



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

Primary PGCE General Handbook

2020-2021

Name:

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Welcome from Professor Julie Morris – Head of the School of Education, Communication and Language Sciences

Welcome to the School of Education, Communication and Language Sciences.

We hope that your time here will be both successful and enjoyable.

This handbook aims to provide you with all the information you need to make your learning experience in the School as rewarding as possible. Take time to read through this guide and keep it for future reference. It sets out important information about your degree programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong.

The content of this handbook does not cover every situation that might come up, so please ask a member of School staff if you need help or information. Your contacts are your Personal Tutor, the Degree Programme Director (DPD) for your particular degree programme, your lecturers and the administrative staff in the School Office. There is always plenty of help available.

Above all, I hope that you will enjoy your time at Newcastle and at the university, not only in your academic work, but also in all the other activities and opportunities available to you.

Julie Morris
Head of School

SECTION 1

Welcome to the PGCE

Welcome to Newcastle University, to the School of Education, Communication and Language Sciences and to the Primary PGCE course.

Our vision statement

We believe learning is an adventure. We aim for our students to have the ability to enthuse pupils with their own love of learning.

As well as acquiring a repertoire of teaching strategies, we aim to develop teachers who have the skills, understanding and attitudes necessary to work with other professionals in the practice of subjecting education, learning and teaching to critical enquiry. In developing the teacher as a researcher, we position our students as transformative professionals able to unite theory and practice in a dialectical relationship.

Education is not a value free context independent activity. We aim therefore is to enable students to locate their practice within the wider socio-cultural, political and moral contexts of education.

Finally, we aim to develop students with the ability to become thinking professionals who acknowledge the central importance of communication and relationships in the learning process.

Primary PGCE in its context

The Primary PGCE course provides an Initial Teacher Training programme which forms a practical introduction to teaching, providing student teachers with the professional expertise, knowledge, understanding and skills to meet the standards for QTS and to teach children aged 5 - 11 years.

We believe that reflective activity contributes powerfully to the learning of teachers and thus the design of the course is strategically organised to promote effective, evidence-informed professional practice enabling student teachers to develop into reflective practitioners, able to engage with enquiry and research. The Primary PGCE course explicitly promotes the professional involvement in classroom inquiry in order to ensure student teachers take responsibility for their own research and development. This is a well-established tradition in the School of Education, Communication and Language Sciences at the university and is further informed by staff members who are research-active in the field of teacher education.

The Primary PGCE course is at Masters Level and is part of the M. Ed Practitioner Enquiry programme delivered by Newcastle University, where teacher education has taken place since 1890. Newcastle University is a research-intensive university, and the research-informed nature of much of the training in the PGCE programme is a feature of this course. The University's M. Ed Practitioner Enquiry programme feeds directly from the PGCE and includes a selection of modules focused upon enquiry in the classroom, offering coherent progression for educational professionals from their initial qualification through to Masters Level and beyond.

A coherent and comprehensive programme is delivered jointly by the Education Section of the School of Education, Communication and Language Sciences working in partnership with approximately 70 local primary schools within 7 Local Authorities.

For a more detailed outline of the modules please visit the link below:

<http://www.ncl.ac.uk/module-catalogue/>

Fred Clark

Fred Clark
Head of Initial Teacher Training Education

Handbook overview

This handbook provides a variety of information that it is essential for you to know. You, therefore, need to familiarise yourself with the contents of the handbook very quickly.

The course is complex in design because of the many expectations that you have to fulfil and is very intensive with a full timetable. A day by day timetable for the whole year will be made available. You will note that in term one the focus is on the Core subjects of the Primary National Curriculum along with Professional Studies.

Teaching children has never been easy. It has always involved the performance of a wide range of tasks, many of which are interrelated and some of which are not predictable.

In the present educational climate the complexity of teaching is compounded by a stream of innovations impacting upon the individual teacher. Nevertheless, teaching remains a rewarding profession.

Our intention is that you have both a successful and an enjoyable experience during your PGCE year, emerging not only as a Newly Qualified Teacher but also as a lifelong learner committed to your own professional development throughout your teaching career.

Finally, no matter how well we plan the course things will happen outside of our control. You MUST regularly visit the PGCE Canvas community and check for announcements. Canvas is central to the course and throughout your time at the University, you need to make use of this facility both in school and at the University. You can access Canvas from **ANY** computer with internet access.

PGCE Tutor Details

When you arrive at University, will you be assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and he/she can provide you with any information or advice that you may need throughout your academic career. PGCE tutors also make contributions to other programmes in the School of Education, Communication and Language Sciences and publish in professional and academic journals with particular regard to pedagogy and practice. A range of guest and visiting professional educationalists, including current specialists in their field and/or particularly successful classroom practitioners, also contribute to the programme. These contributors bring a wealth of practical and theoretical expertise to the programme.

Fred Clark – Programme Director and Head of Initial Teacher Training	1.66	KGVI	f.clark@ncl.ac.uk	208 8452
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Fred is Head of Education and of Initial Teacher Training. Along with these roles he is also the Primary PGCE Programme Director, has responsibility for Mathematics, Professional Studies and Special Educational Needs.

Jon Haines	1.46	KGVI	jon.haines@ncl.ac.uk	208 6597
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Jon has responsibility for Primary Science. He is also the Science Tutor for the Secondary PGCE Programme.

Jon's academic interests include moving mobile technology from under the desk, encouraging the positive and proactive use of smartphones and tablet computers in the classroom. Science in context - how can contextualised science teaching improve learning outcomes, especially in developing countries? Improving the quality of teaching and learning through more effective teacher coaching, mentoring and tuition.

Gail Edwards 1.59 KGVI gail.edwards@ncl.ac.uk 208 6591

Gail has responsibility for Humanities

Gail has been researching teacher professional development for many years. Her work examines the barriers to teacher learning and the conditions required to promote their development. Her research includes the study of models of development - particularly those influenced by Vygotsky, Dewey, Bruner and Stenhouse - but also looks at wider political and structural forces which impact upon teachers and schools today.

Hanneke Jones 1.60 KGVI h.jones@ncl.ac.uk 208 5460

Hanneke has responsibility for Art, Curriculum Innovation, Thinking Skills and Philosophy for Children

Hanneke's research interests lie in creativity and thinking skills education, and in learning through dialogic enquiry. When she was still working as a classroom teacher, she collected data for a study on creative thinking in the Community of Enquiry. She has also carried out research into teachers' perceptions of teaching thinking skills.

Maria Mroz 1.64 KGVI m.a.mroz@ncl.ac.uk 208 6585

Maria has responsibility for English.

Maria's research to date has been concerned with the introduction of new curricular demands in the teaching of English in primary schools, most recently teachers' perspectives on teaching speaking and listening.

The knowledge, skills and understanding of early years professionals in relation to the development of language in young children and the impact of curriculum and policy on the teaching of children with speech language and communication needs in the primary school.

Heather Smith 1.61 KGVI h.smith@ncl.ac.uk 208 6820

Heather has responsibility for English as an Additional Language and Diversity and Equality.

Heather's research interest lies in the field of equity in education. She is currently investigating the impact of 'Critical Whiteness Studies' as an approach to teaching race equality on the PGCE course. Her doctoral work involved researching the learning and teaching of pupils with EAL; the role of games for learning; recording and analysing classroom talk and particularly peer-peer talk (discourse analysis); sociocultural theory and its implications in understanding learning and assessment.

PGCE Administration Staff Details

Stacey Wilson	Ground Floor Administration office	KGVI	Stacey.Wilson@newcastle.ac.uk	208 6375
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Term Dates

Autumn	Monday 7 th September 2020	Friday 18 th December 2020
Spring	Monday 4 th January 2021	Thursday 1 st April 2021
Summer	Monday 19 th April 2021	Friday 23 rd July 2021*

* If necessary, school experience placements may be extended beyond this date for students that have not satisfied all Teachers' Standards for the award of Qualified Teacher Status.

Other Sources of Support in Your School

Your personal tutor should always be your first point of contact if you have questions or concerns, but he/she may point you in the direction of other people in the School.

The **Degree Programme Director (DPD)** is responsible for the structure, content and standards of your degree programme. His/her role may involve module development, changes to course content, and recruitment activities. Your personal tutor may refer you to the DPD to discuss academic issues.

Student Services (King's Gate)

King's Gate building provides access to many services you may need, all in one single location. The usual opening hours for King's Gate are as follows:

- Monday and Tuesday – 9 a.m. to 5 p.m.
- Wednesday – 10 a.m. to 5 p.m.
- Thursday and Friday – 9 a.m. to 5 p.m.

When you arrive at King's Gate, you should go first to the Interaction Team (I-Team) on Level 2. They are your first point of contact for any questions about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad, and Visa Support. All of these types of support are explained below.

Both drop-in and pre-booked appointments are available. More information is available here: <https://my.ncl.ac.uk/students/kingsgate> (you will need to cut and paste this URL into your browser)

Subject and Area Responsibility

English	Maria Mroz	P/T
Mathematics	Fred Clark	F/T
Science	Jon Haines	F/T
Professional Studies	Fred Clark	F/T
Primary MFL	Lynne Kay	P/T
Geography	Gail Edwards	P/T
History	Gail Edwards	P/T
Religious Education	Phil Andre	P/T
Art	Helen Burns	P/T
Design and Technology	Kathleen Brown	Visiting Lecturer
Computing	Mike Carter	Visiting Lecturer
Music	John Treherne	Visiting Lecturer
PE	Abbi Thubron	Visiting Lecturer
Reflective Practitioner	Hanneke Jones	P/T
SEND	Fred Clark	F/T
Equality & Diversity and EAL	Heather Smith	F/T
Thinking Skills	Hanneke Jones	P/T
Curriculum Innovation	Hanneke Jones	P/T
Philosophy for Children	Hanneke Jones	P/T

Distribution of documentation will take place at various points during the course. Below is a **guide** to when some documentation will be distributed and discussed:

7th September	Introductory pack	General Handbook. Further Handbooks will be released during the initial fortnight.
16 th September	Evidence for Qualified Teacher Status (QTS)	The Teachers' Standards' & Keeping a Learning Journal
5 th October	English Assignment input	Brief for English Assignment.
3 rd November	Overview of School Experience One placement	Placement Handbook and School Based Professional Development Record
25 th November	Maths Assignment input	Brief for Maths Assignment, submission procedures and overview of academic writing skills.
4 th January	Reflective Practitioner Assignment input	Introduction, Handbook and Reflective Diary
8 th January	Overview of School Experience Two placement	Placement Handbook and School Based Professional Development Record
19 th April	Overview of School Experience Three placement	Placement Handbook and School Based Professional Development Record

Finding Your Way Around

The signposting around the building is quite good but the following simple information may help you.

Basement

There is an entrance into the building from King's Road at basement level. There is also a common room on this level.

Ground Floor

The main entrance to the building from Queen Victoria Road is on the ground floor, this is where the administration office is located.

First Floor

There are a number of main teaching rooms on the first floor. The tutor rooms are in the North wing of the first floor. There is a common room on this level too.

Second Floor

The Resource Centre is housed in the North wing of the Second floor.

Security whilst studying at Newcastle University

The University takes health and safety, and especially security very seriously. For that reason once issued with your University smartcard **you are required to carry it at all times** whilst on University premises. It is important that you carry your smartcard as it identifies that you are a student and authorises you to be in the University. If at any time staff approach you and you cannot prove your identity then you may be asked to leave the premises. Security is under constant review and therefore you may be required to use your smartcard to gain entry to the building during the year.

Health and Safety Arrangements

The following is a summary of guidelines for health and safety within the School of ECLS (King George VI Building). A full copy of the ECLS Safety Policy document can be supplied to anyone on request to one of the School Safety Officers.

If you have any questions about Safety while on these premises, please contact one of the ECLS Safety Officers: David Carr, ext: 86387

David Carr is based in room 3.11, King George VI building.

Preparatory Steps to ensure your safety:

- Read the green 'Safety Arrangements' notice placed near the door in most rooms – these will give you fire extinguisher and exit locations, emergency numbers and the evacuation point.
- Make sure you know of any special arrangements that have been made, for example for the Aphasia Centre.
- If you have special needs (e.g. mobility problems) make sure these are known to the Programme Secretary so that a PEEP assessment can be arranged with the Safety Officer. This is in addition to any consultation which should take place with Student Wellbeing.

Health and Safety Notice board

The School Health & Safety notice board is located on the third floor next to the staff room.

Fire Precautions

You should be familiar with access and egress to the building and the assembly points as indicated on the fire notices displayed throughout the buildings. When you are familiar with your regular tutor/teaching rooms ensure that you have identified and walked through two recommended escape routes from those areas. Please ensure that designated fire doors are not propped open and that fire equipment is not misused. If you are the last person to leave a room please close the door.

In the event of an alarm, incident, or emergency:

Fire Alarm –

If you are in a lecture when the alarm sounds, it is the responsibility of the lecturer or other person running the session to ensure that all participants evacuate the premises to the correct assembly point and to report to the Fire Marshall. If the alarm is in pulse then there is no need to evacuate, but full evacuation should take place if the alarm goes in to full alert.

Unless advised in advance that an alarm test is taking place, you MUST treat all instances of the Fire Alarm sounding as a genuine emergency, and evacuate immediately to the assembly point. In case of evacuation, the normal assembly point for the King George VI building is BEHIND this building, at ASSEMBLY POINT L, which is in the Car Park between the Kings Road Centre and the Nanotechnology building. You should NOT wait outside the front or rear of the KGVI building as this may obstruct access by the emergency services and you will not be included in possible roll-calls.

Nominated Fire Wardens will check all rooms in their allocated area, and you MUST follow their instructions. Any person who does not follow the instructions of the Fire Warden will be reported and may suffer disciplinary action.

If you discover a fire

- Instructions on what to do if you discover a fire are displayed in the seminar rooms and you should familiarise yourself with the guidance provided
- If you discover a fire, you should immediately activate the fire alarm at the nearest break glass point.
- Dial 6666 from an internal phone, 999, or inform a member of staff.
- Only tackle the fire with an extinguisher if you feel it is safe to do so. Keep well away from the fire and do not put yourself at risk.
- Leave the building by the nearest fire escape route

9 am - 5 pm Monday to Friday

During the above hours appointed fire wardens from the School of Education, Communication and Language Sciences are responsible for clearing designated areas. Do not wait to be evacuated but if asked to do so please follow instructions given.

After 5 pm and at weekends

There are no fire wardens during these periods. You should follow the instructions displayed in teaching rooms and corridors. Everyone should vacate the premises immediately in an emergency keeping clear of entrances to the buildings.

First Aid

- The School has several trained First Aiders.

- In the event of first aid being required someone should contact one of the qualified first aiders immediately.
- If the accident/injury appears serious, you should either dial 6666 from an internal phone, 999, or inform a member of staff immediately.
- First aid boxes are located with the above. If you have an accident you must inform your tutor and School Safety Officer immediately and an accident report will be made on your behalf.
- **Accidents** – If you or anyone under your care injures themselves on the premises, you **MUST** call a University First-Aider. Notices giving the contact numbers of all the First-Aiders for the KGV1 building are provided on the safety posters displayed in seminar rooms, common rooms, and in the Teaching and Learning Support Office.
- **Medical Incidents** – If anyone is taken ill on the premises, a First-Aider should always be consulted to advise on the best course of action.
- **Security** - you should keep valuables with you at all times. For Fire Safety, doors to all rooms (lecture rooms, staff offices etc.) should always be CLOSED when the rooms are empty. If you are the last person out of a room CLOSE THE DOOR.

Hazard Spotting

- Whilst we try to keep the building as health and safety friendly as possible, it is helpful if both staff and students take a certain level of responsibility for health and safety issues.
- If you spot a potentially hazardous situation you should inform a member of staff immediately.

Intruders

- If you spot someone in the building acting suspiciously do not approach or tackle the person yourself. Inform a member of staff.

Smoking Policy

- The University operates a smoke free policy which does not permit smoking anywhere on campus. University buildings and enclosures are designated no smoking by act of law.

Other Safety Matters

- **Electricity.** The School is obliged to regularly test electrical appliances. Personal electrical equipment which requires mains electrical power is not normally permitted. If you need to bring in any essential equipment then please see an ECLS Safety Officer for advice.
- **Lifting and moving.** You should never attempt to lift or move heavy items such as furniture. Porters are available for this but must be booked through the central booking system. Please contact the Programme Secretary if you have any requests.
- **Use of computer equipment.** You should aim to minimise strain and fatigue when working on computers by adopting a comfortable posture, and taking regular breaks away from the screen.

If you have questions about Safety while on these premises, please contact one of the ECLS Safety Officer

If you need security assistance whilst in the university call the University Emergency Number **86666**

Outside the University use 999 (remember to dial 9 for outside line if using university phones)

SECTION 2

Course Rationale

The course is a full partnership PGCE course designed to prepare you to meet the requisite Teachers' Standards. In particular, the key principles underpinning the elements of the course are that:

1. The University and Partnership Schools are **jointly** responsible for training you to meet the Teachers' Standards and for preparing you for your wider professional responsibilities. The quality of training provision is regularly reviewed at meetings where both parties are represented.
2. You develop your knowledge, skills and understandings relating to teaching through a continuous process of engagement in school based or school related activities, diagnostic feedback on progress, and periods of guided and structured activity located both in the Partnership Schools and in the University.
3. You progressively develop your skills of self-assessment through the analysis and recording of progress in relation to the Teachers' Standards, including the identification of prior achievements, strengths and areas for development, and the setting of goals for improvement and consolidation of your knowledge, skills and understandings. As a result, at the end of the course you will be able complete a Career Entry and Development Profile which will form the basis for further training during your Induction Year as a Newly Qualified Teacher.
4. **Both** the Partnership Schools and the University are involved in formative and summative assessment of your performance in school. The University Board of Examiners has the final decision as to whether you should be recommended for Qualified Teacher Status (QTS).

The PGCE course at Newcastle University is at master's level therefore alongside the requirements of the Teachers' Standards you are also expected to pass two M level modules comprising three assignments, these allow you to gain the required 60 credits for the award of a postgraduate certificate in education.

Please see:

1. ***The 'Assessment Handbook' for details of assignments and assessment criteria for the three M level assignments;***
2. ***'Teachers' Standards';***
3. ***'Teachers' Standards Assessment Descriptors'.***

Taken together these three documents indicate the evidence and standard required to pass all elements of the course and be awarded QTS.

Further detailed information on the Primary PGCE and Primary PGCE School Direct course regulations and programme specifications can be found at <https://www.ncl.ac.uk/regulations/programme/2020-2021/ecls.php>

Details of the module outlines are available at <https://www.ncl.ac.uk/module-catalogue/>

Terminology

Student Teacher	Student teachers are placed in school as part of the PGCE course. They are professionals in training and should be referred to as student teachers whenever possible.
Training Co-ordinator	The person responsible for co-ordinating the placement of student teachers within school. This could be the Headteacher or another experienced teacher. A student teacher could be placed in the Training Co-ordinator's class.
School Based Tutor	The school based tutor is the teacher with responsibility for the class in which the student teacher is based.
School Experience Tutor	The school experience tutor is employed by the University to ensure that the student teachers gain the maximum benefit from school placements. The role of school experience tutor is undertaken by personal tutors at the University, visiting lecturers and experience partnership school colleagues.
Personal Tutor	Your personal tutor is an employee of the University and is responsible for writing your reference and helping with the completion of your Career Entry and Development Profile.

Roles and responsibilities of the above are detailed in the partnership framework.

Some Abbreviations

DfE	Department for Education	OFSTED	Office for Standards in Education
D & T	Design and Technology	PGCE	Post Graduate Certificate in Education
EAL	English as an Additional Language	RoPD	Record of Professional Development
KS	Key Stage	SE	School Experience
NQT	Newly Qualified Teacher	SEND	Special Educational Needs and Disabilities
QTS	Qualified Teacher Status	SMSC	Spiritual, Moral, Social & Cultural Development

The 'Professional-in-Preparation'

It is essential that you recognise from the very beginning of the course the importance of accepting the professional responsibilities associated with a career in teaching and behave appropriately at all times both in the University and in schools. Professional behaviour involves the following:

- reading and consulting regularly course documentation and other guidance and applying this information at appropriate points in the course;
- participating fully in University based course work and fulfilling the associated assessment requirements as specified in the Assessment Handbook;
- presenting yourself punctually for all University based and School based work (and notifying the appropriate people, with reasons, in the case of absence);
- preparing fully and appropriately for the various kinds of school based experiences during the course;
- respecting professional confidentiality in your dealings with children, parents, teachers and other professionals;
- recognising the needs and rights of pupils with whom you come into contact during school placement;
- being sensitive to a placement school's ethos, its educational aims, policies and practices;
- liaising with course tutors and school staff, as appropriate, in relation to preparation and planning for school-based tasks and placements;
- working within the agreed framework of teaching load while in a Partnership School;
- taking responsibility during placement for individuals, groups and the whole class in consultation with school staff and your School Experience Tutor;
- engaging in regular structured discussions about your progress with University Tutors, the Training Co-ordinator and the School Based Tutor and being aware of your own development against the standards for QTS;
- taking responsibility for your own learning by participating in self-evaluation, progress review and target setting;
- working with other student teachers as and when appropriate;

- working towards the establishment of effective working relationships with course tutors and school staff.

The University has a Dignity at Work and Study Code of Practice. The purpose of this Code of Practice is to promote a working and learning environment and culture in which harassment and bullying are known to be unacceptable and aims to ensure that if harassment or bullying does occur adequate procedures are readily available to deal with the problem with support and sensitivity so as to prevent it recurring.

The Code of Practice covers both staff and students and provides information on sources of advice and support. The full Code of Practice can be found at:

<https://www.ncl.ac.uk/students/progress/Regulations/SPS/dignity.htm>

The Student Charter

Newcastle University and the School aim to provide a high standard of teaching and a rich academic environment in which to learn and study. To this end, you will find that much of a staff member's time, particularly during term-time, is devoted to all the aspects of teaching. You should, however, be aware of the other academic activities – both research and outside engagement – that staff members undertake and which make calls upon their time. The Student Charter (<http://www.ncl.ac.uk/pre-arrival/regulations/#termsandconditions>) clarifies exactly what you can expect from the University during your time on campus.

Standards of Personal Conduct

The Student Standards of Personal Conduct is available at:

<https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter>

The Fitness to Practice Procedure is available at:

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

Assessment Irregularities

The University is committed to ensuring fairness in assessment and has established this procedure for dealing with assessment irregularities.

For the purposes of this procedure, an assessment irregularity involves the use of improper means by a student in the assessment process. This includes, but is not limited to, the following:

- Any breach of the rules for University examinations (<http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm>), including copying from or conferring with other students or using unauthorised material or equipment in an examination room.
- Impersonating or allowing another to impersonate a student.
- Introducing examination scripts into the examination process otherwise than in the course of an examination.
- Permitting another student to copy, verbatim or in substance, formative or summative assessed coursework (this includes providing an opportunity for another student to copy work, even if it was not the explicit intention that the work should be copied). Being party to any act, otherwise than for a bona fide academic reason, allowing the sharing of any such assessed work on a website or in any other medium; the fact that work has already been assessed when it is so copied or shared shall not negate the offence. The Student Disciplinary Procedure should normally be followed if the student subject to the offence has already received a confirmed mark for the work in question by the Board of Examiners at the point of investigation.

- The falsification (by inclusion or suppression) of research results.
- Plagiarism. This is defined as the unacknowledged use of another person's ideas, words or works either verbatim or in substance without specific acknowledgement. For the avoidance of doubt, plagiarism may occur in an examination script as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another's work.
- Auto (self) Plagiarism. This applies when work (or similar) has already been submitted for an assessment at Newcastle or elsewhere. This may be considered to be an attempt to gain double credit for the same piece of work and is unfair and dishonest. This should not apply to draft copies of research work; if you are unsure, please speak to a member of staff for clarity before submitting your work.
- Procuring or attempting to procure assessed work created by another person. Students are expected to produce their own work and therefore any submission of work by another person constitutes improper means. An attempt to procure such work shall be treated as an attempt to use improper means and may be considered as dishonesty.
- Dishonesty. Any attempted assessment irregularity including that detected before submission of the work, is considered an attempt to use improper means and may be considered as dishonesty. Such dishonesty shall therefore be investigated in accordance with this procedure.

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

<http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm>

Good Academic Conduct

This provides students with information of good academic conduct with reference to the Right-cite <http://www.ncl.ac.uk/right-cite/>, the definition and penalties for plagiarism including details of what the University expects from students and staff. Include reference to the School's policy on referencing and on the use of Turnitin.

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

Guidance on referencing can be found at <http://libguides.ncl.ac.uk/referencing>

What Newcastle University expects of students:

- Maintain high standards of academic conduct
- Show a commitment to academic honesty in your work
- Be familiar with and apply the guidance provided by your School on proper referencing and good academic practice, and in particular the avoidance of plagiarism
- Ensure that any work you submit is your own work and that you acknowledge any use you make on the work of others.

You can expect:

- To receive a briefing on what the University means by 'good academic practice' and 'referencing'
- To be told where to find guidance materials
- That the University may use plagiarism detection software

Student Disciplinary Procedure

This provides an outline of the Student Disciplinary Procedure available from:

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

Student Complaints and Appeals

Student teachers can raise issues with an aspect of their studies at a School (e.g. Staff-Student Committee, Personal Tutor, Degree Programme Director, and Head of School), Faculty and University Level.

University Student Complaints Procedure

<http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm>

University Student Academic Appeals Procedure

The University provides a clear three-stage procedure for students making Academic Queries and Appeals requesting reconsideration of Board of Examiners/ Personal Extenuating Circumstances (PEC) and/or Degree Programme Director (DPD) / Dean of Postgraduate Study Progress Decisions.

Level 1 - Is the informal stage for querying academic decisions. Appellants are expected to make every effort to raise their assessment/progress query, in writing, with the School/Faculty directly concerned in the first instance.

Level 1 appeals should therefore be sent to: eclsappeals@newcastle.ac.uk

Level 2 - Only when the steps taken under Level 1 of the procedure have failed, or when the Appellant considers that their query has not been resolved, may Level 2 of the Academic Queries & Appeals Procedure be invoked by submissions of the Academic Appeal Form together with full details of the formal appeal and any supporting evidence.

Level 3 - Is the formal review of the Level 2 outcome, where the Appellant requests a review of the outcome of their academic appeal at the Level 2 stage.

Appeals procedure can be found at the link below:

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

Sometimes things happen that are beyond our control – illness, personal problems etc. **If things start to affect your course, you need to let someone know.** There are processes and people to help you.

Use your personal tutor as the starting point – they will be able to advise you about the various University procedures. It can be confusing, as there are a few different forms, but they depend on what you need to happen. Some things can be dealt with by your Degree Programme Director or school. Others will be referred to a central point within the University.

The most important thing you can do is to **tell your school** about the problems you are having. To do this, complete a PEC form. PEC stands for **Personal and Extenuating Circumstances**. This one form will be a way of telling the School about the problems and requesting a number of different types of adjustment - such as extensions, exemptions, deferrals, concessions, board of examiner discretion.

Current guidance is available at: <http://www.ncl.ac.uk/students/progress/student-resources/help/>

E-mail is a convenient way of communicating important messages. It is useful, for example, if you need to explain an impending absence; to convey relevant personal information affecting your studies (e.g. illness); or to confirm an appointment for a planned meeting. However, please bear in mind that you are not the only person who will be contacting your tutor or module leader and, although they are available and willing to help you, they, like you, have a lot of demands on their time.

Before sending an e-mail, please consider whether you could find out what you need to know from somewhere else. For example, if this Degree Programme Handbook does not provide the answer, your School Office should be able to answer general queries about such matters as timetabling, deadlines for submission of coursework or examinations.

Please remember that e-mail is an alternative means of communication to writing a letter or telephoning and the way your e-mail is written should reflect this. The use of clear and appropriate language is more likely to result in you receiving the information that you need.

Attendance

As part of your commitment to your studies you are expected to be on campus or at your placement whenever required by your programme, and actively participate in all sessions specified for your programme. Please see Student Charter. <http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter>

You may **not** undertake any employment while reading for the Post-Graduate Certificate in Education.

Students who attend all of their classes tend to do better in their assessments. Students who don't attend classes may be deemed to be making unsatisfactory progress and withdrawn. Students must therefore keep their school informed of any absence.

As 'professionals-in-preparation', you are expected to act responsibly in relation to attendance for the following reasons:

The professional requirement. The course prepares you for a job in which full-time attendance is a contractual and moral necessity. As far as we in the School of Education, Communication and Language Sciences are concerned professional commitment starts in training **NOT** with the first teaching post. Tutors are asked by potential employers to comment on such matters in references for first posts.

The educational requirement. The course is highly concentrated. It is structured so that school and university-based work are interrelated in order for experience, knowledge, understanding and skill to develop in a cumulative way. All elements of the course, therefore, have a contribution to make in you coming to understand the professional thinking that is integral to the practice of teaching. Some student teachers may make the mistake of thinking that some parts matter less than others; things are not that simple. **Only through continuous and uninterrupted participation is the full benefit of the course felt.**

The formal requirement. The School of Education, Communication and Language Sciences has to notify the University of cases of unsatisfactory attendance and they, in turn, have to account to fund awarding authorities who reserve the right to suspend or require repayment of funds.

Attending all time-tabled course sessions, therefore, is essential. Formal registers are kept for course sessions such as lectures, workshops or visits to schools.

IT IS YOUR RESPONSIBILITY TO ENSURE YOU HAVE REGISTERED YOUR ATTENDANCE AT LECTURES AND WORKSHOPS.

Punctuality is also a crucial part of teaching. You are, therefore, expected to be sufficiently organised to ensure that you arrive in the department in plenty of time for the beginning of each session.

Late arrival at any lecture, workshop or meeting because of unavoidable and exceptional circumstances MUST be explained to the tutor concerned at the END of the session. You should note

that, in the past, it has been students who complain most vociferously about late attendance by some individuals.

Inevitably there are occasional unavoidable personal circumstances such as illness or attendance at interview which cause absence. However, you are expected to arrange dental and other such appointments outside of the teaching day. Please observe the following procedure if you are unable to attend:

On University based days. Inform the Education Office in advance for matters of which you have prior notice such as job interviews or hospital appointments. For unanticipated causes of absence, telephone the office on (0191) 208 6382 before 9.00 a.m. You must specify which tutor(s) need to be informed of your absence as well as your reason for absence.

On school based days. Inform both your school's Headteacher and the Education Office in advance for matters of which you have prior notice. For unanticipated causes of absence, telephone the Headteacher as early as possible and the Education Office on (0191) 208 6382 before 9.00 a.m. **Both** must be notified.

ABSENCE DUE TO ILLNESS MUST BE REPORTED TO THE EDUCATION OFFICE AND A STUDENT NOTIFICATION ABSENCE FORM MUST BE COMPLETED ON THE STUDENT SELF SERVICE PORTAL (S3P) LINK: <http://www.ncl.ac.uk/students/progress/student-resources/s3p/absencereq.htm>

IF THE ILLNESS IS OF THREE TO SEVEN DAYS' DURATION, A SELF-CERTIFICATE OF ILLNESS SHOULD BE COMPLETED. A DOCTOR'S NOTE IS REQUIRED FOR AN ABSENCE OF SEVEN DAYS OR MORE. IF YOUR ABSENCE IS SIGNIFICANT WE MAY REQUIRE YOU TO UNDERTAKE AN OCCUPATIONAL HEALTH 'FITNESS TO TEACH' ASSESSMENT PRIOR TO RETURNING.

DURING SCHOOL EXPERIENCE, STUDENT TEACHERS MUST CONTACT THE SCHOOL, THEIR SCHOOL EXPERIENCE TUTOR, AND THE EDUCATION OFFICE ON EACH DAY OF ABSENCE.

The Student Self Service Portal (S3P) also allows you to register on your programme of study and keep your personal details up to date. You can also pay fees online, produce standard documents to confirm your status (e.g., for council tax purposes) and report an absence to the School. Use this system as your first point of call if you want to:

- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees online
- View and print documentation to confirm your student status (e.g. for council tax purposes).
- Confirm module choices for the next academic year
- Report an absence to your School.
- Submit a Personal Extenuating Circumstance (PEC) form

Further detail is available here: <http://www.ncl.ac.uk/students/progress/student-resources/s3p/>

You can log on here: <https://s3p.ncl.ac.uk/login/index.aspx>

Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.

Course Improvement

The Primary course is constantly being improved in a quest to enhance the quality of experiences, implement more efficient and appropriate methods and systems and ultimately enable our student teachers to teach more effectively on completion of the course.

This process of review and development of the course is based on information from a variety of sources:

- Ofsted Inspections of aspects of the course;
- External Examiners' annual reports;
- Meetings with Partnership School staff;
- Student teachers' evaluations of the course;
- Staff/Student Committee meetings;
- Board of Studies.

OFSTED Inspection

The Primary PGCE course is inspected regularly.

External Examiners

The Primary course has External Examiners. All External Examiners receive copies of course documentation and visit schools and the University. During the visit the examiners observe a selection of student teachers teaching, look at a selection of course work and discuss the course with a group of student teachers. **During the External Examiners' visit in May/June, you must be available in school should an External Examiner wish to observe you teach.**

The current external examiners for the PGCE are Dr Roger Wood, University of Oxford Brookes and Emmajane Milton, Cardiff University.

All marks are provisional until the Board of Examiners meet.

Meetings with partnership school staff

Training and meetings for teachers involved in the school based elements of the course are held before each of the placements. In addition, meetings are held in December to review Term 1 work and in June to review Term 2 and 3 work.

Professional reviews

You will be asked to complete professional reviews of your learning at certain times during the year. The purpose of professional reviews is to allow you to evaluate your experience of both centre and school-based training overall. Professional reviews are **NOT** designed as mechanisms for voicing serious concerns that you may have about the course. (Such concerns should be referred in person to your tutor). Primary PGCE staff and partnership school representatives will be provided with the outcomes of professional reviews.

The University also participates in the **Postgraduate Taught Experience Survey (PTES)** - The PTES explores postgraduate taught student experiences in learning and teaching, skills development, organisation, resources, and engagement with the course. The PTES typically runs from mid-April through to mid-June annually. It includes all full-time and most part-time UK, EU, and international **postgraduate taught students** studying a programme of at least 60 credits, the greater part of which is at Masters level, including eLearning students. The PTES excludes students who are studying a single module only, such as Continue Professional Development and occasional students. This population should include study abroad and exchange students. Also see

<https://www.heacademy.ac.uk/research/surveys/postgraduate-taught-experience-survey-ptes>.

Previous year's PTES results are available on the Planning Office website

<https://internal.ncl.ac.uk/planning/students/ptes.htm>. This survey is similar to the NSS, but for postgraduate taught students.

Student/Staff Committee

Student teachers are selected to represent the course on the Staff-Student Committee and at the Primary PGCE Board of Studies. Dates for these committee meetings are shown on your timetable.

The University values your opinion very highly, we want to know when things are going well and when you think things can be improved. There are a number of ways that you can provide feedback, including stage evaluations (surveys), student participation on committees and through your programme or School student representatives. It's important that you take surveys and opportunities seriously and give your honest opinion. It is also important that you provide specific examples of what's going well or not so well as this helps us know what we need to respond to, do more of etc. You should always be respectful in the comments that you provide, considering the issues or successes rather than criticism of individuals.

Student representation is a key part of how the University engages with students. The Student Representation Policy (jointly owned by the University and the Students' Union) aims to ensure that every student is represented in institutional decision-making processes and that every student can contribute to the enhancement of their programme and learning experience.

Further information regarding Student-Staff Committees and Student Representation roles can be found via the following link <https://www.ncl.ac.uk/combined/engagement/student-staff-committee/>.

Board of Studies

Board of Studies meetings are held four times a year. Dates for these committee meetings are communicated to the student representatives. The Board is chaired by the Head of the Education section and consists of representatives from the University, representatives from partnership schools and student teacher members as indicated previously.

The Board is responsible for reviewing:

- the aims, objectives, content and organisation of the course;
- the teaching, learning and assessment methods used on the course;
- the standards of the course;
- the programme specification (Framework Document);
- the induction programme;
- the induction of teachers;
- the quality of teaching, assessment and feedback to student teachers within the programme;
- the progression of student teachers during the course and their destination after training.

Personal Development Planning

Please note the PDP is aimed at all University students. On the PGCE you are required to maintain a Learning Journal and evidence of your progress in the Teachers' Standards contained within a Record of Professional Development (RoPD) and therefore the PDP may be of limited value to you.

Nonetheless, you will be able to make use of a personal development planner tool (known here as PDP) to record, reflect on and evidence the skills knowledge and abilities which you're developing during your time at university. By undertaking this process you will be giving yourself a definite advantage when it comes to applying for jobs or further study. In addition provides a way for you to bring together your thoughts, plans and achievements and build on them for the future. You can also use the PDP system to record your personal tutorial meetings. All the information you put into PDP is secure and private, it is only accessible to you unless you choose to make it available to others. The one exception to this is the information you provide to your personal tutor which is available to them and to you (but no one else). To start using PDP or find out more about it, please log onto Canvas where you will find a tab with the title PDP, click on this and follow the simple instructions to access the PDP system.

SECTION 3

The Examination for the Post- Graduate Certificate in Education Official Regulations

These are printed in the current University Calendar and are available on the University web site - <http://www.ncl.ac.uk/regulations/docs>

Full details of assessments relating to the PGCE are given in the Assessment Handbook. The three assignments constitute the 'examination' for the PGCE.

General Regulations

Students on the Postgraduate Certificate in Education Course of the School of Education, Communication and Language Sciences are subject to the General Regulations of the University, some of which are repeated here for convenience of reference.

1. RESIDENCE

If you live at a distance of more than 20 miles from Newcastle you are strongly advised to take up residence in the Newcastle area for the duration of the course. If this applies to you but you wish to travel daily you should apply to the Course Director for permission, stating the circumstances.

Changes of address or of residential status must be notified to the Education Office and to your Personal Tutor without delay. We cannot guarantee a school placement near to your home and **we do not pay for travel expenses accrued during your PGCE placements.**

2. ATTENDANCE

University Regulations require you *"to be regular and punctual in their attendance at such instruction as may be prescribed"*. In the case of Graduate Certificate students, the requirements are that you shall, except in the event of illness or for other special personal reasons,

- (a) register attendance at all University based sessions;
- (b) maintain regular attendance at the schools to which you are attached for school experience.

A fuller explanation of the reasons for this is contained in the section 'Attendance'. Personal Tutors are responsible for monitoring attendance and informing the Director of Primary Education if this regulation is not being met.

Absence due to illness **must** be reported to the Education Office and a student notification absence form must be completed on the S3P portal link: <http://www.ncl.ac.uk/students/progress/student-resources/s3p/absencereq.htm>

If the illness is of three to seven day's duration, a self-certificate of illness must be completed. A Doctor's note is required for absences of seven days or more. During school experience, students must contact the SCHOOL, their SCHOOL EXPERIENCE TUTOR, and the EDUCATION OFFICE. Contact with infectious illness must be promptly reported. **Please note our school sickness policies which may differ from University policy.**

Covid-19

We're here for our students, and are dedicated to making sure you're supported, nurtured, and set on the path to a lifetime of success. Things will be different this year, but we're doing our best to make sure you still have a great experience.

We're making changes on campus, in our accommodation buildings, and to our teaching to help keep you safe. Find out everything you need to know about university life from autumn 2020 here.

<https://www.ncl.ac.uk/study/covid-19/>

3. DISTRIBUTION OF INFORMATION

As it is rare for all student teachers to assemble at one time, information is normally distributed by Canvas announcements, by circular or letter or through tutorial meetings. You are responsible for keeping yourself informed of arrangements by frequent reference to Canvas.

4. LIBRARIES

The University Library Service provides access to a wide range of resources, services and study spaces as well as professional expertise to help you to be successful in your studies and research. The Philip Robinson Library is open 24 hours a day during term-time, and the Marjorie Robinson Library Rooms, Walton and Law libraries are open until late. Times may have changed due to Covid -19 provisions so please check the Library open times via Canvas.

The libraries house over 1 million books, subscribe to over 26,000 journals and provide access to more than 6 million ebooks. Library Search (libsearch.ncl.ac.uk) can be used to locate books, ebooks, journal articles and a lot more information using a single search. High demand items can be found in the Student Text Collection (STC) and are bookable online. The Philip Robinson Library also houses the Special Collections (www.ncl.ac.uk/library/specialcollections), which are made up of rare and historic books, manuscripts, maps and illustrations.

The Library's Subject Guides (<http://www.ncl.ac.uk/library/subject-support/>) bring together tailored, subject-specific information, resources and databases and are the best place to start your exploration of the Library's resources for your specific discipline.

The libraries are excellent places to study. They have a range of silent and quiet areas plus group and collaborative learning spaces. They collectively house over 775 computers. Wi-Fi is also available so you can use your own devices or borrow one via the Laptop Loan Scheme.

The library's online study space monitor (<http://www.ncl.ac.uk/library/about/study-space-availability>) is a good way of checking availability.

Library Staff are available at information points and service desks to help you to find the information you need. They also offer workshops and one to one consultancies to help you improve your information skills. Alternatively you can use the online Library Help service 24/7 (libhelp.ncl.ac.uk) to access support no matter where you are.

If you have any questions or need any help ask a member of Library staff or contact them via LibraryHelp (libhelp.ncl.ac.uk) – they are there to support you through your course. For further information on Library services see www.ncl.ac.uk/library

5. COMPUTING FACILITIES

You are encouraged to use computing facilities for word-processing, data handling and analysis. The use of computers will also be incorporated into the teaching programmes for most modules, and you will often prepare and submit coursework electronically. There are facilities available at School, Faculty and University level, and you can use this link to find available computers on campus: <http://m.ncl.ac.uk/>

If you have any questions about computing facilities or software, including email and printing, please check the NUIT information available to students: <http://www.ncl.ac.uk/itservice/studentitservices/>.

6. RESOURCE CENTRE

ECLS Resource Centre

As a member of the School of ECLS you are entitled to borrow items from, and use resources in, the Resource Centre. The Centre is located on the second floor North block of the King George VI building. Simply show your smartcard and give your details at the Issue Desk to register.

You are then entitled to borrow up to a maximum of 20 items. Most items can be borrowed for a loan period of 4 weeks, although some of the popular titles are available on 3 day loans.

All REFERENCE ONLY books cannot be removed from the Resource Centre. All items can be reserved. If items fall overdue you will incur fines at the rate of 15p per item per day. You are advised therefore to keep in touch with the Resource Centre either by phone, email or in person to renew your loans. Strictly NO FOOD or DRINK can be consumed in the Resource Centre

What's Available?

The Resource Centre houses more than 20,000 books including:

Art, Behaviour Management, D&T, Education, Education Psychology, Fiction, Geography, History, ICT, Literacy, Mathematics, Modern Foreign Languages, Numeracy, Pedagogy, Philosophy for Children, PSHE, Religious Education, Reference, Research, Science, Special Needs, Teaching Practice, Thinking Skills, Technology.

The School of Education, Communication and Language Sciences' Dissertations website is available at:

<https://eclsthesis.ncl.ac.uk/>

As well as:

- Big books
- Numeracy and literacy resources
- Religious and historical artefacts
- Science and geography resources
- MFL resources
- Hand puppets

Equipment Available

- 30 Networked PCs
- Printers and scanners
- Interactive Whiteboard
- Photocopier
- Digital cameras
- Laminators
- Guillotines
- Paper, card, stationery etc.

Can't Find What You Want?

Please come to the Issue Desk and ask for help.

ECLIPSE is the library catalogue software, go to SEARCH and select ALL RESOURCES to browse the catalogue.

Please use the book returns box located by the main door and fill out the book loan form at the Issue Desk when the desk is unattended.

Opening Times

Monday - Friday: 8:00 am to 8:00 pm. The Issue Desk is staffed Monday and Wednesday from 10.00am – 11.00am.

(Postgraduate smartcard access only after 5pm).

Please check Canvas nearer time for information about any extended opening times.

Contact

For any queries please contact Jan on: telephone 0191 208 7569 or email: Jannette.Holroyd@ncl.ac.uk.

Writing Development Centre

Location: Level 2, Philip Robinson Library
Website: <http://www.ncl.ac.uk/students/wdc/>
E-mail: wdc@newcastle.ac.uk
Twitter: @NCL_WDC

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

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

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

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

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

To make an appointment, book a workshop or find out about our opening hours, please see our website <https://www.ncl.ac.uk/library/resources-and-study-support/writing-development-centre/>

The INTO Newcastle In-Sessional team can provide information on:

- The University English Language Assessment (UELA)
- Free academic English language classes for Newcastle students whose first language is not English
- One-to-one English language tutorials (where you can meet with a teacher for 25 minutes to discuss specific problems)

The In-Sessional language programme can provide both non-credit-bearing support and credit-bearing modules. Your School will be able to tell you if you need to take a credit-bearing module.

More information about the In-Sessional programme is available from the INTO website: <http://www.ncl.ac.uk/students/insessional/about/insessional.htm>.

Online resources

You will find a collection of learning resources for academic writing and general writing skills at <https://www.ncl.ac.uk/library/academics-and-researchers/>

MATHS-AID

Maths-Aid is a drop-in centre providing a free and confidential service to all students of Newcastle University on all aspects of mathematics and statistics including:

- Preparation for exams
- Developing problem solving and numerical skills
- Advice on correcting mistakes and overcoming problems in everyday academic work
- Help in understanding lecture notes
- Advice on graduate numerical skills tests

More information is available from the website: <https://internal.ncl.ac.uk/ask/where-to-go/maths-aid>

ACADEMIC SKILLS KIT (ASK)

www.ncl.ac.uk/ask

As mentioned earlier, the Academic Skills Kit is an online resource which brings together the range of academic skills development provision across Newcastle University into a one-stop website with all you need for study success. The site offers information on the various services which provide academic skills development. Ranging from information literacy, revision strategies and academic writing, to time management, and maths and statistics. There is also specialist support for, for example, international students or those with Specific Learning Difficulties. It also hosts a range of self-access online resources with advice and tips on various aspects of study.

8. BOOKS AND STATIONERY

You are expected to buy stationery and books which are essential for the course.

9. CENTRE FOR PHYSICAL RECREATION AND SPORT

Facilities exist for a wide variety of physical recreation activities. You may join the Athletic Union club sessions as well as make individual reservations for Badminton, Squash, Table Tennis or Fitness Training. All enquiries should be made at the Centre for Physical Recreation and Sport in King's Walk, and at Claremont Sports Hall.

10. REFRESHMENTS

Coffee, tea and other refreshments are available from vending machines in the various Student Common Rooms and at various university café facilities.

11. MEDICAL EXAMINATIONS

You must complete a Declaration of Health Questionnaire after an offer of a place on the PGCE Course has been made. Forms are sent with the 'offer' letter for return to the Occupational Health Department who notify the Directors of Education when a satisfactory medical assessment has been completed. You must have completed medical assessment before beginning the course. On successful completion of the course, the "Declaration" given by you, may be accessed by LAs or schools, where you obtain your first teaching post.

12. QUALIFICATION AS TEACHERS

Success in the Post - Graduate Certificate does **NOT** carry with it automatic qualification as a teacher. The University Course Directors are required to recommend to the National College for Teaching and Leadership (NCTL) which student teachers should be granted the qualification and in each case to certify that the student teacher:

- (a) has passed the Post - Graduate Certificate Examination;
- (b) has satisfactorily completed the course, and
- (c) is suitable to enter the teaching profession
- (d) AND has passed all the QTS skills tests.

Before such a declaration is signed, the Director will need to be satisfied that you have complied with the attendance requirements (see 2 above), and have behaved in a responsible and professional manner throughout the course (especially during the period spent in schools on school experience). Currently newly qualified teachers must successfully complete a statutory induction period of three school terms in a maintained school, the relevant LA will monitor the induction process.

13. EQUALITY AND DIVERSITY AT NEWCASTLE UNIVERSITY

Newcastle University is a 'community of communities': national, ethnic, cultural, linguistic, religious and many more.

The University is unequivocally committed to the goal of fostering mutual respect and understanding between individuals and its constituent communities and to promoting equality of opportunity among staff and students alike. It encourages all staff and students to enjoy and celebrate its diverse culture.

Please read the PGCE Equality, Diversity and Cohesion Policy- which is available on Canvas

14. STUDENT ADVICE CENTRE

The Student Advice Centre is a service of the Students' Union staffed by professionals who specialise in student concerns. They can help you by providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you to any relevant agency (they cannot recommend any commercial companies however). They may even take on your case for you, even to the representation stage. You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to Hardship Funds etc.). More information is available from the SAC website: www.nusu.co.uk/sac

The Student Advice Centre cannot provide immigration advice to International students. If you have immigration questions, you should contact the Visa and Immigration Service (VIS) at King's Gate for advice.

The Student Advice Centre is situated on the ground floor of the Students' Union Building. Opening times vary throughout the year, so you could check the weekly schedule before dropping by: <https://www.nusu.co.uk/support/sac/>

During term-time, you may drop in for a brief session with one of the advisers, but for complex or serious problems (requiring more than 20 minutes to discuss), you should make an appointment.

Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk

Note that anything you say to any of the staff will be treated in strictest confidence and not disclosed without your consent; also that the Union, including the Student Advice Centre, is independent of the University structure and primarily concerned with its members' welfare.

INTERNATIONAL STUDENT ADVICE

Student Wellbeing offer advice for international students on their link: <https://www.ncl.ac.uk/international/>

15. STUDENT WELLBEING

Student Wellbeing provides information, advice and guidance on a wide range of student support issues to enable all students to maximise their potential whilst at University. Detailed information about the support we can provide is outlined on this website and includes the following areas:

- [Covid-19](#)
- [Financial Support](#)
- [Counselling and mental health](#)
- [Disability](#)
- [Specific Learning Difficulties](#)
- [International Students](#)
- [Faith](#)
- [Health Information and Services](#)
- [General Wellbeing](#)

Opening Hours

We are open 9am to 5pm Monday, Tuesday, Thursday and Friday and 10am to 5pm Wednesday. See our [out of hours contact details](#) for emergencies or help outside of our opening hours.

Further Information

Our [brochure](#) (PDF:923KB) summarises the main support services that we offer.

Appointments

To make an appointment with a member of staff from Student Wellbeing Team please [contact us](#).

The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (**Dyslexia**).

Location: King's Gate

Website: <https://www.ncl.ac.uk/wellbeing/supportservices/disabilitysupport/#overview>

Telephone: 0191 208 3333

Opening hours

They are open 9.00am to 5.00pm Monday to Friday and are closed on bank holidays and during the University Christmas closure.

16. HARSHIP FUNDING – FINANCIAL ASSISTANCE

Information can be found at:- <https://www.ncl.ac.uk/student-financial-support/hardship/>

Information about the funding available to assist UK students can be found at:

<https://www.ncl.ac.uk/student-financial-support/hardship/>

Information about the funding available to assist EU and international students can be found at:

<https://www.ncl.ac.uk/student-financial-support/hardship/>

17. FINANCIAL ARRANGEMENTS

Comprehensive and up-to-date information on changes to funding mechanism for ITT can be found at:

<http://www.education.gov.uk/get-into-teaching/funding/training-in-england/postgraduate-funding.aspx>

Information on applying for student finance (loans) can be found at:

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/Gettingstarted/index.htm>

Internal information can be found at: <http://www.ncl.ac.uk/postgraduate/funding/>

18. APPLICATION FOR POSTS

You are advised to take full advantage of the information provided in the School in applying for posts.

Generally speaking, you may apply either for specific vacancies or for a place on a Local Authority's

'general appointments list' (this is sometimes referred to as a *'pool'*). Specific vacancies appear in the Times Educational Supplement and the local press. Additionally schools contact the School directly and this information is posted directly on Canvas. You may use your personal tutor as a referee, unless you are for any reason advised that you should not.

You are warned that if you have applied to two or more employing bodies and are offered at an interview either a specific post or a place on a *'general appointments list'*, you must make up your mind at the interview

- (a) to reject the offer, or
- (b) to accept the offer, or
- (c) if in doubt, to ask the authority offering the appointment for time to consider it, pending the results of other possible interviews.

If an offer is accepted, all other applications must be withdrawn and no further interviews attended. If an offer of appointment is made in writing, the same rules apply. If a written offer is made, following a verbal one made at an interview, the reply must be consistent with the reply made at the interview, except that at this stage an acceptance may be substituted for a request for time to consider the offer. It cannot be too strongly emphasised that a verbal acceptance and an informal acceptance in writing are both as binding as a formal legal contract, and that this applies to acceptance of a place on an authority's *'general appointments list'* as well as a post in a specified school. If you are offered a place on an authority's general appointments list but wish to continue to apply for specific posts with the same or other authorities, then an acceptance is inappropriate and instead the authority offering the place must be asked for permission to apply for other posts, either at the interview or in a written reply to an offer in writing. It is clear that this leaves the authority free to withdraw its offer, or to leave it open for a period if it wishes to do so.

Please see Section 4 for further information on the careers service and the support they offer to PGCE students.

19. EMPLOYMENT AND HIGHER DEGREES DURING THE PGCE YEAR

You may **not** register for any degree or higher degree or diploma or undertake any course of study or employment while reading for the Post-Graduate Certificate in Education. If you are uncertain about the scope of this regulation you should consult the Directors of Education.

20. ADVICE AND GUIDANCE REGARDING THE USE OF ELECTRONIC DISCUSSION FORUMS AND SOCIAL NETWORKING SITES

Modern Communications Technology offers individuals the opportunity to exchange information and opinions, to get to know one another and to form communities. This is clearly a positive development, encouraging debate and better understanding between people. Well-known examples of this exciting medium are provided via web sites such as Facebook and Twitter.

During the PGCE year there are a range of formal and more informal routes by which ideas and information may be shared between student teachers and their university or school colleagues. As part of the reflective process student teachers are asked to contribute to learning communities on Canvas which is Newcastle University's Virtual Learning Environment. We are of course also well aware that other sites such as Facebook are very popular and frequently used. Used properly, social networking sites such as Facebook are a great way to find old friends, join interest groups and share information. However, all students should remember that anything posted on a social networking site is in the public domain. It is important for all individuals to be mindful of the effect, that statements posted on any medium accessible by others, may have. Such statements could be in print or on the web, referring to the University, its students and/or staff. It may also be in the case of a placement experience, referring to any member of placement staff.

It is important to realise that those training to teach have particular responsibilities in this area.

Part Two: Personal and Professional Conduct of the Teachers' Standards are essential if Qualified Teacher Status is to be recommended.

Please go to

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf> for the particular details.

In order to avoid any possible breaches of 'Personal and Professional Conduct' Standards it will be important to bear the following in mind:

- Reflective writing and commentaries are employed during the PGCE year in order to consolidate and enhance professional learning and development. As such they will be read by university staff and their school colleagues for monitoring and evaluation purposes. They are not the means by which dissatisfaction or complaints are to be communicated. Other routes are provided for formal and informal feedback regarding experiences and contexts quite separate to any writing geared towards the enhancement of practice.
- Young learners in your placement schools will be very familiar with the social networking sites you use and denying them access to your information will be essential for your 'teacher persona'.
- The journey of becoming a teacher is partly the embracing of professional dispositions and attitudes regarding learners, schools and colleagues. Any failure to display these qualities would of course damage the likelihood of being recommended for QTS as well as in the most extreme cases incur university disciplinary procedures.
- The PGCE Equality, Diversity and Cohesion policy gives quite clear guidelines on the level of respect and care which we expect all to exhibit for their peers, colleagues and pupils. Any transgressions of this policy would of course be seen as a serious matter.

Much of the above is merely common sense though it is worth bearing in mind that a PGCE is professional training and induction into an arena where discretion, sensitivity and tact are all essential and daily qualities. We merely expect this to be true in virtual as well as 'real' world interactions. The World Wide Web is a wonderful resource for accessing information, for making friends, for engaging in debate and for entertainment. Like any other medium, it is important to use it sensibly and with respect for others.

USE OF EMAIL

E-mail is a convenient way of communicating important messages. It is useful, for example, if you need to explain an impending absence; to convey relevant personal information affecting your studies (e.g. illness); or to confirm an appointment for a planned meeting. However, please bear in mind that you are not the only person who will be contacting your tutor or module leader and, although they are available and willing to help you, they, like you, have a lot of demands on their time. Before sending an e-mail, please consider whether you could find out what you need to know from somewhere else. For example the PGCE office should be able to answer general queries about such matters as timetabling, deadlines for submission of coursework or university sessions. Please be aware that we will communicate with you by using your university e mail rather than any other personal variation. This is in line with university policy and does mean that you need to check your university address regularly especially whilst on placement.

21. NATIONAL SURVEYS

The University participates in the four big national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey, and the International Student Barometer.

National Student Survey (NSS) - The NSS contributes to public accountability, helps inform the choices of prospective students, and provides data that allows informed decisions to be made to enhance the Undergraduate student experience. The NSS typically runs from February through to April annually. It

includes all full-time and part-time UK, EU, and international final year undergraduate students studying at Newcastle main campus and Newcastle University London (NUL), including eLearning students based in the UK. The University runs a Newcastle Student Survey through EvaSys which is designed for students who meet the basic NSS requirement, but are based outside of the UK at Newcastle University Medicine Malaysia (NUMed), Newcastle University International Singapore (NUIS), or are non-UK based eLearners. The NSS excludes incoming and exchange students. See <https://www.officeforstudents.org/advice-and-guidance/student-information-and-data/national-student-survey-nss/> for more information. Previous years' NSS results are available on the Planning Office website <https://internal.ncl.ac.uk/planning/performance/student-survey/>.

Postgraduate Taught Experience Survey (PTES) - The PTES explores postgraduate taught student experiences in learning and teaching, skills development, organisation, resources, and engagement with the course. The PTES typically runs from mid-April through to mid-June annually. It includes all full-time and most part-time UK, EU, and international postgraduate taught students studying a programme of at least 60 credits, the greater part of which is at Masters level, including eLearning students. The PTES excludes students who are studying a single module only, such as Continue Professional Development and occasional students. This population should include study abroad and exchange students. Also see <https://www.heacademy.ac.uk/institutions/surveys/postgraduate-taught-experience-survey>. Previous year's PTES results are available on the Planning Office website <https://internal.ncl.ac.uk/planning/students/ptes.htm>. This survey is similar to the NSS, but for postgraduate taught students.

Practical Teaching Regulations

The following regulations govern practical teaching:-

A. GENERAL

1. As a general rule, you are allocated for practical teaching to the type of school in which you are likely to teach. Requests to remain within a certain area on domestic or compassionate grounds will be considered. You must, however, be prepared to teach in **ANY** schools which are considered suitable.
2. **You must not make personal arrangements for school placements directly with a school** and must not undertake any additional teaching without consulting the Director.
3. Where you are unable, for whatever reasons, to complete the placement during the normal times, you may be required to do extra practical teaching later in the year, usually in June and July, in order to make up the deficiency.

B. WHILE YOU ARE ATTACHED TO SCHOOLS

1. Student teachers on school placement are under the authority of the Head Teacher in the same way as members of the school staff. You should conform to all the requests of the Head Teacher, and carry out the normal duties of staff, (e.g. in relation to classroom and school duties and attendance at morning assembly).
2. You must be present at your school for the whole of each working day during your school placement. Leave of absence for any period or permission to arrive late or depart early on any day must be obtained beforehand from the Head Teacher AND your personal tutor.
3. **If you are absent from school for any reason you must ensure that the Head Teacher, your own School Experience Tutor, and the Education Office are notified immediately. In case of absence extending over more than three days, a self-certificate of sickness must be sent to the**

Education Office. IF THE ILLNESS IS OF THREE TO SEVEN DAYS' DURATION, A SELF-CERTIFICATE OF ILLNESS SHOULD BE COMPLETED. A DOCTOR'S NOTE IS REQUIRED FOR AN ABSENCE OF SEVEN DAYS OR MORE. IF YOUR ABSENCE IS SIGNIFICANT WE MAY REQUIRE YOU TO UNDERTAKE AN OCCUPATIONAL HEALTH 'FITNESS TO TEACH' ASSESSMENT PRIOR TO RETURNING.

4. You are required to discuss with your School Experience Tutor your practical teaching timetables. SE Tutors should be notified immediately of any timetable changes.
5. You must maintain practical teaching files for the whole period of the school placement. These must be available for examination by those concerned with the supervision of your teaching. More detailed information on presentation and content of the files will be given in the school experience handbooks.
6. If an accident happens or a crisis arises which you judge to be serious, you should immediately ask the class teacher or Head Teacher for help and should report without delay any emergency action you may have taken.
7. You are **NOT** allowed at any stage in your practical teaching to ask Head or assistant teachers for an open reference; you may accept an offer of a reference if it is made, and may ask head or assistant teachers if they are willing to act as referees. A referee's name should not, of course, be given without consent.
8. **You should always bear in mind that you are guests in any school** to which you are attached for practical teaching. The hospitality and the help that you receive from the Head Teacher and staff should be acknowledged by your careful regard for the traditions of the school and by your relations with the Head Teacher and staff.
9. It is important that any books or equipment which you may have borrowed from school resources (or from a member of staff) should be returned as soon as you have finished with them. In **no** case should this be later than the last day of the practical teaching period.
10. You must **NOT** undertake to teach Physical Education or take children on educational visits of any kind without a teacher present.
11. You should consult with your Personal Tutor when you are asked by a school to accompany pupils on a residential course.

Insurance and Student teachers on Teaching Placement

The nature and extent of insurance coverage available to you during practical teaching is an issue that has been raised by the members of the Student/Staff Committee over recent years. These notes attempt to indicate the position with regard to student teachers practising in schools maintained by a Local Authority. You could be under a legal duty which would give rise to liability whilst in a school on practical teaching or for example whilst accompanying a school excursion.

Provided you have exercised proper care and attention and acted in accordance with the code of practice in the school to which you have been sent, no legal liability for compensation should fall on you if a pupil under your supervision has an accident or suffers injury, or if a pupil for whom you are responsible causes injury to someone else. Any legal liability would fall on the Local Authority. In the case of an independent school, legal liability would fall on the proprietors. Furthermore, the University of Newcastle upon Tyne is insured for public liability to third parties should any claim be made against it resulting from the negligent acts of its student teachers in pursuance of recognised courses of study.

If it were shown that carelessness, negligence or misconduct on your part had resulted in an accident or injury to a pupil, you might become personally liable for compensation. A court might order you to pay damages directly to the person injured or to reimburse the Local Authority if it has had to pay damages. The likelihood of you being held personally liable for any accident or injury befalling a pupil in your charge is remote. However, it would be unwise to ignore the possibility and the University has therefore arranged an extension of its Public Liability Insurance to include "personal" liability in respect of student teachers on loan to Local Authorities on the basis that if the Local Authorities have agreed to indemnify the students the University's insurers would not be called upon to contribute towards any claim.

Apart from claims for damages, circumstances in which student teachers and teachers may require legal aid and assistance are not difficult to imagine and, unfortunately, do arise. Members of the teaching profession, for example, have needed to defend themselves in criminal courts against allegations of moral turpitude and refute charges of assault on pupils. *You are strongly urged to consider the advantages enjoyed by members of a teachers' association or union and are advised to become an associate or student teachers member of the teachers' organisations of your choice.* Most of the benefits enjoyed by the members of teachers' organisations are usually made available free of membership fee to student teachers who join an organisation during their professional training. In addition to free legal aid and assistance, the professional bodies offer a range of useful insurances for which a high premium would have to be paid if equivalent coverage were sought, and indeed could be obtained, on an individual basis in the commercial market.

If you wish to find out more about the facilities and services of the various associations and unions you can visit their web sites. You can find links to association and union websites on Canvas. They are in the documents section under 'Association and union websites'.

You cannot be guaranteed compensation for any damage to your belongings or to your clothing arising accidentally in connection with your obligations in schools during practical teaching. Whilst denying any liability whatsoever, Local Authorities may be willing to make ex-gratia payments of up to 50% of value of the damaged goods. Requests to Local Authorities for this type of compensation ought to be made, if necessary, either through the Director of Primary Education or the representatives of the Teachers' organisation which you have joined during school experience. It must be stressed, however, that there may be no legal obligations on any Local Authority to meet a request for such compensation.

SECTION 4

Careers Service

The Careers Service is situated in King's Gate, Level 1

Opening hours: Monday, Tuesday, Thursday, Friday 9:00 to 5:00
Wednesday 10:00 – 5:00

Whatever your ambitions, values, degree subject or stage, the award-winning Careers Service exists to help you make the most of your unique skills and experiences. Whether you are seeking a graduate career, going on to further study or starting your own business, the Careers Service offers a range of support to help you realise your potential while you are studying and for up to three years after you have graduated. There are so many career options to explore, and the Careers Service website (<https://www.ncl.ac.uk/careers/>) will provide you with an idea of the opportunities available.

Careers offers you:

- Information on occupations and employers
- Advice on working life during and after your degree

- Business start-up resources and one-on-one advice (<https://www.ncl.ac.uk/careers/startup/>)

It can help you with:

- Deciding what to do next
- Gaining enterprise, entrepreneurial and employability skills
- Getting professional experience
- Building up your contacts and networks
- Developing your business ideas and getting them off the ground
- Marketing yourself
- Finding graduate vacancies and postgraduate courses

Other University Regulations, Policies and Procedures relating to students

Further details of many of these can also be found on the Student Progress Service's web site at:

<http://www.ncl.ac.uk/students/progress/Regulations/>

Disability Equality Scheme

<https://www.ncl.ac.uk/wellbeing/supportservices/disabilitysupport/#overview>

Equality and Diversity

Further details can be found at:

<https://www.ncl.ac.uk/who-we-are/equality/>

See also:

<https://www.ncl.ac.uk/who-we-are/equality/faith-religion-belief/>

<https://www.ncl.ac.uk/who-we-are/equality/lgbt/>

Change in student circumstance (e.g. suspension of studies or withdrawing from the University)

Sometimes circumstances do change, and you may decide that you want to transfer degree programmes, suspend your studies or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your personal tutor so that you can discuss your options. You can also seek confidential advice from Student Wellbeing: (<https://www.ncl.ac.uk/wellbeing/about/>).

More information on the relevant procedures and the forms you may need to fill in is available here:

<https://www.ncl.ac.uk/student-progress/circumstances/>

Your personal tutor should be able to help you complete these forms if necessary.

Additional University Contact Information

Chaplaincy

The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.

Location: 19/20 Windsor Terrace

Telephone: 0191 208 6341

Email: chaplaincy@ncl.ac.uk

Website: <http://www.ncl.ac.uk/students/chaplaincy/>

Newcastle University IT Service (NUIT) – The University's Central Computing Service

NUIT provides the University's IT infrastructure (networks, servers, etc.) and provides most of the computer services used by staff and students (systems, software and computers for students)

Location of IT Service Desk: Old Library cluster (Monday to Friday 9am - 5pm)
Telephone: 0191 208 5999
Email: it.servicedesk@ncl.ac.uk
Website: <http://www.ncl.ac.uk/itservice/>

International Office

The International Office provides information and advice on:

- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Erasmus/Study Abroad information
- Finance and Funding.

It also provides an orientation welcome programme and airport collection service.

Location: King's Gate
Telephone: 0191 208 3333
Website: <http://www.ncl.ac.uk/international/>

Language Resource Centre

The Language Resource Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.

Location: Old Library Building
Opening hours: Mon – Thurs (9am - 7.15pm) Fri (9am – 4.45pm)
Sat: Closed (apart from 25 April – 30 May, 10am – 4pm)
Telephone: 0191 208 7490
Email: language.resource@ncl.ac.uk
Website: <http://www.ncl.ac.uk/language-resource-centre/>

Nightline

Nightline is the confidential listening and information service run for students by students.

Telephone: 0191 261 2905 (8 p.m. to 8 a.m.)
Website: <http://www.nusu.co.uk/support/nightlinenightbus/>

Students' Union

Location: Students' Union, King's Walk
Telephone: 0191 239 3900
Email: student.union@ncl.ac.uk
Website: <http://www.nusu.co.uk/>

SECTION 5

IMPORTANT INFORMATION - ADMINISTRATION

During the PGCE year you will receive certain items that you need to keep safe for future reference.

✓ **DBS Enhanced Disclosure Certificate**

- Issued: Before beginning course

By: Disclosure and Barring Service

KEEP THIS SAFE! Schools will expect you to produce this on arrival during your school experience placement, or later when you are applying for jobs. There are strict guidelines relating to DBS documentation and the University **CANNOT** provide you or anyone else with a copy of your Enhanced Disclosure Certificate.

After the PGCE year you will receive certain items that you need to keep safe for future reference.

✓ **Postgraduate Certificate in Education**

- Issued: August

By: Congregations office

The University will send you a certificate showing you have successfully achieved 60 credits at M level and therefore can be awarded a PGCE.

✓ **QTS Certificate**

- Issued: August

By: the government

The government will send you a certificate showing you have successfully obtained QTS status. This does **NOT** come from the University.

SECTION 6

PGCE Funding 2020/21

For information regarding funding please visit:

<https://www.ncl.ac.uk/student-financial-support/nhs-pgce-funding/#pgcefunding>

Fees

Tuition fees for UK and EU 'home' students on the PGCE Course in 2019/20 are available on the link below: <http://www.ncl.ac.uk/postgraduate/courses/degrees/postgraduate-certificate-in-education-pgce-primary/#fees&funding>

Scotland and Northern Ireland Students

If you are a student from Scotland or Northern Ireland, information on loans and grants is different, please note the contact details below for further information.

Student Awards Agency for Scotland www.saas.gov.uk

Northern Ireland Education and Library Boards <https://www.studentfinancenl.co.uk/>

EU Students

If you have any queries about funding please contact the Finance Office, Kings Gate (0191) 208 6000 also please see the link below to the Finance Adviser for any students who are experiencing hardship:

<https://www.ncl.ac.uk/student-financial-support/hardship/>