stow Building, Jordanhill Campus.**

This form cannot be used to cover absences of more than 7 consecutive days or absence from any formal examination. In all such cases a doctor's certificate must be submitted.

PERIOD OF SICKNESS

First day/date of absence   _____

Last day/date of absence   _____

DETAILS OF SICKNESS/INJURY

Please state briefly the reason for absence:

_____

_____

_____

_____

_____

_____

I declare that the information given above is factually correct.

Signed   _____

Date   _____

School of Education   **University of Strathclyde** Humanities & Social Sciences   Jordanhill Campus

PGDE / Joint Honours
LEAVE OF ABSENCE REQUEST FORM

Name: _____ **Reg No:** _____

Subject(s): _____

Address for Correspondence: _____

_____

_____

e-mail address: _____**Tel No:** _____

Start Date of Leave of Absence: _____

End Date of Leave of Absence: _____

Leave of absence requested during:

     in-Faculty block ☐   school experience block ☐

Reason for Leave of Absence: _____

_____

_____

Please return this form to: Linda Brownlow
                             PGDE Course Leader
                             TE Support Centre
                             University of Strathclyde
                             Jordanhill Campus
                             76 Southbrae Drive
                             Glasgow
                             G13 1PP

....

FOR OFFICE USE ONLY

Leave of absence granted: Yes ☐   No ☐

Additional comments for letter: _____

Appendix 6   **University of Strathclyde, School of Education, Jordanhill Campus**
Claim for Travelling and Subsistence Expenses During Placement

Student Registration Number		

Students Name (IN BLOCK CAPITALS)	Surname		Forenames

Students Home Address	Postcode:
Address to which payment should be sent (if different from above)	Postcode:

Funding Please(x) appropriate box	SAAS Grant/Loan		Other Authority Grant	
	SAAS Fees Only Grant		Other Source	

Student's Address During Placement	

Course	Year		Term

Student's Declaration

I certify that the information given on this form is true and correct to the best of my knowledge and that the expenses claimed were actually incurred by me while on course placement.

Date: ……………………...   Signature: ……………………………………………………

Authorisation

I confirm that the above student is entitled to the expenses claimed and that the dates of placement are correct.

Date: …………........ Signature: …………….…..…………Department: …………………………….
     (Placement Supervisor/University Tutor)

Date: …………........ Signature: …………….…..…………Department: …………………………….
     (Course Leader or Nominee)

Finance Ledger Code
(Fill in Unshaded areas)

	Responsibility	Context	Budg.	Sub	Amount		Force Inits

ORDER NUMBER	CREDITOR NUMBER	CHECKED IN FINANCE	
		INITIALS	DATE

DETAILS OF CLAIM

Name & Address of Placement:-

NUMBER OF DAYS ON PLACEMENT	ALL DATES OF TRAVEL	FULL TRAVEL DETAILS	NO. OF MILES PER DAY (COMPLETE ONLY IF USING OWN CAR)	METHOD OF TRAVEL (E.G. TRAIN / BUS / CAR)	TYPE OF TICKET (IF APPLICABLE)	COST OF TICKET	COST OF DAILY TRAVEL	CAR ALLOWANCE CLAIM (SEE NOTE 5 BELOW)
		TOTAL TRAVEL COST FROM TERM TIME ADDRESS TO PLACEMENT				£	£	£
DEDUCT TRAVEL COSTS FROM TERM TIME ADDRESS TO UNIVERSITY AND RETURN OR PROVIDE A REASON FOR NO DEDUCTION						£	£	£
					TOTALS	£	£	£

DATES FOR ACCOMODATION		ACCOMODATION DETAILS (ATTACH RECEIPT/CORRESPONDENCE)		Daily Rate	Weekly Rate	Amt. Claimed
DATES FOR MEALS		SUBSISTENDE DETAILS (PROVIDE RECEIPTS WHERE APPROPRIATE)		Days per Week	No. of Weeks	
					TOTAL	£
					TOTAL CLAIMED	£

Notes:
1. Please read Guidelines for claiming placement expenses
2. Claim forms must be submitted to the Finance Office before the end of the term to which the claim relates.
3. All incomplete forms will be returned to students. Please check all relevant sections have been completed to avoid delay in payment.
4. Travelling expenses from term-time address to the University may be recoverable from your funding authority.
5. Car allowance is paid at the rate of 12 pence per mile.

UNIVERSITY OF STRATHCLYDE
SCHOOL OF EDUCATION, JORDANHILL CAMPUS
GUIDELINES FOR CLAIMING PLACEMENT EXPENSES

Travel – Public Transport

A. **Payments To Students Where Placement Does Not Involve Staying Away From Normal Term-Time Address.**

1. Claims for placement travel should be based on the total cost of travel from term-time address to placement and return **LESS** the normal cost of travel for the same number of days to and from the University.(**i.e. you should deduct an amount equivalent to what it would have cost you to travel from your term address to the university and return for the same period of time as these can normally be reclaimed from your awarding agency)** If no deduction is made then a clear and appropriate reason must be entered on the claim form. **Students who normally have arrangements to share a car or get a lift from someone will be expected to make a deduction based on their contribution to the associated travelling costs. Getting a lift will not be acceptable for non-deduction of normal expenses.**

2. Reimbursement will be based on the most economical fares available e.g. Zonecards/First Cards/Train Season Ticket. **Claims for tickets bought at full daily rates will not normally be acceptable unless accompanied by a clear supporting statement of the circumstances.**

B. **Payments Where Students Are Required To Stay Away From Normal Term-Time Address.**

1. **Claims may be submitted for one single journey from term-time address to destination at commencement of placement and one single journey on completion of placement.**

2. Claims may also be submitted for daily travel made necessary by placement but the cheapest ticket should be purchased and a deduction should be made for any travel costs which are refundable by your grant awarding agency. .(**i.e. you should deduct an amount equivalent to what it would have cost you to travel from your term address to the university and return for the same period of time as these can normally be reclaimed from your awarding agency**) If no deduction is made then a clear and appropriate reason must be entered on the claim form. **Students who normally have arrangements to share a car or get a lift from someone will be expected to make a deduction based on their contribution to the associated travelling costs. Getting a lift will not be acceptable for non-deduction of normal expenses.**

3. If students are travelling outside Scotland, fares will normally only be paid to the Scottish border.

Travel – Use of Own Car

1. **Students should obtain permission to use their own car prior to the commencement of placement as follows:-**

a) BA Degree students – Community Arts/Outdoor Education/Sport in the Community – obtain permission of Programme Co-ordinator.

b)   All other students – obtain permission of Course Leader or nominee.

2.   Reimbursement will be based on fuel at 12 pence per mile.

Accommodation

Some students who are required to stay away from their normal term-time address during placement will be sent to accommodation arranged and paid for by the University. Where students are required to arrange their own accommodation the amount to be paid by the University **MUST** be agreed in writing with the Course Leader in advance of the commencement of placement.

Meals

1.   Claims for meals will only be accepted from students on placement who are residing at a place other than their normal term-time address, and are required to pay for meals at the normal term-time address in addition to the costs actually incurred for meals on placement. **Claims for meals will only be accepted under exceptional circumstances for PGDE(S) courses.**

2.   The daily allowance for meals of £6.80 will only be paid for days on placement, plus in between weekends where placement is of several weeks' duration.

General

1.   Claims for travel from Community Education and Social Work Students should be signed by the placement supervisor and returned to the Community Education or Social Work division for countersigning by the Course Leader (or nominee) and then submission to the Finance Office.

2.   Claims for travel from all other students should be signed by the University tutor who will then forward to the Course Leader (or nominee) for countersignature and then submission to the Finance Office.

3.   Students should note that they may be required to substantiate all or any of the details in their claim.

4.   **No expenses will be paid to students on additional placements.**

5.   Students **must** submit claims before the end of **each** term and must **not** accumulate claims until the end of the third term. **Claims submitted after the published cut-off date will not normally be accepted.**

6.   Holidays **must** be deducted from placement claims.

7.   Expenses will be reimbursed by a cheque sent to the address nominated by the student.

8.   In the event of an overpayment being made to a student the University reserves the right to reclaim the overpayment directly from the student or by means of a deduction from the student's subsequent claims.

APPENDIX 7 Tutor report – primary

University of
Strathclyde
Humanities &
Social Sciences

UNIVERSITY OF STRATHCLYDE: SCHOOL OF EDUCATION
SUPPORT AND ASSESSMENT SCHEDULE

B.Ed   **PGDE (P)**

Student: _____ **School:** _____ **Stage:** _____ **Visit No:** [   ]

Content: _____ **Date:** _____ **am/pm Tutor:** _____

Aspects of Professional Development E = Effective N/A = Needs Attention	Grade	E	N/A	Diagnostic Codes	
1. PROFESSIONAL KNOWLEDGE AND **UNDERSTANDING**				1. Demonstrating knowledge of content 2. Sequencing content 3. Framing learning outcomes 4. Devising activities 5. Contextualising learning 6. Explaining 7. Narrating 8. Questioning 9. Using pupil responses 10. Demonstrating/ modelling 11. Using voice 12. Showing enthusiasm 13. Using Resources 14. Timing 15. Pacing 16. Using non-verbal communication 17. Recognising pupil needs & differences 18. Recognises opportunities for learning 19. Creating work ethos 20. Establishing mutual respect/rapport	21. Fostering discipline 22. Exercising control 23. Fostering independence 24. Fostering collaboration 25. Maintaining involvement 26. Managing routines 27. Managing transitions 28. Monitoring understanding 29. Providing feedback 30. Gathering evidence for assessment / evaluation 31. Analysing 32. Considering safety 33. Considering equal opportunities 34. Presenting written materials 35. Managing own time 36. Working co-operatively 37. Organising the physical environment 38. Links to Course Modules 39.
1.1 Curriculum					
1.2 Education systems and professional responsibilities					
1.3 Principles and Perspectives					
2. PROFESSIONAL SKILLS AND ABILITIES					
2.1 Teaching and learning					
2.2 Classroom organisation and management					
2.3 Pupil assessment					
2.4 Professional reflection and communication					
3. PROFESSIONAL VALUES AND PERSONAL COMMITMENT					

Comments and Future Action Points

APPENDIX 8 Tutor report – secondary

Please note: there may be changes to the format of this report due to the National Developments in ITE.

UNIVERSITY OF STRATHCLYDE : SCHOOL OF EDUCATION
SUPPORT AND ASSESSMENT SCHEDULE
PGDE - Secondary

University of
Strathclyde
Humanities &
Social Sciences

Student: **School:**   **Subject:**

Lesson Content: **Date:**   **Class:**

Aspects of Professional Development E = Effective N/A = Needs Attention	Grade	E	N/A	Diagnostic codes
1. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING				1. Demonstrating knowledge of content 2. Sequencing content 3. Framing learning outcomes 4. Devising activities 5. Contextualising learning
1.1 Curriculum				
1.2 Education systems and professional responsibilities				
1.3 Principles and Perspectives				

Comment:

Areas of particular strength	Areas for Future Development

2. PROFESSIONAL SKILLS AND ABILITIES	Grade	E	N/A	Diagnostic codes		
2.1 Teaching and learning				6. Explaining 7. Narrating 8. Questioning 9. Using pupil responses 10. Demonstrating/ modelling 11. Using voice 12. Showing enthusiasm 13. Using Resources 14. Timing 15. Pacing 16. Using non-verbal communication 17. Recognises pupil needs & differences 18. Recognises opportunities for learning	19. Creating work ethos 20. Establishing mutual respect/rapport 21. Fostering discipline 22. Exercising control 23. Fostering independence 24. Fostering collaboration 25. Maintaining involvement 26. Managing routines 27. Managing transitions 28. Monitoring understanding	29. Providing feedback 30. Gathering evidence for assessment / evaluation 31. Analysing 32. Considering safety 33. Considering equal opportunities 34. Presenting written materials 35. Managing own time 36. Working co-operatively 37. Organising the physical environment 38. Links to Course Modules
2.2 Classroom organisation and management						
2.3 Pupil assessment						
2.4 Professional reflection and communication						

Comment

Areas of particular strength	Areas for Future Development

3. PROFESSIONAL VALUES AND PERSONAL COMMITMENT				Diagnostic code
				39. Evidence of reflection, including from Professional Portfolio and Planning File.
				40. Treats others with respect
				41. Evaluates own practice honestly.
				42. Demonstrates commitment and effort.

Comment

.

Areas of particular strength	Areas for Future Development

Overall / Additional Comments

Targets

Student's signature: ………………………………………………………………….…………….

Tutor's signature: …………………………………………………………………………..

Date: ……………………………

APPENDIX 9 – School Report

University of Strathclyde
Humanities & Social Sciences

SCHOOL REPORT FORM

Please provide evidence of the student's progress to date using the exemplification/guidance documentation as a guide. The student should be assessed against the Standard for Initial Teacher Education but with consideration given to the stage that they are at in their ITE programme.

Please provide;
- **an overall grade for each of the eight sections using the following S/U descriptors as a guideline:**

  - **S** - Satisfactory: Has made sufficient progress for this stage of development, with an appropriate level of support.
  - **U** - Unsatisfactory: Has not made sufficient progress, for this stage of development, even with support.

Comments in each of the three sections to support the grade allocated. *If progress is Unsatisfactory, this should be clearly communicated to the student and substantiating evidence provided in the report.*

Student Name	School	Date
Programme		
Primary / **Secondary** *(delete as appropriate and state subject for Secondary)*	**Number of days absent:** *(school to complete)*	
Names of persons completing the report:	**Designation(s):**	
I confirm that the content of the Report has been discussed with the student Yes / *No* **(***delete as appropriate***)**	*If 'No' please indicate why this was not possible*	
Signatures of school staff and student.		

45

Professional Knowledge and Understanding	Comments on progress to date drawing on evidence
Curriculum S U Acquire a knowledge and understanding of the relevant area(s) of the pre-school primary or secondary school curriculum. Acquire the knowledge and understanding to fulfil their responsibilities in respect of cross-curricular themes including citizenship, creativity, enterprising attitudes, literacy and numeracy; personal, social and health education; and ICT, as appropriate to the sector and stage of education. Acquire the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach. Acquire an understanding of the nature of the curriculum and its development.	
Education systems and professional responsibilities S U Acquire a broad and critical understanding of the principal features of the education system, educational policy and practice. Acquire a good working knowledge of the sector in which they teach and their professional responsibilities within it.	
Principles and perspectives S U Draw on relevant principles, perspectives and theories to inform professional values and practices. Acquire an understanding of research and its contribution to education.	
Professional Skills and Abilities	**Comments on progress to date drawing on evidence**
Teaching and Learning S U Plan coherent, progressive teaching programmes which match their pupils' needs and abilities, and justify what they teach. Communicate effectively, using a variety of media, to stimulate pupils and achieve the objectives of lessons. Employ a range of teaching strategies and justify their approach. Set expectations and a pace of work which make appropriate demands on all pupils. Work effectively in co-operation with other professionals, staff and parents in order to promote learning.	

Classroom organisation and management S U Organise classes and lessons to ensure that all pupils are safe and productively employed when working individually, in groups or as a class. Manage pupil behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice.	
Pupil Assessment S U Understand and apply the principles of assessment, recording and reporting. Use the results of assessment to evaluate and improve teaching and to improve standards of attainment.	
Professional reflection and communication S U Access and evaluate professionally relevant literature. Construct and sustain reasoned and coherent arguments about educational matters and professional practices. Reflect on and act to improve the effectiveness of their own practice and contribute to the process of curriculum development and school development planning.	
Professional Values and Personal Commitment **S U**	**Comments on progress to date drawing on evidence**
Value and demonstrate a commitment to social justice, inclusion and protecting and caring for children. Value themselves as growing professionals by taking responsibility for their professional learning and development. Value, respect and show commitment to the communities in which they work.	

Please make any additional comments:

APPENDIX 10

NOTIFICATION OF CONCERN PROFORMA FOR SCHOOLS AND FOR COURSE TUTORS

EXPLANATORY NOTE

It can happen that, during the course, changes can take place in a student's circumstances or difficulties/problems can arise which supervising teachers, regents and/or course tutors feel should be communicated directly to the Course Management Team, either purely for information or to activate support mechanisms.

In recent sessions such information has been communicated by phone, although sometimes the pressures of school visiting have meant a delay in the message reaching the person for whom it was intended, with a consequent delay in action being taken.

In an effort to improve this situation the attached proforma has been produced to allow School Staff and course tutors to relay quickly and efficiently to the Course Management Team information about circumstances which might have a detrimental effect on the student's progress.

It would be helpful if the Course Management Team could be kept informed of situations such as the following:

- Unusual pressures/burdens on students.
- Pattern of absence, lateness.
- Lack of preparation for classes.
- Inability/unwillingness to listen and act upon advice
- Learning difficulties/physical disabilities disclosed by the student and likely to affect progress.

The above is by no means an exhaustive list but is intended to illustrate a number of circumstances where notification at an early stage would allow the CMT to investigate the situation, discuss matters with those concerned, give advice regarding sources of support appropriate to the circumstances and take any necessary action to alleviate/resolve the problem.

University of Strathclyde
Humanities & Social Sciences

School of Education   Jordanhill Campus

PGDE

Notification of Concern regarding:

Student: ....

Teaching Subject: ....

To: Education Courses Support Team
Fax No: 0141 950 3717
Tel No: 0141 950 3224   **E-mail:**   hass-courses-edu@strath.ac.uk

From:	**From:**
Regent ……………………………………………	Course Tutor ……………………………………
School ……………………………………………	Teaching Subject…………………………………
Contact:	*Contact*:
Fax No ……………………………………………	Fax No ……………………………………………..
E-mail ……………………………………………	E-mail ……………………………………………...
Tel No	Tel No ……………………………………………...

Please give brief details in the space below of the situation giving rise to concern.
A brief report of any action taken will be provided in due course.   *Date*: ....

This concern has been discussed with the student - YES / NO - Please delete as appropriate.

APPENDIX 11   JORDANHILL LIBRARY: AN INTRODUCTION

Welcome to Jordanhill Library, located off the foyer of the Wood Building. We like to think that our resources to support ITE courses are second to none, and we aspire to provide the best possible service. To help us to do so, we would like to draw your attention to the following:

Staff
We are here to help you make the best use of facilities and stock, and the staff at the Enquiry Desk by the entrance are always willing to answer your questions. We would much rather you ask our advice than spend hours on a fruitless search, perhaps to go away dissatisfied. Don't forget, we should have material on any ITE related topic, so if you can't find what you are looking for, do ask.

Stock
Academic collections. There are extensive book and periodicals collections to support all our degree courses, and for Scottish education the stock is perhaps unrivalled. There are also background collections in most subjects taught in schools. Most periodicals, and a growing number of books, are available electronically and can be accessed off-campus; authentication is required, generally based on your University DS username and password.

Children's books. We have an excellent range of information books plus fiction, poetry and picture books – both to provide inspiration in topic preparation, and for use directly on school experience.   Teachers' books and many giant books for the main maths and language programmes are also stocked. There is also a range of **teen fiction** in this collection.

Media. We offer a range of resources for use on school experience – multimedia resource packs, cd and dvd, storysacks, and some wallcharts and maps. All this material is listed on the library catalogue and almost all can be borrowed. Topics include eg rainforests, health, science, dance, and song. There is an extensive range of recordings covering music of all types, along with dramatisations of classical literature and narrations of children's stories.

Reading lists. We aim to stock at least one copy of every item on reading lists issued by the Faculty of Education (subject to availability and adequate notification). Copies of key texts are placed on short loan, and provision of multiple copies is kept under regular review. Many reading lists can be accessed through SUPrimo, the Library's search service.

Information sheets
There is a full range of printed leaflets and guides freely available next to the Enquiry Desk.

Web
Our web pages at http://www.strath.ac.uk/jhlibrary/ give details of opening hours and services; provide the text of library publications such as *Bibliographical referencing* ; and in the *Subject Resources* section bring together the full range of electronic information which we provide, all of which is available to you both on- and off-campus. Our pages on children's literature can help locate books on particular topics, or for particular groups (eg *Books for Boys*), and provide links to external websites on children's authors and reading - http://www.strath.ac.uk/jhlibrary/sr/childlit/

Borrowing
Your matriculation card also functions as your library card, enabling ITE students to borrow up to 20 items – other undergraduate and certificate courses get 15 items. You can renew material twice – through SUPrimo ("Your Library account" option), or in person, or by phone (though 3-hour and 1-day loans can only be renewed in person). You can also place

reservations for material already on loan from any computer linked to the internet. Fines are charged for late return of material – rates for 3-hour 1-day and 7-day loans are particularly steep.

IT
Library PCs require University passwords/usernames to log on. There are clusters at the entrance and in the Media Collection upstairs, and a lab downstairs (far right hand corner).

Groupwork
Seven Group Discussion Rooms seating 6, and 3 larger seminar rooms, can be pre-booked at the Enquiry Desk – all the Seminar Rooms have data projection facilities, two also have dvd and video playback, and one has an interactive whiteboard .

Photocopying, printing and laminating
Various self-service copiers are provided to your left as you enter the library; they are operated by disposable prepaid cards available from the adjacent dispenser. Black and white and colour digital printers are also available, and use the same cards. If you need to protect art work, eg for use in teaching, we can apply a clear plastic laminate up to poster size – at least 24 hours notice is required.

Making effective use of the Library

Do remember to :

- start work on assignments in good time
- bring back material as soon as you have finished with it
- consider the needs of others, and in particular DO NOT DISTURB OTHERS by using the Library for conversation. DO NOT USE MOBILE PHONES in the Library – they are highly disruptive for students who need to concentrate and their use (except in silent mode) will not be tolerated under any circumstances
- abide by the Library's regulations (available at the issue counter). Ensure material you wish to borrow is properly checked out – otherwise you will set off the alarm in the short loan collection or at the main exit as you leave. Don't sub-lend material – you will continue to be held responsible for it
- treat library materials with care and respect – often stock has to withstand intensive use and may be impossible to replace
- do not bring food and drink (apart from water) into the Library
- supervise any children brought into the Library. They are welcome, but should be kept occupied to minimize disturbance to others
- check your Strathclyde email account regularly for reminders about overdue library books
- notify us of any change of address or temporary removal to another address (eg on placement) – so we can let you know when any titles you have reserved are ready for collection.

Finally – remember – the staff are here to help; you have only to ask.

Telephone Enquiries

Issue Desk	0141-950 3301
Enquiry Desk	0141-950 3300
Library e-mail	jordanhill.library@strath.ac.uk

<u>Opening Hours (subject to alteration)</u>

Term

Mon- Thur	09.00-21.00
Friday	09.00-17.00
Sat	09.00-17.00
Sun	11.00-17.00

Vacation

Mon-Fri	09.00-17.00
Sat	09.00-12.00

Please note:
▪ Hours may vary, particularly at public holiday periods.
▪ Services cease ten minutes before closing.