

	Course specification last updated and signed off	September 2020
Professional, Statutory & Regulatory Body accreditation	On completion of the course, students are recommended for the award of Qualified Teacher Status to the appropriate awarding body.	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> • Enabling students to gain the necessary professional experience and academic skills, knowledge and understanding to meet the Teachers' Standards (DfE 2012), while also engaging them with the research and theory that underpins effective teaching and learning. • Experience both school and centred based training that meets the requirements of national priorities in teacher education. • Develop to M level knowledge and understanding of issues of equality, inclusion and diversity to underpin the professional skills needed to teach in schools in inner London and across England. • Gain curriculum expertise, conceptual understanding and specific pedagogical skills in their chosen field through an option module at M level. 	
Course Aims	<p>The PGCE Primary, PGCE Early Years and School Direct PGCE Primary programmes aim:</p> <ul style="list-style-type: none"> • To provide student teachers with a coherent framework of educational experience within which theory and practice are fully integrated and that meet the requirements of the Teaching Agency's ITT criteria (DfE 2012), • To ensure all student teachers are able to teach across two or more consecutive age ranges in at least two schools; that they will have a minimum of 120 days training in school and a minimum of 60 days additional training in university or as self-study • To develop the knowledge, skills and understanding needed to become a responsible teaching professional who can make positive and informed contributions to the development of policy in schools and in broader professional contexts • To enable student teachers to reflect critically on their personal and professional development and respond constructively to innovation and change as their career develops 	

	<ul style="list-style-type: none"> • To foster appropriate values and attitudes, including an informed commitment to the principles of inclusion and equity, and the confidence to identify and contest discriminatory practices, both at a personal and professional level • To encourage student teachers to become creative and innovative classroom teachers • To provide academically rich and stimulating opportunities within which student teachers may pursue educational study to Masters level • To build on the range of experience and achievements that student teachers bring to their programme and develop this potential to enable them to meet the necessary standards to achieve QTS.
<p>Course Learning Outcomes</p>	<p>A) Students will have knowledge and understanding of:</p> <p>A1 Subject knowledge and related pedagogy appropriate for the phase for which they are training to teach</p> <p>A2 Major theories concerning how children learn</p> <p>A3 Key critical debates around the nature and aims of education, and the implications for teachers working in a multi-ethnic, diverse society</p> <p>A4 Key developments in education policy post-1944, including current statutory and non-statutory documents, frameworks and codes of practice relevant to the phase for which they are training to teach</p> <p>B) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Analyse evidence from a variety of sources, including their own practice</p> <p>B2 Engage in educational debates in an informed and professional manner, drawing on relevant research and other scholarly evidence</p> <p>B3 Evaluate the effectiveness of various classroom strategies (including use of new technologies) to enhance children’s learning and development, in order to meet the diverse needs to be found in urban classrooms</p> <p>C) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 demonstrate technical skill in the adoption of appropriate presentational and communication tools to aid teaching and learning in school classrooms, and for an audience of their own peers</p> <p>C2 mediate complex subject-matter in a way that renders it accessible and potentially enjoyable for all pupils in their classrooms</p> <p>C3 set up and manage a range of accurate records, plans and other professional documentation; adhere to school policies,</p>

	<p>meet deadlines and maintain a high level of personal organisation</p> <p>C4 select from a range of interactive teaching/learning strategies and successfully apply these in different practical contexts</p> <p>C5 carry out a research project or educational investigation in a systematic way</p> <p>C6 achieve the Teachers' Standards (DfE 2012)</p> <p>D) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Work effectively under pressure, both independently and as part of teams in a range of contexts</p> <p>D2 Communicate effectively in oral and in written form, adapting register and tone according to context and audience</p> <p>D3 Reflect critically and constructively on their own performance and adapt practice accordingly</p> <p>D4 Successfully manage the complex dynamic of classrooms, make decisions in unpredictable situations and use own judgement to deploy other professionals where appropriate</p> <p>D5 Set up systems for the storage and management of a complex range of data; collate and retrieve in order to present as evidence</p>
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C. Teaching and Learning Strategy

Throughout the course students are required to work independently and to collaborate as part of teams.

A wide range of teaching and learning strategies are adopted, which normally include:

- lectures, including invited speakers,
- discussion groups
- practical workshops
- tutorial/seminar group activities
- self-assessment/auditing and action-planning
- individual and group presentations
- directed reading activities
- micro teaching sessions with formative feedback
- supported self-study and self-directed research
- e-learning

Intellectual skills are modelled within taught sessions. Participation in structured group tasks and Presentations support the critical acquisition of knowledge and theories relating to educational practice. Workshops are used as opportunities for staff to provide formative assessment to students. Written tasks, adhering to set criteria, encourage the development of cognitive skills; and at M Level student teachers will present more complex critical accounts in relation to teaching their subject, as well as making connections between contributions in the different areas of education. At the beginning of the course, in order to support confidence and identify issues with academic writing all student teachers have the opportunity to do a written task that provides diagnostic assessment, but is not formally graded.

The theoretical perspectives considered during the taught sessions are applied to and inform the students' reflective practice during the periods of school experience. By engaging in educational debates, both in taught sessions and with teacher colleagues whilst on school experience, students develop their ability to theorise key issues relating to educational practice and at Level 7/M are able

to examine in greater detail the tensions that exist between theory and practice. In order to support students' thinking at M level student teachers participate in an assessment based on reading and responding to a range of academic papers in their M Level option module. Thinking skills are developed through students' professional practice both within and outside of the school context; analytical reading of texts; reflective writing; student-led discussions; presentations; and through oral and written feedback on assignments.

A range of learning and teaching methods is employed to support the learning outcomes detailed above. In taught subject sessions active approaches to learning within the subject area are modelled by tutors to demonstrate how subject content can be mediated and made accessible to pupils in schools at the required levels. During periods of school experience, supported by tutors, students continue to develop key aspects of their subject and wider knowledge for teaching, through for example: observation; practical application in the planning and teaching of lessons; the setting up and maintaining of record-keeping systems; contribution to teams and working groups; and on-going reflective practice. Student-led investigations are supported through library induction, research methods sessions, web-based materials and support through the VLE.

Students develop transferable skills through written tasks; structured group work and presentations in taught sessions and workshops; developing expertise in the use of new technologies; personal organisation to meet assignment requirements; guidance on managing workload and meeting deadlines. During extended periods of school experience there are many opportunities for students to develop skills in the areas of professional cooperation; working in teams; personal and professional organisation; informed decision-making; self-evaluation and reflection. Transferable skills are supported through discussions in taught sessions and lectures; seminars and tutorials; guided reading; self-study tasks; structured group tasks; independent inquiry and personal research.

Communication opportunities are afforded through, for example, contributions to taught sessions; structured group work and presentations; problem-solving; discussions with practitioners; written tasks; group and individual tutorials/seminars.

All taught sessions at LSBU make reference to how the intended learning for the session enables the student teacher to meet the Teachers' Standards (DfE 2012). In this way, the ideas, theories and professional skills, knowledge and understanding taught at LSBU provide not only the necessary academic rigour for a programme at this level, but also enable student teachers to meet the external requirements necessary for gaining QTS. The monitoring of the practice element of meeting the Teachers' Standards takes place while the student teacher is on school placement or employed as an unqualified teacher and supported and supervised by both LSBU tutors and teachers in school.

This is an intensive course and as well as providing the support outlined in this section each student will be allocated an Academic Advisor. The role of the advisor is to monitor the student teacher's progress, support them with academic work, advise them on where they can receive additional support as required and where necessary support the student in difficult professional or personal situations.

On school experience documents are provided which give student teachers a clear structure and time managed approach to their work.

An in-depth theoretical knowledge of curriculum and pedagogy and its relationship to practice.

- Modelling of teaching approaches and learning strategies
- lectures, including invited speakers
- discussion groups
- practical workshops

- tutorial/seminar group activities
- self-assessment/auditing and action-planning
- individual and group presentations
- directed reading activities
- supported self-study and self-directed research
- scaffolding a placement in at least two schools and a placement in an Alternative Educational Setting
- e-learning
- regular personal academic advice
- oral and written feedback on assessments including professional practice.

Intellectual skills are modelled within most taught sessions. Participation in structured group tasks and presentations support the critical acquisition of knowledge and theories relating to educational practice. Written tasks, adhering to set criteria, encourage the development of cognitive skills; and at M Level student teachers will present more complex critical accounts in relation to teaching their subject, as well as making connections between contributions in the different areas of education.

Theoretical perspectives considered during the taught sessions are applied to and inform the student teachers' reflective practice during the periods of school experience. By engaging in educational debates, both in taught sessions and with teacher colleagues whilst on school experience, student teachers will develop their ability to theorise key issues relating to educational practice. At M level they will be able to examine in greater detail the tensions that exist between theory and practice.

Thinking skills are developed through student teachers' professional practice both within and outside of the school context; analytical reading of texts; reflective writing; student-led discussions; presentations; and through oral and written feedback on assignments. A range of learning and teaching methods is employed to support the learning outcomes detailed above.

In taught subject sessions active approaches to learning within the subject area are modelled by tutors to demonstrate how subject content can be mediated and made accessible to pupils in schools at the required levels. During periods of school experience, supported by tutors, student teachers continue to develop key aspects of their subject and wider knowledge for teaching, through for example: observation; practical application in the planning and teaching of lessons; the setting up and maintaining of record-keeping systems; contribution to teams and working groups; and on-going reflective practice.

Student-led investigations are supported through library induction, research methods sessions, web-based materials and support through the VLE.

D. Assessment

Essays, reports, portfolios, presentations and assessment of professional practice.

Intellectual Skills will be assessed through written assignment, presentations, portfolio, audits, and observations of practical work. A combination of on-going formative assessment and complementary summative strategies are employed.

Student teachers are encouraged to undertake rigorous self-assessment and set targets for their own learning, monitored by staff. Regular feedback, both written and oral, will be used to develop and improve student teachers' ability to structure their thinking and to engage with the course at a highly analytical level.

Students' Practical Skills will be assessed through written assignment, presentations, portfolio, observations of practical work, both within the college and the school context. A combination of on-going formative assessment and complementary summative strategies is employed. Student teachers are encouraged to undertake rigorous self-assessment. Regular feedback, both written and oral, will be used to develop and improve students' practical skills.

Transferable Skills will be assessed by written assignment, presentations, portfolio, audits, use of the VLE, and observations of practical work in at least 3 different settings. A combination of on-going formative Assessment and complementary summative strategies is employed. Student teachers are encouraged to undertake rigorous self-assessment. Regular feedback, both written and oral, will be used to develop and improve students' skills as outlined above.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

- UK equivalent degree 2:2 or above (or the applicant will have achieved a degree by the September start date of the programme). This may be in any subject; it does not have to be a National Curriculum subject.
- GCSE (Grade C or above) or equivalent qualification in English, science and maths

Applicants who have provided the following will be invited to interview:

- a **positive reference** that highlights candidate's suitability to become a teacher
- a coherent written personal statement demonstrating enthusiasm for teaching and learning (personal statement)
- evidence of experience of or commitment to working with young learners in a formal/informal setting (personal statement)
- evidence of appreciation of diversity and an understanding of how equality is promoted through education (personal statement)
- evidence that they have the capacity to be an asset in a teaching/learning environment (personal statement)

The interview process will consist of some or all of the elements listed below:

- Written English assessment
- Mathematics assessment
- Individual presentation or short lesson
- Activities in classrooms as determined by employing schools (School Direct only)

Successful candidates will demonstrate:

- An awareness of current issues in education
- The ability to critically reflect
- Effective oral and written communication skills
- Effective presentation skills
- Ability to write in standard English
- A personal commitment to diversity and equality
- An understanding of the need for professional behaviour

All successful applicants must undergo an enhanced Disclosure and Barring check and be passed 'fit to enrol' by LSBU occupational health processes before being allowed to work closely with children in schools.

Entry requirements for overseas students are the same as above, but the applicant must have an IELTS score of 6.5, TOEFL - 580 (print-based), TOEFL- 90 (internet-based), Cambridge Proficiency or Advanced Grade C.

G. Course structure(s)

Semesters	Semester 1		Semester 2	
Terms	Autumn	Spring	Summer	
PGCE Primary (5458) PGCE Early Years (5459)	TtP Theory to Practice Placement (0 CATS)	School Experience 1/SD Term 2 (0 CATS)	AES (0 CATS)	School Experience 2/SD Term 3 (0 CATS)
	Mathematics (10 CATS Level 6)			
	English (10 CATS Level 6)			
	Foundation Subjects (10 CATS Level 6)			
	Science and Computing (10 CATS Level 6)			
	Primary Professional Studies and AES (20 CATS Level 6)			
	Equality, Inclusion and Citizenship (30 CATS)			
Option module (30 CATS)				

Semester	Semester 1		Semester 2	
Term	Autumn	Spring	Summer	
School Direct PGCE Primary (5460)	Term 1 incl. AES/School 2 (0 CATS)	Term 2 (0 CATS)	Term 3 (0 CATS)	
	Consecutive Key Stage Placement 20 days takes place throughout the year (in base school).			
	English (10 CATS)			
	Mathematics (10 CATS)			

	Science and Computing (10 CATS)	
	Foundation Subjects (10 CATS)	
	Primary Professional Studies and AES (20 CATS)	
	Equality, Inclusion and Citizenship (30 CATS)	
	Option module (30 CATS)	

Placement information

Placements for trainees on the PGCE Primary and PGCE Early Years are managed by the Education Division partnership team. Placements for trainees on the School Direct PGCE Primary are managed by the lead school.

H. Course Modules

Reference Code	Module Title	Level	Credit value	Assessment
PGC_6_MAT	Primary Mathematics	6	10	Portfolio
PGC_6_ENG	Primary English	6	10	Portfolio
PGC_6_FDS	Foundation Subjects	6	10	Portfolio
PGC_6_SAC	Science and Computing	6	10	Portfolio
PGC_6_PFS	Primary Professional Studies and AES	6	20	Professional portfolio consisting of tasks and activities providing evidence of progress towards the Teachers' Standards
PGC_7_EIC	Equality, Inclusion and Citizenship	7	30	Action research + case study
PGC_7_LCC/ RAM/ EYE/ EBS/ SED	Option module	7	30	Literature review + presentation

I. Timetable information

The course is 40 weeks full-time and takes place both in the university and in schools and educational settings. To comply to the government's requirements for achieving Qualified Teacher Status at least 120 days (24 weeks) of the course takes place in schools and other educational settings. This includes the fifteen days in an alternative educational setting (AES) and five days pre course experience. Alongside this, a minimum of sixty days additional training takes place in the university or as self-study.

J. Costs and financial support Course related costs

Course costs do not include additional expenses such as the cost of books or other learning materials, specialist equipment, or travel to placement.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link-

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Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																	
Level	Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8
7	Equality, Inclusion and Citizenship	PGC_7_ EIC	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA
7	Early Years Education Option	PGC_7_ EYE	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA
7	Language, Learning and Culture Option	PGC_7_ LCC	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA
7	Raising Achievement in Mathematics Option	PGC_7_ RAM	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA
7	Enquiry Based Science Option	PGC_7_ EBS	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA
7	Special educational Needs and/or disability (Option)	PGC_7_ SED	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		DTA
6	Primary English	PGC_6_ ENG	DTA	DTA	DTA	DTA		DTA	DTA	DTA			DTA	DTA	DTA	DTA		DTA		
6	Primary Mathematics	PGC_6_ MAT	DTA	DTA	DTA	DTA		DTA	DTA	DTA			DTA	DTA	DTA	DTA		DTA		
6	Primary Science and Computing	PGC_6_ SAC	DTA	DTA	DTA	DTA		DTA	DTA	DTA			DTA	DTA	DTA	DTA		DTA		
6	Foundation Subjects	PGC_6_ FDS	DTA	DTA	DTA	DTA		DTA	DTA	DTA			DTA	DTA	DTA	DTA		DTA		

6	Professional Studies and AES or Second School	PGC_6_PFS	DTA	DTA	DTA	DTA		DTA	DTA	DTA			DTA	DTA	DTA	DTA		DTA		
Prof	Mentor Placement/ School Direct Term 1	PGC_6_SX1	D	D				D		D			DT	DT	DT	DT		D		
Prof	School Exp 1/ School Direct Term 2	PGC_6_SX2	DA					DA		DA			DTA	DTA	DTA	DTA		DA		
Prof	School Exp 2/ School Direct Term 3	PGC_6_SX3	DA					DA		DA			DA	DA	DA	DA		DA		

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Opportunities to discuss progress with the module leader are available on an ad hoc basis.
2 Supporting the development and recognition of skills in academic modules/modules.	The development of skills required for successful completion of the course (e.g. referencing, assignment structure, presentational skills, critical thinking, etc.) are embedded in module sessions.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	The development of skills required for successful completion of the course (e.g. referencing, assignment structure, presentational skills, critical thinking, etc.) are embedded in module sessions.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Where required, the development of research skills for successful completion of the course (e.g. understanding and design of methodology, ethics, presentation of results, etc.) are embedded in module sessions.
5 Supporting the development and recognition of career management skills.	The course has implicit links to career development and opportunities to develop and enhance these links are embedded in module sessions.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Links with course content and students' experience in educational settings are implicit in the course. Opportunities to develop and enhance these links are embedded in module sessions.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Introduction to the help and support offered by the University's various central support services. Students are advised of the benefits they can gain through participation in Student Union activities and societies and in becoming course representatives.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The links between course content and continuing professional development are implicit. Developing the skills and attitudes for CPD are embedded within module sessions.
9 Other approaches to personal development planning.	Library induction is provided during induction week. Students are encouraged to engage with professional networks.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Reflections and evaluation are embedded in module assignments. Students are encouraged to reflect throughout the course, and record these reflections in ways which support their individual development.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
higher education provider	organisations that deliver higher education

independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music

professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions