

Professional Graduate Diploma

in Education

ONLINE PRIMARY

PROGRAMME HANDBOOK

University of Aberdeen

School of Education

Session 2024-2025

(Programme starts January 2025)

Contents

[Welcome 4](#_Toc182909754)

[PGDE Online Programme Team 5](#_Toc182909755)

[LinC Tutor 5](#_Toc182909756)

[Primary Curriculum Lead Tutors 5](#_Toc182909757)

[Assessment Lead 5](#_Toc182909758)

[School Experience Lead 5](#_Toc182909759)

[Contacting Tutors 5](#_Toc182909760)

[Roles of Individuals 6](#_Toc182909761)

[The Role of the LinC Tutor 6](#_Toc182909762)

[The Role of the Curricular Tutor 6](#_Toc182909763)

[Disabilities Coordinator 6](#_Toc182909764)

[The Role of the School Experience (SE) Tutor 6](#_Toc182909765)

[The Role of the SE Supporter Teacher 6](#_Toc182909766)

[The Role of the PGDE Student 6](#_Toc182909767)

[Class Representatives 7](#_Toc182909768)

[Programme Rationale and Aims 8](#_Toc182909769)

[Introduction 8](#_Toc182909770)

[Programme Rationale 8](#_Toc182909771)

[Principles of Partnership 8](#_Toc182909772)

[Teacher Professionalism 9](#_Toc182909773)

[Programme Aims 9](#_Toc182909774)

[Programme General Outcomes 10](#_Toc182909775)

[Useful Website Addresses 10](#_Toc182909776)

[Programme Structure 10](#_Toc182909777)

[Programme of Courses / Credit Rating 10](#_Toc182909778)

[Notional Student Effort and Programme Credit Rating 11](#_Toc182909779)

[Masters’ Level Study 11](#_Toc182909780)

[Programme Delivery 12](#_Toc182909781)

[Academic Courses 12](#_Toc182909782)

[School Experience (SE) Placements 13](#_Toc182909783)

[Detailed Academic Course Content 14](#_Toc182909784)

[ED451H Education in Context 14](#_Toc182909785)

[ED451J Exploring the Curriculum 14](#_Toc182909786)

[ED401G Informing Professional Practice 15](#_Toc182909787)

[ED401F Connecting the Curriculum 15](#_Toc182909788)

[Course Administration 16](#_Toc182909789)

[Programme Timeline 16](#_Toc182909790)

[Fees 16](#_Toc182909791)

[MyAberdeen (The University of Aberdeen’s Virtual Learning Environment [VLE]) 16](#_Toc182909792)

[Course Assessment 17](#_Toc182909793)

[Principles and Purposes 17](#_Toc182909794)

[Means of Assessment 17](#_Toc182909795)

[Feedback on Assessment 18](#_Toc182909796)

[Enhancing Feedback 18](#_Toc182909797)

[Student Progress 18](#_Toc182909798)

[Academic integrity 18](#_Toc182909799)

[Self-Plagiarism 19](#_Toc182909800)

[TurnitinUK 19](#_Toc182909801)

[Common Grading Scale 19](#_Toc182909802)

[Monitoring Students’ Progress and Attendance 19](#_Toc182909803)

[Medical Absences 20](#_Toc182909804)

[Quality Assurance - External Examiners 20](#_Toc182909805)

[Student Support 21](#_Toc182909806)

[Inclusion and Diversity 21](#_Toc182909807)

[Prayer Space 22](#_Toc182909808)

[Professional and Academic Associations 22](#_Toc182909809)

[Health and Safety 22](#_Toc182909810)

[School of Education Safety Adviser 22](#_Toc182909811)

[Fire evacuation procedures (when on campus) 22](#_Toc182909812)

[MacRobert Building First Aiders (when on campus) 23](#_Toc182909813)

[Defibrillators (when on campus) 23](#_Toc182909814)

[The General Teaching Council for Scotland (GTCS) 24](#_Toc182909815)

[Teacher induction scheme 24](#_Toc182909816)

[Key institutional policies 25](#_Toc182909817)

[Appendix 1 26](#_Toc182909818)

[Appendix 2 27](#_Toc182909819)

[Appendix 3 28](#_Toc182909820)

[Appendix 4 30](#_Toc182909821)

[Appendix 5 31](#_Toc182909822)

[Appendix 6 32](#_Toc182909823)

# Welcome

Dear PGDE Primary Online students,

We are delighted to welcome you to the University of Aberdeen as you take up your place on the PGDE Primary Online Programme. Some of you will know Aberdeen, and others will be exploring it for the first time. Whatever the case, on behalf of the whole Programme Team, can we wish you an exciting, challenging, and fulfilling year, as you journey towards your teaching qualification and provisional registration with the General Teaching Council for Scotland.

This Handbook is an important document which provides information about the content of the programme. It also includes some of the wider University processes and regulations which guide and govern the programme. We would suggest you perhaps skim through it briefly now, and then know you can come back to it, as and when necessary, later in the session.

We very much look forward to sharing this year with you.

**Signature%20copy**

Lorna Stewart

Programme Lead

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# PGDE Online Programme Team

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## Primary Curriculum Lead Tutors

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## Assessment Lead

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## School Experience Lead

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### Contacting Tutors

Students should be aware that the School does not expect staff to respond to emails after 5pm, at the weekend or when on leave. A tutor may respond but it is not an expectation. Students should not send the same email enquiry to more than one tutor unless copying all into one email as this may lead to confusion and unnecessary work.

## Roles of Individuals

### The Role of the LinC Tutor

The LinC tutors will support the course tutorials sessions and will facilitate the Placement+ sessions. Their role is to offer support and advice for professional development and pastoral care. The LinC tutors will support contextualised learning during the Placement+ sessions.

### The Role of the Curricular Tutor

Curricular Tutors are responsible for the delivery of the curriculum. They will work collaboratively with the LinC tutors to aid and support contextualised learning within the curriculum.

### Disabilities Coordinator

Ingrid Stanyer - [ingrid.stanyer@abdn.ac.uk](mailto:ingrid.stanyer@abdn.ac.uk)

Please see the [Inclusion and Diversity](#_Inclusion_and_Diversity) section for more information.

### The Role of the School Experience (SE) Tutor

School Experience Tutors to assess students’ teaching skills during SE, and their ability to critically evaluate their own practice. School Experience Tutors provide support and guidance to the student whilst on placement and will liaise with the school Supporter Teacher.

### The Role of the SE Supporter Teacher

The teacher supports the student in developing their lesson planning and class management and observes students to discuss their teaching and development needs that will be documented in the weekly review form.

### The Role of the PGDE Student

Student teachers are ‘professional guests’ in each of the schools visited. It is the student’s responsibility to be committed to preparing for entry to the teaching profession. In the context of the PGDE programme, this means that students must be familiar with what is required - both by the University, and the school. Responsibilities must be carried out conscientiously, and in particular: students must be properly prepared to teach the classes allocated to them by the school:

Any health, conduct, behaviour or other issue that could bear on a PGDE candidate’s suitability or fitness for teaching will be investigated by the Fitness to Practice Committee (Education). However, where such a case relates to a matter falling within the Code of Practice on Student Discipline, it may be referred to the Fitness to Practice Committee (Education) only after procedures under that Code are exhausted and an allegation has been admitted or found to be proved. The Senatus Academicus, on the recommendation of the Fitness to Practice Committee (Education), may suspend or terminate the studies of candidates for the PGDE who, following a proper process of investigation, are judged not ‘fit to practice’. In exceptional circumstances only, the University may suspend the matriculation of, or exclude from specified activities of the University, candidates whose case has been referred to the Fitness to Practice Committee (Education) pending consideration of their case. In all cases, any such suspension or exclusion shall be subject to the procedures detailed in the University’s Code of Practice on Student Discipline, as these are prescribed by any resolution of the University Court in force at the relevant time.

Please see [Appendix 1](#_Appendix_1) for flow chart representation of this process.

The University of Aberdeen code of practice on Student Discipline is available at

<https://www.abdn.ac.uk/staffnet/documents/academic-quality-handbook/Code%20of%20Practice%20in%20Student%20Discipline%20(Academic).pdf>

Disclosure checking

The University of Aberdeen, as a public service provider, is committed to trying to ensure that its students pose no danger to those with whom they will interact during their studies at the University. One of the mechanisms that the University uses to ensure this is a Disclosure check. The check is carried out for all students registered on courses, which require them to have sole supervisory responsibility with people who are under the age of 18. The check itself is undertaken by Disclosure Scotland and further information can be obtained from them at <https://www.mygov.scot/disclosure-types>. Disclosure Scotland will charge an administration fee for carrying out the check, for which you will be liable. You will receive full details of the procedures for completing the check as part of the course registration process.

### Class Representatives

We value students’ opinions in regard to enhancing the quality of teaching and its delivery; therefore, in conjunction with the Students’ Association we support the operation of a Class Representative system.

It will involve speaking to your fellow students about the Programme you represent. This can include any comments that they may have. You will attend Staff-Student Liaison Committee meetings throughout the year, and you should represent the views and concerns of the students within this meeting. As a representative you will also be able to contribute to the agenda. You will then feedback to the students after this meeting with any actions that are being taken.

For more information about the Class representative system visit [www.ausa.org.uk](http://www.ausa.org.uk) or email the VP Education & Employability [vped@abdn.ac.uk](mailto:vped@abdn.ac.uk).

# Programme Rationale and Aims

## Introduction

The programme aims to provide a flexible approach Student Teacher education, to meet the developing educational needs of learners in the 21st Century. The programme is committed to providing opportunities for all students to learn from each other and their tutors, and to build partnerships with Local Authorities and teacher mentors.

The programmes are planned and delivered jointly by the University and partnership schools, designed to equip students with the skills, competences, knowledge and attitudes, which are necessary to prepare them for successful entry into the profession as beginning teachers.

This is an academic programme of study, which requires a high level of commitment, not only to gain the maximum benefit from study – but also to meet the requirements of the General Teaching Council for Scotland’s Standards.

## Programme Rationale

Teaching Scotland’s Future (Scottish Government, 2011) states:

The most successful newly qualified teachers continue with a reflective, inquiring approach to their role in the classroom and their professional development. They can apply these higher order skills, developed through university programmes, to identify and address the needs of each individual learner in their care.

The PGDE online programme enhances the student experience by following these principles:

* Developing skills for critical self-evaluation.
* Valuing equity and diversity.
* Providing student choice and flexibility.
* Encouraging collaborative working through evolving new and strengthened partnerships via a blended approach to learning.
* Understanding the value of engaging in professional enquiry.
* Enabling shared understandings through support and challenge.
* Ensuring balance and coherence across programmes.
* Offering transparent progression in theoretical, professional, and practice understanding, through integrated assessments.
* Using a research base to inform professional learning.
* Providing technology-enhanced learning experiences.
* Extending pre-service scholarship and deepening knowledge of subject content and pedagogies.

## Principles of Partnership

The School of Education at the University of Aberdeen places a high value on partnership. Partnership focuses on maintaining and further developing links between the University and its associated schools and peer professionals, to create the best possible conditions for the initial professional development of students.

## Teacher Professionalism

The rationale for this programme assumes that teachers are professionals who are committed to developing their knowledge and skills in response to the ever-changing needs of their pupils, the schools, and the communities that they serve.

The model explicitly acknowledges the value of:

* working with colleagues in order to promote the skills essential to the broader development of the pupil;
* having a systematic approach to evaluating learning and teaching;
* basing action on the findings of research;
* being equipped to manage change;
* developing effective professional practice, reflection, critical analysis and evidence-based decision making.

The programme is based on the teacher as a professional who has:

* curricular competence;
* classroom practice which is evidence based;
* knowledge of context;
* commitment to the highest standards of professional practice;
* commitment to continuous professional development.

## Programme Aims

The aims of the programme are to:

* demonstrate the ability to fulfil the requirements of the Standard for Provisional Registration as required by the General Teaching Council for Scotland (GTCS) (Please see [Appendix 2](#_Appendix_2));
* develop knowledge and understanding of national policies, and priorities in education, relevant to inclusive education classroom practice;
* develop in-depth knowledge and understanding of learning and teaching theories;
* progress students’ theoretical, professional, and practice understanding, through integrated assessments;
* develop in-depth knowledge and understanding of the 3-18 curriculum in Scottish schools;
* apply knowledge and understanding of curriculum and learning within a range of school settings to develop professional practice;
* develop professional skills and abilities relevant to the transition to teaching;
* support students’ involvement and engagement in; critical reflection, problem-solving and, challenging activities;
* encourage personal and professional commitment to life-long learning through professional enquiry;
* take ownership of pre-service scholarship to deepen knowledge of subject content and pedagogies.

## Programme General Outcomes

PGDE students will be able to:

* articulate collective and shared understandings of learning and teaching in Scottish schools and their communities;
* demonstrate a depth of knowledge and understanding of the Scottish school curriculum and approaches to learning and assessment;
* apply the principles of professional learning within a range of school experience settings;
* draw on relevant principles and perspectives to inform their professional values and practice;
* use technology to enhance learning, on and off campus, including whilst on school experience;
* reflect, evaluate, challenge, and respond, to significant issues in education;
* demonstrate commitment to continuous professional learning through professional enquiry;
* be provided with the opportunity to undertake learning at Masters’ Level, and to attain Masters’ Level credits through additional study.

## Useful Website Addresses

General Teaching Council for Scotland - [www.gtcs.org.uk](http://www.gtcs.org.uk)

Education Scotland - <https://education.gov.scot/>

# Programme Structure

This is an 18-month programme (36 weeks) providing school experience integrated with university-based learning. This year the programme has 18 weeks of school placement supported by Placement+ with a designated supporting LinC tutor to aid contextualised learning.

## Programme of Courses / Credit Rating

| **Year 1** | **Credit Rating** | **Year 2** | **Credit Rating** |
| --- | --- | --- | --- |
| Education in Context | 15 | Informing Professional Practice | 15 |
| Exploring the Curriculum | 15 | Connecting the Curriculum | 15 |
| SE1 | 30 | SE2 | 30 |
| **Total** | **60** | **Total** | **60** |

## Notional Student Effort and Programme Credit Rating

Within the SCOTCAT/Credit point framework, 10 points is deemed to be 100 hours of Notional Student Effort (NSE). Therefore, each course has an NSE of 300 hours. A significant element of Notional Student Effort in the programme is devoted to self-study.

Through self-study, students will develop the following skills:

* organisational
* planning
* research
* communication
* presentation
* co-operation
* collaboration
* reflection

## Masters’ Level Study

Students who successfully gain the PGDE qualification will have the opportunity to register for Masters’ Credits to support their skills of critical enquiry at Masters’ level. The criteria for Masters’ (Level 11) submissions clearly articulate with current [Scottish Credit Qualifications Framework (SCQF)](https://scqf.org.uk/) Level 11 characteristics.

# Programme Delivery

## Academic Courses

The course content will be delivered through a range of synchronous and asynchronous inputs, for example:

* online recorded lectures
* tutorials
* Online conferencing
* Student-led learning

During the course, students are expected to work individually and in groups to:

* reflect on experiences in schools
* share ideas, experiences, opinion through discussion
* read specified and self-selected texts
* carry out research, investigations, assignments
* write notes, reports, critical reflections
* make verbal presentations, both individually and collectively
* take part in Placement+ sessions

Our range of methodologies is designed to:

* to provide flexibility
* to promote independence
* to address the needs of individuals
* to facilitate more advanced learning and deepen understanding
* To allow for personalisation and choice

The course has a broad-based subject/curricular focus with an emphasis on methodology. A diversity of pedagogies is explored through a range of primary curriculum subjects, different ages, stages and contexts for learning.

Teaching Scotland’s Future (2011) places emphasis on the development of ‘expert practitioners whose professional practice and relationships are rooted in strong values and who take responsibility for their own learning’. Students are therefore encouraged to engage with philosophical and practice-based approaches so they may develop their professional thinking, their role and identity as a future teacher, as well as developing their understanding of theoretical principles underpinning learning.

In addition, all students will develop their skills and understanding of Professional Enquiry approaches. In this way they may systematically reflect upon their practice. This will support planning or seeking professional development opportunities thus laying the foundations for engaging in professional learning communities. The programme seeks to prepare individual students to apply their curricular knowledge in the classroom and to prepare all students for the broader issues which affect every teacher. This is achieved through the following courses:

**Year 1**

* ED451H Education in Context
* ED451J Exploring the Curriculum
* ED451K School Experience 1 (SE1) (Usually in Upper Stages, P4-P7)

**Year 2**

* ED401G Informing Professional Practice
* ED401F Connecting the Curriculum
* ED4802 School Experience 2 (SE2) (Usually in Early Stages, P1-P3)

Please see [Appendix 3](#_Appendix_3) for the recommended course reading list.

## School Experience (SE) Placements

Alongside and interwoven with the academic courses students will also have School Experience (SE) placements to complete.

* **SE1** will be completed during year 1 and is a 9-week placement.
* There will be Placement+ sessions during School Experience where students will meet online with their LinC group and tutor to make explicit links between theory and practice.
* As part of the PGDE programme, this professional placement provides the opportunity for students to apply their knowledge of issues in Scottish Education and pedagogical theory in a practical context usually within upper stages (P4-7).
* Students will gradually build responsibility for teaching, learning and assessing through initially observing in the classroom context. With support, they will begin to gradually plan, implement and reflect on learning and teaching across the curriculum. The development of professional practice will be supported by engagement with policy, professional dialogue and enquiry.
* **SE2** will be completed in year 2 and is a 9-week placement.
* As part of the PGDE online programme, this professional placement provides further opportunity for students to apply and develop their knowledge of issues in Scottish Education and pedagogical theory. Students will develop the skills to support them as critically responsive practitioners as they transition into the induction year.
* Students will further develop their professional practice by taking full responsibility for teaching in a new context, usually in Early level (P1-3). Considerations for professional development will be critically examined through practitioner enquiry, supported by professional reading and reflection.
* **Please note, in line with our School Experience Policy, students from the online PGDE Programme are NOT entitled to travel expenses to/from school placements**.

# Detailed Academic Course Content

As described previously the programme consists of four academic courses and two school experience placements. Here are further details of the current course content.

## ED451H Education in Context

This course component provides the main underpinning principles of the programme, providing a forum for the analysis and discussion of the general insights of education in the practical context of primary teaching. The programme covers a range of issues common to all students as developing professionals: in particular, issues which have implications for direct action in the classroom, such as Inclusive Practice.

This course provides a range of learning contexts, to acquire knowledge and understanding of issues in Scottish Education. You will engage with current policy and pedagogical theory in order to support the development of professional values and skills in preparation for School Experience 1.

The course is designed to develop:

* Knowledge and Understanding of the Scottish Curriculum context and related policy.
* Professional values, skills and abilities relevant to the professional practice of teaching.
* Knowledge and understating of pedagogical theory.
* A commitment to professional reflection in order to support life-long learning.
* Skills to support collaborative learning contexts.
* Academic reading and writing skills.

## ED451J Exploring the Curriculum

This course component provides a range of learning opportunities for students to engage with curriculum content, skills and knowledge in Scottish Primary Schools.

Students will develop a broad knowledge and understanding of the nature of curriculum, including subject specific content and skills. Approaches to planning for learning, teaching and assessment will be particularly explored through the core curricular areas of Literacy, Numeracy and Health and Wellbeing.

The course is designed to develop:

* Knowledge and understanding of the Scottish Primary curriculum.
* Subject specific knowledge of primary curricular areas, in particular Literacy, Numeracy and Health and Wellbeing.
* An understating of Scottish curriculum design principles to fully engage pupils with their learning.
* A confidence to understand and develop creative, innovative and enjoyable learning experiences for all.
* An understanding of successful and ongoing implementation of an inclusive curriculum within a diverse classroom.
* Skills to support observation and assessment in order to identify next steps in children’s learning across curriculum areas.

## ED401G Informing Professional Practice

This course component provides a range of learning contexts, to acquire knowledge and understanding of current issues in Scottish Education relevant to Early/First Level.

Students will engage with educational theory, policy and literature in order to further underpin the development of professional practice.

This course will support students to develop the skills required to engage with practitioners’ research and enquiry.

The course is designed to develop:

* Knowledge and understanding of national policies and priorities relevant to the Early/First Level classroom.
* Professional values, skills and abilities relevant to teaching at Early/First Level.
* Knowledge and understanding of early years’ pedagogical theories and child development.
* An understanding of how assessment data can inform next steps in teaching.
* Skills required to engage with practitioner research and enquiry.

## ED401F Connecting the Curriculum

This course component provides a range of learning contexts where students will engage with inter-disciplinary contexts for learning across the curriculum.

Students will develop a broad knowledge and understanding of the nature of the curriculum in the early years, including subject specific content and skills. Approaches to planning for learning, teaching and assessment will be explored through core curricular areas in particular.

The course is designed to develop:

* Knowledge and understanding of the Scottish primary curriculum relevant to Early and First Level.
* Enhanced subject specific knowledge and skills in core curricular areas.
* An understanding of the value of planning interdisciplinary approaches to learning.
* Knowledge and understanding of the benefits and challenges of implementing inclusive, inter-disciplinary learning within diverse classrooms.
* Skills to support collaborative learning as part of ongoing professional development.

## Course Administration

### Programme Timeline

The programme timeline for Year 1 can be found in [Appendix 4](#_Appendix_4). To follow when finalised.

### Fees

<https://www.abdn.ac.uk/infohub/finance/tuition-fees.php>.

### MyAberdeen (The University of Aberdeen’s Virtual Learning Environment [VLE])

MyAberdeen is the University of Aberdeen’s Virtual Learning Environment. This is where you will find learning materials and resources associated with the courses you are studying.

MyAberdeen also provides direct access to TurnitinUK, the originality checking service, through which you may be asked to submit completed assignments. You can log in to MyAberdeen by going to www.abdn.ac.uk/myaberdeen and entering your University username and password (which you use to access the University network).

Further information on MyAberdeen, including Quick Guides and video tutorials, along with information about TurnitinUK, can be found at: <https://www.abdn.ac.uk/toolkit/>.

# Course Assessment

## Principles and Purposes

Assessment supports the aims of the programme and it has a major focus on the Standard for Provisional Registration. Colleagues from the University and schools all have a role in assessing a student’s progress and attainment.

Assessment procedures are designed to complement, support, and enhance, the student’s learning experience. The methods and instruments of assessment, at least in part, reflect current practice in schools.

Peer and self-assessment is widely used in the model of learning, and in particular in relation to Tutor and Self-Directed Activities.

## Means of Assessment

Assessment is based on the Standard for Provisional Registration (SPR): <https://www.gtcs.org.uk/wp-content/uploads/2021/09/standard-for-provisional-registration.pdf>.

Evidence of achievement of SPR is gained from two main sources: observation of classroom practice and four academic assessments:

**Education in Context** – analysis of potential placement school’s response to local context (PowerPoint Presentation, 3000-word equivalence.)

**Exploring the Curriculum** – Curricular Case Studies: exploring a focus child’s learning in a chosen area of the curriculum, identifying next steps in learning and teaching (3000-words)

**Informing Professional Practice** – Analysis of Literature to support an area of enquiry (3000-words)

**Connecting the Curriculum** – PowerPoint and Presentation of enquiry findings (3000-word equivalence)

* Written assignments will be submitted electronically through TurnitinUK (see [page 19](#_TurnitinUK) for more information) including all appendices and will be processed through plagiarism detection software.
* If you wish support with literacy and/or writing an academic assignment, please contact the Student Learning Service at [www.abdn.ac.uk/sls](http://www.abdn.ac.uk/sls).
* A charge will be incurred for all reassessment which is payable to Registry prior to marking. Further information can be found at:

<http://www.abdn.ac.uk/infohub/study/reassessment.php>.

* Any requests for an extension will only be considered if there is a valid reason and you have agreed this with the relevant Course Co-ordinator prior to the submission deadline date.
* External Examiners are the ultimate arbiters of all final marks.
* Details of the assessment requirements and arrangements are available on MyAberdeen.
* Dates for submission are noted on the Programme Timeline in [Appendix 4](#_Appendix_4).

## Feedback on Assessment

The University recognises that the provision of timely and appropriate feedback on assessment plays a key part in students learning and teaching. The guiding principles for the provision of feedback within the University are detailed in the Institutional Framework for the Provision of Feedback on Assessment available at: <https://www.abdn.ac.uk/staffnet/documents/academic-quality-handbook/AandF%20-%20Feedback%20Framework.pdf>.

## Enhancing Feedback

The University recognises both the importance of providing timely and appropriate feedback on assessments to students, and of enabling students to voice views on their learning experience through channels such as Student Course Evaluation Forms and Class Representatives. FAQs, guidance and resources about feedback can be found on the University’s ‘Enhancing Feedback’ website at: <http://www.abdn.ac.uk/feedback/>.

Students have an important role to play in the ongoing development of the programme. Students’ views are taken into consideration when changes to the programme are planned. These views are gathered in part through the regular dialogue between staff and students and more formally using evaluation questionnaires, interviews and surveys.

## Student Progress

Results of all course assessments and school experience placements will be entered into the student portal. It is the responsibility of the student to access their own student record on an ongoing basis.

Further guidance is also available for Students which can be accessed at:

<https://www.abdn.ac.uk/staffnet/teaching/learning-and-teaching-policies-and-regulations-6104.php>.

See [Appendix 5](#_Appendix_5) for information on Exam Board Academic Resubmissions and SE Retrieval Placement.

## Academic integrity

The University expects that all students will undertake their studies with integrity and will submit assessments that have been prepared by themselves. To do otherwise, to act dishonestly and cheat in an assessment, is classed as academic misconduct and will incur penalties.

To ensure you understand the meaning of academic misconduct, how you can avoid it and what the penalties are should you act dishonestly, students should refer to the University policy, details of which can be found online at: <https://www.abdn.ac.uk/students/academic-life/academic-integrity.php>.

## Self-Plagiarism

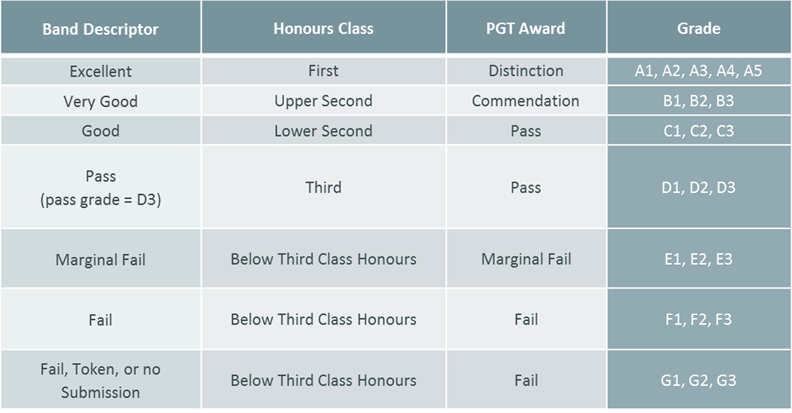
Duplication of one’s own work from other courses is not allowed. You may not resubmit substantial elements of any work previously submitted for assessment at this University or any other institution you have previously attended.

## TurnitinUK

TurnitinUK is an online service, which compares student assignments with online sources including web pages, databases of reference material, and content previously submitted by other users across the UK. **The software makes no decision as to whether plagiarism has occurred**; it is simply a tool which highlights sections of text that have been found in other sources thereby helping academic staff decide whether plagiarism has occurred.

## Common Grading Scale

All assignments will be graded using a pass/fail marking system, with individual written feedback giving students an indication of how well they have met the specific assignment criteria. This language is based on the Common Grading Scale.



## Monitoring Students’ Progress and Attendance

The University operates a system for monitoring students’ progress to identify students who may be experiencing difficulties in a particular course and who may be at risk. If a tutor has concerns about your attendance and/or performance, they will contact you in the first instance, and then Registry will be informed should the tutor continue to have concerns. Registry will then email you to ask you to contact their office in the first instance. This system is operated to provide support for students who may be experiencing difficulties with their studies.

Set criteria are used to determine when a student should be reported in the monitoring system. You will be asked to meet a member of the PGDE Online Team if any of the following criteria apply for this course:

‘either (i) if you are absent for a continuous period of two weeks or 25% of the course (whichever is less) without good cause being reported;

or (ii) if you are absent from two small group teaching sessions without good cause;

or (iii) if you fail to submit a piece of summative or a substantial piece of formative in-course assessment by the stated deadline’

If you fail to respond within the prescribed timescale (as set out in the email or letter), you will be deemed to have withdrawn from the course concerned and will accordingly be ineligible to take the end-of-course assessment or to enter for the resit. Registry will write to you (by email in term-time) to inform you of this decision. If you wish consideration to be given to reinstating you in the course you will require to meet with the Convener of the Students’ Progress Committee.

Further guidance is also available for Students which can be accessed at:

<https://www.abdn.ac.uk/staffnet/teaching/learning-and-teaching-policies-and-regulations-6104.php>.

Please see [Appendix 6](#_Appendix_6) for Supplementary Regulations for PGDE.

## Medical Absences

Candidates who wish to establish that their academic performance has been adversely affected by their health are required to secure medical certificates relating to the relevant periods of ill health (see General Regulation 2.4).

The University’s policy on requiring certification for absence on medical grounds or other good cause can be accessed at: <https://www.abdn.ac.uk/staffnet/documents/academic-quality-handbook/Policy%20-%20Student%20Absence.pdf>.

You are strongly advised to make yourself fully aware of your responsibilities if you are absent due to illness or other good cause. In particular, you are asked to note that self-certification of absence for periods of absence up to and including eleven weekdays is permissible. However, where absence has prevented attendance at an examination or where it may have affected your performance in an element of assessment or where you have been unable to attend a specified teaching session, you are strongly advised to provide medical certification ([Policy on Certification of Absence for Medical Reasons or Other Good Cause](https://www.abdn.ac.uk/staffnet/documents/academic-quality-handbook/Policy%20-%20Student%20Absence.pdf)).

Students can record their absences online via the link on the home page of their respective MyAberdeen curriculum course. Students should also inform relevant tutors if they are to be absent from any tutorial sessions.

## Quality Assurance - External Examiners

All University courses and programmes have external examiners appointed. These external colleagues work in collaboration with the course team in order to ensure moderation of learning and student experience.

Our current external examiners are:

Eilidh Slattery, Royal Conservatoire of Scotland, [eilidh.slattery@abdn.ac.uk](mailto:eilidh.slattery@abdn.ac.uk)

Julie Price, [julie.pricegrimshaw@abdn.ac.uk](mailto:julie.pricegrimshaw@abdn.ac.uk)

The Academic Quality Handbook is available at:

<https://www.abdn.ac.uk/staffnet/teaching/academic-quality-handbook-838.php>.

# Student Support

Contained within the student induction booklet are initial contact details intended to support student orientation in the early stages of the course. These contacts cover a range of aspects: e.g., Student Learning service; ICT; and Student Support Services.

On more general professional issues, students would normally approach their LinC Tutor and/or School Experience Tutor, if on school experience. Students will find, however, that help and information is readily available from all school and University staff with whom they come into contact.

The University provides a Counselling Service which is available to all students. Confidential support can be accessed through the University Counselling Secretary on [student.support@abdn.ac.uk](mailto:student.support@abdn.ac.uk).

The University is keen to help students successfully complete their studies. If at any time you feel that you need assistance, there is a range of support services available to help. These include support to assist with unexpected and/or exceptional financial difficulty; support for disabled students; and academic learning support through the Student Learning Service. Further details about all these services are available at <http://www.abdn.ac.uk/student-support/>.

## Inclusion and Diversity

The University is committed to the principle of equality of opportunity and it aims to ensure that no student or prospective student is discriminated against, directly or indirectly, or receives less favourable treatment, because of unfair social practices.

Ingrid Stanyer in the School of Education is the designated Disability Officer for the PGDE Programme. Further information, including copies of the School’s disability statement, can be obtained from Ingrid. Any students who feel that they require additional support as a result of a disability should initially speak with Student Support Services.

Information can also be accessed at: <https://www.abdn.ac.uk/students/support/disability-services-3395.php>.

Ingrid Stanyer - [ingrid.stanyer@abdn.ac.uk](mailto:ingrid.stanyer@abdn.ac.uk)

Learning and teaching in schools and course content provides a forum for the analysis and discussion of the issues of inclusive education and diversity within the practical context of classroom teaching and philosophically. The Programme covers a range of themes common to all sectors and subjects; in particular, those that have implications for direct action in the classroom and the wider role of the teacher. Partnership and the model of the Primary Teacher in today’s society are two key concepts of the Programme design.

## Prayer Space

The University of Aberdeen warmly welcomes students and staff from many diverse nations, cultures, faiths, and beliefs. This diversity enriches our whole community, making Aberdeen a great, globally minded place to study and work. Throughout your studies, should you require a place to pray, MR125 within the MacRobert Building can be used. This quiet space has been identified for students to use during times of religious observance. Please note that this room is used by others within the MacRobert building and, at times, may be unavailable. In these circumstances, the University of Aberdeen have a range of dedicated spaces across the campus which can be used for prayer. Information regarding this can be found on the Multi-Faith Chaplaincy page of the University of Aberdeen website:

<https://www.abdn.ac.uk/about/campus/multifaith-chaplaincy/index.php>.

# Professional and Academic Associations

A range of Professional and Academic Associations and Teachers’ Unions exist which offer students professional support and protection by way of access to legal services, insurance cover, and useful professional information. As part of the PGDE programme, information regarding the Teachers’ Unions is shared on MyAberdeen.

# Health and Safety

Individuals must recognise their own health and safety responsibilities. You can access the School of Education Health and Safety Policy in the Course Information area of MyAberdeen. All students should read this.

## School of Education Safety Adviser

The School Safety Adviser is the School Administration Manager. Please do not hesitate to approach the School Safety Adviser with any concerns you may have about safety in the school. In the meantime, please contact Rhea Lilchev ([pgde@abdn.ac.uk](mailto:pgde@abdn.ac.uk)) to report any safety concerns.

## Fire evacuation procedures (when on campus)

If the fire alarm goes off in the MacRobert Building, please leave the building ***immediately*** by the nearest exist to your location. Exit points are listed below. It is not possible, in general, to determine the seriousness of an alarm, so be prepared for the worst and act quickly. Listen to and obey any instruction given. The assembly area for the School, following evacuation of the building, is the grass area beside the front entrance of the building, parallel with King Street. It is important that everyone stands in the grass area so that the entrance to the building is not obstructed when rescue services arrive.

In addition to the main entrance, the exit routes are as follows:

* Two exits from the main lecture theatre to the east of the building adjacent to King Street.
* An exit mid-way along the west side of the building.
* Below the “bridge” on the west side of the building.
* On the “bridge” on the west side of the building on the first floor.
* Two exits from the northeast side of the building.

Check which exit points are nearest your classrooms so that you can find them quickly in an emergency.

When you are in other parts of the university, you should also be familiar with exit routes.

The School has Disabled Persons’ Evacuation Assistants who will assist in the evacuation of individuals who need assistance. Persons who are unable to evacuate the building by the stairs should go to the refuge areas on each floor beside the lifts and sound the alarm, which is located on the wall near to the stairs. An Evacuation Assistant will lead those individuals to safety in a lift.

There is weekly routine testing of the fire alarm system in the MacRobert Building on Wednesday mornings; there is no need to leave the building during testing. All other alarms are to be treated as real.

## MacRobert Building First Aiders (when on campus)

In the event of an incident requiring first aid, please call 01224 274994.

Outwith ‘normal’ working hours, or if a first aider is unreachable on the number above, telephone Security on 01224 273939 for assistance.

Dial 999 if the injured party is seriously injured/ill, or their life is at risk.

## Defibrillators (when on campus)

The University has purchased Automated External Defibrillators (AED) for use by first aiders who have attended the defibrillator training.

Sudden cardiac arrest is a leading cause of death in Europe, affecting about 700,000 individuals a year. Many victims of sudden cardiac arrest can survive if bystanders act immediately while ventricular fibrillation (VF) is still present.

If you suspect someone has had a heart attack, please contact one of the first aiders listed above or contact Reception in MacRobert on Ext 4776.

# The General Teaching Council for Scotland (GTCS)

The GTCS controls entry into the teaching profession in Scotland. To teach in an Education Authority in Scotland, Student Teachers are required to register with the GTCS. When Student Teachers have successfully completed their programme and satisfied the medical requirements, they will be eligible for registration with the GTCS.

If you are going through an appeals process with the University, which is going to result in a delay in the GTCS being notified of you passing your course, then it is likely that you will not be in a position to start the Teacher Induction Scheme (TIS). Please access the [GTCS website](https://www.gtcs.org.uk/) for further information.

## Teacher induction scheme

During session 2001-2002, the Teacher Induction Scheme (TIS) was introduced. This scheme is administered by the GTCS, in partnership with the Scottish Government. All new teachers in Scotland are required to fulfil a period of probation before being awarded full registration with the GTCS. The Teacher Induction Scheme will:

* guarantee a one-year training post to every eligible\* student graduating with a Teaching Qualification from a Scottish Higher Education Institution;
* ensure a maximum class commitment of 0.8 Full Time Equivalent, the remaining time available to be used for professional development;
* provide each Probationer with access to the services of an experienced teacher as a nominated induction tutor;
* ensure a consistently high-quality probationary experience;
* provide remuneration for the probationary period which compares well with that of other professions.

At the end of the Teacher Induction Scheme, Probationary teachers will be eligible to apply for Full Registration as a teacher with the GTCS. To achieve this, they will have to meet the requirements of the Standard for Full Registration (SFR). The SFR and the new Induction Scheme will together serve to ensure that those entering this challenging and rewarding profession are given the very best start to their career.

* Eligibility will normally be restricted to those students graduating from a Scottish Higher Education Institution with a Teaching Qualification whose training has been publicly funded. This includes students from other parts of the UK and other parts of the EU provided they have been assessed as eligible for Home Fees. This is regardless of how these fees are funded i.e. through SAAS, Local Education Authorities, self-funded, Northern Ireland education and Library Boards, etc. Students who pay overseas or full fees are not in publicly- funded places and are therefore not eligible to join the Scheme.

(*Extracted from the Scottish Executive Education Department booklet “Teacher Induction Scheme 2004/2005”*.)

# Key institutional policies

Your attention is drawn to key University policies which can be accessed via <https://www.abdn.ac.uk/staffnet/teaching/key-education-policies-for-students-11809.php>. It is important that make yourself familiar with the University’s policies and procedures on the subjects covered.

Important information regarding your studies; such as term dates, monitoring, assessment, appeals and complaints, can be found at <https://www.abdn.ac.uk/infohub/study/index.php>.

Information and help specific to Online Learners can be found at <https://www.abdn.ac.uk/study/online/>.

# Appendix 1

**Fitness to Practice Flow Chart**

# Appendix 2

**The Standard for Provisional Registration in Scotland**

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland. It also acts as one of the sets of subject benchmark statements for professional qualifications in Scotland developed by the Quality Assurance Agency for Higher Education. Having gained this Professional Standard, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration.

The General Teaching Council for Scotland states:

“The Professional Standards, with professional values at the heart, support and promote partnership, leadership, enquiry and professional learning. They describe teacher professionalism in Scotland, our ‘way of being’. Professional Standards for teachers in Scotland have multiple purposes:

* to create a shared language for teaching professionals;
* as a benchmark for professional competency;
* to develop and enhance professionalism;
* to support career-long professional growth;
* to provide a framework for Initial Teacher Education, probation and leadership pathways and programmes; and
* to ensure and enhance public trust and confidence in the teaching profession.”

(<https://www.gtcs.org.uk/knowledge-base/articles/the-standard-for-provisional-registration>)

Full registration with the General Teaching Council for Scotland is a prerequisite to obtaining permanent employment in schools in the state sector in Scotland. Care has been taken to ensure that both sets of Standards offer a common framework for professional development with the Standard for Full Registration (SFR) building on the Standard for Provisional Registration.

The PGDE online programme is designed to help you reach the Standard for Provisional Registration.

# Appendix 3

**Recommended course reading**

\*Available on-line [for free] via the library, once you have your University login

Learning, Teaching and Pedagogy

BATES, B., (2019). *Learning theories simplified*. 2nd edition. London: SAGE Publications.

CREMIN, T. & BURNETT, C., (2018). *Learning to teach in the primary school*. London: Routledge

\*<http://www.vlebooks.com/vleweb/product/openreader?id=Aberdeen&isbn=9780203854624>

GAUNT, A. & STOTT, A., (2019). *Transform teaching and learning through talk*. London: Rowman & Littlefield.

HATTIE, J., (2012). *Visible learning for teachers: maximizing impact on learning*. Abingdon: Routledge.

\*<https://www.taylorfrancis.com/books/mono/10.4324/9780203181522/visible-learning-teachers-john-hattie>

PALMER, S., (2021). *Play is the way*. United Kingdom: CCWB Press.

Social Justice, Inclusion and Diversity

ARSHAD, R., WRIGLEY, T. & PRATT, L., (2020). *Social Justice Re-Examined: Dilemmas and Solutions for the Classroom Teacher*. London: Institute of Education Press.

\*<https://ebookcentral.proquest.com/lib/abdn/detail.action?docID=6403353>.

BLACK-HAWKINS, K., FLORIAN, L. & ROUSE, M., (2015). *Achievement and inclusion in schools*. 2nd edition. London: Routledge.

\*<https://www.vlebooks.com/Vleweb/Product/Index/864408?page=0>

HART, S. et al., (2004). *Learning without Limits*. Maidenhead: Open University Press.

\*<https://ebookcentral.proquest.com/lib/abdn/reader.action?docID=290385>

THOM, J., (2020). *A quiet education challenging the extrovert ideal in our schools*. United Kingdom: John Catt Educational Limited.

Assessment

CLARKE, S., (2014). *Outstanding Formative Assessment: Culture and Practice*. London: Hodder Education.

\*<https://ebookcentral.proquest.com/lib/abdn/detail.action?pq-origsite=primo&docID=1747071>

Professional Enquiry

BAUMFIELD, V., WALL, K. & HALL, E., (2013). *Action Research in Education: Learning through Practitioner Enquiry*. London: Sage.

\*<https://ebookcentral.proquest.com/lib/abdn/reader.action?docID=1110172>

Learning for Sustainability

BEAMES, S., HIGGINS, P. & NICOL, R., (2012). *Learning Outside the Classroom*. Abingdon: Routledge.

\*<https://ebookcentral.proquest.com/lib/abdn/detail.action?docID=957269>

MURRAY, P., (2011). *The Sustainable Self: A Personal Approach to Sustainability Education*. London: Earthscan.

\*<https://ebookcentral.proquest.com/lib/abdn/detail.action?docID=981647&pq-origsite=primo>

Classroom Climate/Ethos

DIX, P., (2017). *When the adults change everything changes: Seismic shifts in school behaviour*. Carmarthen: Crown House Publishing Limited.

\*<https://ebookcentral.proquest.com/lib/abdn/detail.action?pq-origsite=primo&docID=4871033>

WAYNE, K.R. & GRUENEWALD, D.A., (2004). Ecojustice and Education: A Special Issue of Educational Studies. Mahwah, NJ: Taylor & Francis Group.

\*<https://ebookcentral.proquest.com/lib/abdn/detail.action?docID=1694464>

Academic Support

REDMAN, P., (2017). *Good Essay Writing: A Social Sciences Guide*. 5th edition. London: SAGE.

School Experience

MEDWELL, J. & SIMPSON, F., (2008). *Successful teaching placement in Scotland: Primary and Early Years*. Exeter: Learning Matters.

\*<https://ebookcentral.proquest.com/lib/abdn/reader.action?docID=820164>

# Appendix 4

| YEAR 1 | | | | |
| --- | --- | --- | --- | --- |
| **Uni Wk** | **Wk Beg** | **ED451H**  **Education in Context**  **(15 credits)** | **ED451J**  **Exploring the Curriculum**  **(15 credits)** | **Other information** |
| 23 | 30 Dec | Online Registration | | |
| 24 | 6 Jan |
| 25 | 13 Jan | LinC/Curriculum – week 1 | |  |
| 26 | 20 Jan | LinC/Curriculum – week 2 | |  |
| 27 | 27 Jan | LinC/Curriculum – week 3 | |  |
| 28 | 3 Feb | LinC/Curriculum – week 4 | |  |
| 29 | 10 Feb | LinC/Curriculum – week 5 | |  |
| 30 | 17 Feb | LinC/Curriculum – week 6 | |  |
| 31 | 24 Feb | LinC/Curriculum – week 7 | |  |
| 32 | 3 Mar | LinC/Curriculum – week 8 | |  |
| 33 | 10 Mar | LinC/Curriculum – week 9 | |  |
| 34 | 17 Mar | LinC/Curriculum – week 10 | | In-person day 22nd March |
| 35 | 24 Mar | LinC/Curriculum – week 11 | |  |
| 36 | 31 Mar | University holidays | | Assessment 1A Submission  Monday 7th April at 23.59 |
| 37 | 7 Apr |
| 38 | 14 Apr | Reading week | | |
| 39 | 21 Apr | SE1  9 weeks | SE week 1 |  |
| 40 | 28 Apr | SE week 2 |  |
| 41 | 5 May | SE week 3 |  |
| 42 | 12 May | SE week 4 | Virtual recordings |
| 43 | 19 May | SE week 5 |  |
| 44 | 26 May | SE week 6 | SE Assessments |
| 45 | 2 June | SE week 7 | SE Assessments |
| 46 | 9 June | SE week 8 |  |
| 47 | 16 June | SE week 9 | Return visits as required |

Assessment 1B Submission – 14th July at 23.59

# Appendix 5

**Exam Board Academic Resubmissions and SE Retrieval Placements**

The Exam Board meets yearly in June and acts in accordance with the PGDE Programme’s Supplementary Regulations. The Exam Board considers students’ progress during their time on the programme. A number of key decisions are made at the Exam Board. For example:

* Students who have failed both School Experience blocks 1 and 2 are considered and are ordinarily deemed to have failed the PGDE Online Programme.
* Students who have failed School Experience block 2 are considered for the opportunity to undertake a Retrieval Placement. A Retrieval Placement is a period of additional School Experience Placement which usually takes place in September. It provides those students to whom it is awarded an opportunity to overtake previous unsatisfactory progress in School Experience block 2 (Note: Success in School Experience 2 overtakes unsatisfactory progress in School Experience 1). This is not automatic and is at the discretion of the Exam Board having considered a student’s progress, and any relevant mitigation, during their time on the PGDE Programme.
* Students who have failed either/both Assessment 1 and 2, A and B, can be considered for a potential third and final resubmission opportunity, depending on mitigating circumstances.
* Student absence is considered in line with the PGDE Programme’s Supplementary Regulations.

**Note:**

1. The University of Aberdeen assessment regulations apply including the supplementary regulations for the PGDE.
2. The University of Aberdeen Common Grading Scale (CGS) is employed.
3. All assessment is based on the General Teaching Council for Scotland’s Standard for Provisional Registration (SPR).

# Appendix 6

**Supplementary regulations for PGDE**

1. The Professional Graduate Diploma in Education (PGDE) of the University of Aberdeen is awarded on successful completion of a one year (36 weeks) full-time programme (or the equivalent for part-time programmes) and is accredited by the General Teaching Council for Scotland (GTCS).
2. Before being admitted to the Professional Graduate Diploma in Education Programme leading to the diploma/degree, all candidates must, in addition to satisfying any academic requirements for admission, satisfactorily complete a Protection of Vulnerable Groups (PVG) check and would also normally be required to attend for interview.
3. Candidates on the Professional Graduate Diploma in Education must satisfactorily complete all prescribed diploma/degree assessments, as listed in the Programme prescription, and achieve a minimum of 120 credit points, in order to be awarded the Diploma.
4. The programme of study leading to the Diploma, which is accredited by the General Teaching Council for Scotland, shall be as approved by the Senatus Academicus and is contained in the programme prescription appended.
5. The assessment for each course within the Diploma shall be determined by the Senatus Academicus. In terms of General Regulations for Taught Postgraduate Awards, the examiners in respect of periods of School Experience will normally include designated staff of the schools concerned.
6. With the exception of School Experience, where the provisions of Regulation 8 shall apply, candidates will normally be permitted a maximum of two opportunities of assessment to complete any element of prescribed summative assessment. Candidates must have completed all elements of assessment by the end of the academic year in which they are registered.
7. Candidates on the PGDE programme, whose performance is judged to be unsatisfactory during School Experience 1, as detailed in the programme prescription appended to these regulations, may be allowed to progress and make good any unsatisfactory performance in School Experience 2. If performance is judged to be satisfactory in School Experience 2, credit will be awarded for School Experience 1.
8. Candidates whose performance is judged to be unsatisfactory in School Experience 2, as detailed in the programme prescription appended to these regulations (See appendix 6), and whose performance was judged to be satisfactory in School Experience 1, will normally be given the opportunity to repeat that period of School Experience with the permission of the Senatus Academicus.
9. Candidates whose performance is judged to be unsatisfactory in both School Experience 1 and School Experience 2 will normally be recommended for termination of their candidature.
10. Candidates who accrue two or more absences from ten workshop attendances may have their Class Certificate withheld. This would prevent candidates from completing their course.
11. Candidates who are absent for five days or more during a block of School Experience placement (School Experience 1 or School Experience 2) may be required to undertake a further period of School Experience.
12. Candidates who have failed the PGDE Programme, or a different Programme of Initial Teacher Education at the University of Aberdeen or elsewhere, or who withdraw whilst making unsatisfactory progress, will not be allowed to reapply within three years. If reapplying, candidates must provide evidence prior to interview that they have taken action to address previously unsatisfactory performance.
13. Candidates who have suspended their studies must have their conditions of readmission agreed by the Programme Director at the time of suspension.
14. Any health, conduct, behaviour, or other issue, that could bear on a candidate’s suitability or fitness to practise teaching will be considered by the Fitness to Practise Committee. However, where such a case relates to academic conduct within the Code of Practice on Student Discipline, it may be referred to the Fitness to Practise Committee only after procedures under that Code are exhausted and an allegation has been admitted or found to be proven. The Senatus Academicus, on the recommendation of the Fitness to Practise Committee, may suspend or terminate the studies of candidates for Degree Programmes in Education who, following a proper process of investigation, are judged not ‘fit to practise’. In exceptional circumstances only, the University may suspend the matriculation of, or exclude from specified activities of the University, candidates whose case has been referred to the Fitness to Practise Committee, pending consideration of their case. In all cases, any such suspension or exclusion shall be subject to the procedures detailed in the University’s Code of Practice on Student Discipline, as these are prescribed by any resolution of the University Court in force at the relevant time.